

NARACES NEWSLETTER

The Official Newsletter of NARACES



What's inside the latest issue:

- A LETTER FROM THE PRESIDENT-1
- NARACES AWARD WINNERS-3
- NARACES GRANT WINNERS-4
- UPCOMING WORKSHOP-5
- BLACK EDUCATORS AND SUPERVISORS -6
- VOICES FROM THE FIELD-7
- EXECUTIVE BOARD AND COMMITTEE -17

A Letter from the President

MICHELLE HINKLE

Dear NARACES Members, I am honored to serve as your 2020-2021 NARACES president, and I look forward to the year ahead. I would like to thank our Past-President, Dr. Tracy Stinchfield, for her leadership and the initiatives she began as president such as the research mentorship program, her appointment of the accessibility and equity taskforce to help with conference planning, and her support in decisions as a result of the COVID-19 pandemic. Dr. Stinchfield is continuing her NARACES service by organizing our elections process currently taking place.

LETTER FROM THE PRESIDENT CONTINUED

In a typical fall we are preparing to come together in scholarship and collaboration at our regional or national conference, but this year has been far from typical. Though I will miss the time and opportunity to connect in person, I hope we can instead come together in more creative ways. Our NARACES theme for the year is Learning and Connection, and for the first time we will offer webinars at least once per month throughout the year. Our October presentation entitled, "Self-Care & Self-Love: Incorporating Feminist Black Strategies for Black Women in Counseling" was presented by Drs. Melany Silas, Derek Seward, and Melissa Luke. Spring presentations will be posted before the spring semester. We also hope to have other opportunities for members to connect and learn about the work we are doing, as well as support one another.

One such opportunity for connection is through the collaboration of the NARACES Advocacy and Wellness committees lead by Drs. Katie Muirhead, Stephaney Morrison, Jocelyn Novella, Devona Stalnaker-Shofner, Amanda Minor, and Cathy Lounsbury. Together they have created wellness focused zoom spaces, facilitated by wellness scholar Dr. Stalnaker-Shofner, for BIPOC NARACES members to come together in dialogue about their lived experiences. I had the opportunity to join early meetings of their collaboration, and their commitment to creating a safe space for NARACES Black-Identifying counselor educators and supervisors who experience added pressure to everyday work amidst racism, racial trauma, and white superiority, was evident. I am appreciative of their work, reflection, and commitment to their initiative. Their first event was held on October 30th and they are planning another one for December. Please continue to check the NARACES website and your email for more information.

Thank you, also, to Shanta Pamphile, our Graduate Student Representative, and YangYang Liu, our Graduate Student Representative-Elect. They are hard at work ensuring opportunities for connection with our graduate student members through a graduate student town hall event held in September and weekly writing retreats.

I would like to thank Drs. Mike Mariska, Ashley Luedke, Harvey Peters, and Tracy Roberts who organized and led the NARACES Emerging Leaders program in September. They swiftly moved their event to a successful online format. Congratulations to all the Emerging Leaders! I wish each of them the best as they continue their leadership development and find ways to be involved in NARACES and other organizations.

Congratulations are also in order to the NARACES 2020 Award and Grant recipients! Thank you to Dr. Meredith Drew, who led the 2020 NARACES award committee, and Dr. Rachel Vannatta, who steered the NARACES grant committee. Please join me in congratulating each award recipient formally acknowledged and celebrated in a presentation presented by Dr. Drew, which can be found on the NARACES home page.

Though only a few months into the new year, the NARACES Executive Committee and Executive Council has been active and productive. Completing a project which began last year, the NARACES Executive Committee finalized the production of a regional logo. The logo, which features a lighthouse, ocean, and rolling hills, is featured in this newsletter. Led by Dr. Matthew Nice, we are also undergoing two bylaws changes. The first establishes the Accessibility and Equity taskforce (currently led by Lynn Pierce and Dr. Amanda Minor) as a standing committee in our region. The second, ensures that our procedure to change bylaws is aligned with ACES expectations.

Worthy to note, is that this newsletter marks the final one published by Drs. Sarah Springer and Jason Duffy, who have co-edited the NARACES newsletter for several years. They have worked diligently to write, gather and edit articles, illustrate, and publish the NARACES newsletter twice a year. Their work for the newsletter and on the NARACES Executive Council has been extensive, and we wish them the best in their future endeavors!

In closing, I want to acknowledge that the Indigenous land inhabited by the NARACES region includes the following larger territories: Susquehannock, Lenape Haki-nk, Oneida, Haudenosaunee, Munsee Lenape, Quinnipiac, Tunxis, Wappinger, Wangunks, Nipmuc, Narragansett, Nacotchtank, Piscataway, Wabanaki Confederacy, Penobscot, Abenaki/Abénaquis, and Taino. I urge you to take a look at <https://native-land.ca/> to find more territories near you. Dr. Amanda Minor recently shared this informative website with me, which opened the dialogue to consider the land, on which we live and work. As I reflected on this since our conversation, it seemed important to use this space to recognize that the geographical area we call our own as part of our professional region is not "our own" at all. I hope that we can reflect on, and respond to, how our professional (and personal) lives have been shaped and influenced by colonialism and its associated privilege. Further, we can consider how we inhabit this land and use our professional roles to ensure the contributions we make continually strive for equity, social justice, and decolonization in the region.

Finally, thank you for all of the flexibility and patience extended as we have created initiatives for this coming year. Best wishes for the rest of this year and into next. I hope that we can find ways to connect and take opportunities to care for ourselves and one another.

Sincerely,

Michelle Hinkle

2020 NARACES Award Winners



Marijane Fall Counselor Educator of the Year – *Dr. Michael Mariska*



Outstanding Graduate Student (Doctoral) – *Isak Kim*



Outstanding Graduate Student (Master's) – *Ashley Griffin*



New Professional Award – *Dr. Terence Yee*



Social Justice Award – *Dr. LaShauna Dean*



Janine M. Bernard Outstanding Supervisor Award – *Amy Sabani*

2020 NARACES GRANT Winners

Joel Brown

Indiana University of Pennsylvania

Title: African American Counseling Students' Interactions with Counseling Faculty

Description: The racial and cultural composition of the United States has become increasingly diverse. Therefore, premier counselor education organizations have adopted, upheld, and integrated multiculturalism into counselor education, training, and supervision practices. However, notwithstanding the importance of faculty-student interactions, there exists a paucity of research that examines African American male counseling students' experiences in counselor education programs. As such, this phenomenological research study will explore African American male master's students' interactions with counseling faculty.



Nayoung Kim

New York Institute of Technology

Title: Investigating the Relationship between Perceived Discrimination, Stigma, and Social Support among Racial/Ethnic Minority College Students

Description: The current research investigates the relationship between public stigma, social support, and perceived discrimination based on racial/ethnic minority status among college students. Literature indicates that college students from racial/ethnic minority groups are likely to underutilize mental health services due to perceived discrimination. This study aims to examine a mitigating effect of social support in the negative relationship between perceived discrimination and public-stigma related to help-seeking among minority college students. Furthermore, the researcher is going to test if the relationship among the variables differs between non-Hispanic White and racial/ethnic minority college students.



Fanghui Zhao, Hongshan Shao, Yangyang Liu, and Elizabeth Prosek

Penn State University

Title: Informing Racial Social Justice Advocacy: Voices from Asian International Counselor Trainees

Description: Approximately one million international students are currently enrolled in U.S. higher education, with more than 60% coming from Asia. Most Asian international students come from relatively racially homogenous countries, and therefore may not develop their own racial identity until coming to the U.S. To this day, little attention is given to how Asian international counseling students develop their racial identity, and if the current curriculum successfully prepares them to build race-related multicultural and advocacy competencies. Therefore, the current study aims to explore how Asian international counselor trainees participate in social justice activities, such as BLM. This study will use Consensual Qualitative Research to answer: 1) What is the lived experience of Asian international counselor trainees who are actively involved with racial advocacy? 2) How can counselor education programs better support Asian international counselor trainees' development of multicultural and social justice counseling competencies?





Decolonizing your Syllabus: A Counselor Educator Workshop*

**NARACES YEAR OF LEARNING PRESENTATION
DECEMBER 9, 2020 AT 3:00 PM - 4:30 PM(EST)**

Presenters: Krista M. Malott, PhD, LPC & Christian D. Chan, PhD, NCC

Join us for a workshop on how to construct a more critically conscious syllabus, one that allows us to better prepare counselors for work in the world. Bring your syllabus and be prepared to work in small groups on your own and give feedback to others. We will also discuss decolonial and postcolonial approaches in education along with prominent definitions to augment the intentions of decolonization in education.

Register here: <https://us02web.zoom.us/meeting/register/tZMtde-vrDgoEtWJ9w2fpOeoz18Vz0ATkveH>

*This is not an NBCC CE credit session

Please Note: If you would like to request accommodations for this webinar, please email naracespresentations@gmail.com by 11/27/2020.





The Black Educators & Supervisors After Party: Self-care and Black Fatigue

December 9th, 2020 5pm-7pm

NARACES is proud to present a wellness space for BIPOC counselor educators and supervisors to engage in reflective conversation.

Dr. Devona Stalnaker-Shofner from Antioch University will hold this safe space for colleagues who identify as BIPOC to share your genuine and authentic selves in a rich dialogue about your lived experiences.

If you identify as a BIPOC educator and/or supervisor and would like to attend this event, please register at: <https://us02web.zoom.us/join/register/tZvpdumpqjssEtODdOTLbBC5wMW3Hp8Ftoh6>

Please note that this space has an attendance cap of 50 people so please reach out as soon as your able to confirm your attendance! Also, this is being offered in collaboration with NARACES Year of Learning presentations. October presentation information:

Title: Title: Decolonizing your Syllabus: A Counselor Educator Workshop

Presenters: Krista M. Malott, PhD, LPC & Christian D. Chan, PhD, NCC

Date & Time: Dec. 9, 3pm-4:30pm



Voices from the Field

HOMESCHOOLING AND PARENTAL MENTAL HEALTH DURING COVID-19

ALYSON POMPEO-FARGNOLI, PHD, LPC, ASSISTANT PROFESSOR, MONMOUTH UNIVERSITY

CHIU-YIN (CATHY) WONG, PHD, ASSOCIATE PROFESSOR, MONMOUTH UNIVERSITY

Introduction

Amidst the COVID-19 pandemic, parents have been faced with unprecedented challenges as learning has turned to remote and hybrid instruction. For as long as one can remember, the term “homeschooling” has been used alongside education as giving reference to educating a student in the home setting. However, as a result of the COVID-19 crisis, all schooling has now transitioned to involve homeschooling (McShane, 2020). Similar education environmental terms, such as “homework,” have quite unexpectedly become all-encompassing terms, as most school-work can now be considered homework. While the switch to remote learning has been established as an important measure to reduce the spread of disease during a pandemic (Dawson & Yamamoto, 2009), this sudden change has resulted in a new burden and challenge for many parents. As a result, parents may experience high levels of stress, which have the potential to negatively impact their mental health. Note: While the following will reference “parents,” we realize that other forms of guardians are struggling with homeschooling as well.

Many parents are not trained and equipped with teaching materials or pedagogical skills to help their children. The burdens that fall onto the shoulders of parents as a result of the pandemic and homeschooling may lead to frustration and quarrels among family members. In addition, this remote learning may cause parental feelings of guilt for not being able to best help their children. Some parents who try to provide the basic necessities in the midst of the crisis, simply do not have the time or energy to devote attention to their family's new needs (Malach, 2020). All of these additional challenges may contribute to a deterioration in the mental health of parents and perhaps the family unit as a whole.

With this new parental role comes many challenges that may impact the mental health of parents. Feelings of stress, anxiety, and parental failure may encompass some as they struggle to homeschool their children. The new dual-role of parent-teacher may also elicit role ambiguity and burnout (Lois, 2010; Vigilant et al., 2014). By not being aware of the resulting mental health of parents, the children could suffer. In the following we hope to begin the conversation by describing some of the current challenges faced by parents during this difficult time, along with recommendations.

Current Mental Health Challenges

As parents are tasked with adjusting to their new, and additional, role of teacher, they may be faced with mental health challenges. Even prior to COVID-19, homeschooling has had implications for caregiver mental health; and now, compounded by COVID-19, there is an increase based on the unpredictability and “forced” nature of this phenomenon.

When considering traditional homeschooling, mothers who were tasked with homeschooling were found to experience role ambiguity and insecurity, role failure with anxiety, and feelings of role conflict and burnout. Even prior to the COVID-19 pandemic, reports by homeschooling mothers included worries about their ability to instruct lessons and feelings of failure regarding academic progress relative to their own expectations (Lois, 2010). Such concerns may lead to parental mental health issues. For instance, it was found that during homeschooling struggles, parents increased their efforts, which only lead to exhaustion, chronic stress, anxiety, and child-relations strain (Lois, 2010; Vigilant et al., 2014). Thus, even when parents increase their efforts, it may actually have a negative effect by compromising their own mental health.

Many parents may also feel the pressure of conflicting roles: teacher, mother/father, and homemaker. Their now dual-role of parent and teacher may result in challenges due to their emotional attachment to their child. Even prior to COVID-19, mothers have also been shown to experience stress due to this identity pull between an authority teacher role and the emotional caretaking role of a mother (Lois, 2010). While parents may have previously found some relief in their parental role because of school, childcare, and assistance from other family members, many, if not all, of these external resources are now unavailable due to social distancing restrictions.

Additional parental concerns during the COVID-19 crisis, such as financial worries, the challenges of working from home or securing childcare while away at work, physical health concerns, depression, potential grief following the loss of loved ones, and social isolation, can compound the stress felt from unexpected homeschooling. While the task of homeschooling requires new feats of patience, time, and focus by parents, it is likely coming at a time when parents have the least of these resources to give. Based on this, we have compiled the following recommendations, in hopes of assisting parents during this challenging time.

Recommendations

Considerations for Counselors and Supervisors

Our primary recommendation is that parents who are now tasked with homeschooling (whether it is fully online or hybrid mode) during the COVID-19 crisis are urged to be aware of their mental health and any impediments to it. While many are being vigilant of their physical health during this pandemic crisis, as extraordinary measures are being taken to avoid contracting the virus, we caution everyone to take equal care of their mental health. As parents now take on more roles than ever before, it is vital that they take care of themselves. As the old adage goes, you can't pour from an empty cup.

Research has found that parents who homeschool find more role harmony if they adhere to less stringent schedules and role commitments. For instance, by recognizing that not all roles were equally important, some homeschooling mothers were able to be more flexible and prioritize duties to their own satisfaction, resulting in less emotional exhaustion (Lois, 2010). Regarding this satisfaction, it is also recommended that parents work to lower their personal expectations and allow themselves to accept more than just perfection.

We further recommend that asking for help and support not only be considered acceptable but be expected. While social distancing may restrict some of this support, any in-home support that is available could be accessed. Parents are also urged to be creative during this time by seeking remote supports such as cyber tutoring for their children and virtual support for themselves. For instance, parents of homeschooled children have reported feelings of gratification through virtual blogging as a form of self-expression, social interaction, information exchange, and maintaining a social community (Jolly, & Matthews, 2017).

It is also important that parents find time to take care of themselves to relieve stress, as this stress could prove a major impediment to the homeschooling process as well as their mental health. This is supported in the findings that parental stress significantly reduced home-based involvement, parent-child interactive reading, and parent-child modeling/monitoring in reading (Can & Ginsburg-Block, 2016). Virtual mental health counseling sessions and other self-care strategies are also recommended for parents during this challenging time. Research supports that parents that practice self-care measures improve their mental health, as it has been shown to reduce stress, anxiety, and depression. Furthermore, after experiencing mindfulness training, parents experienced increased psychological well-being and acceptance of their children (Petcharat, & Liehr, 2017). While it may feel difficult, or even selfish, for parents to take care of themselves during this time, it is important to realize that they are most effective in taking care of others if they are in good mental health.

Finally, we offer parents to consider reframing this current homeschooling situation through a more positive outlook. For instance, they might view this situation as an opportunity for more quality time together as a family. Incorporating familial culture into a homeschooling curriculum may prove worthwhile. This has been supported in the literature through the finding that African Americans who chose to homeschool their children described a belief that Eurocentric curriculum may interfere with their children's self-esteem and sense of purpose (Mazama & Lundy, 2013). As such, being able to incorporate one's culture into homeschooling may have far-reaching effects.

Counseling Implications

Counselors need to be aware of the unique challenges that parents are facing in these uncertain times. Taking on more roles, parents of school aged children may need more mental health support, while having less time to seek resources. As such, we recommend that counselors implement an offering of flexible, virtual sessions for clients. By reducing travel and wait times, telehealth can offer busy parents access to services that they may have otherwise been unable to obtain, while also keeping safe social distancing in mind. Telehealth has been shown to be an effective strategy to increase accessibility to mental health services (Baker et al., 2020; Pompeo-Fargnoli, et al., 2018). Parents could benefit greatly from increased access and flexibility of mental health services.

Taking on the dual role of parent/teacher may be considered an unexpected life transition. Mental health counselors can utilize life transition approaches to encourage parents to navigate the uncertainty of their new roles. Adults in transitional roles have shown the need for mental health services and demonstrated improvement in perceived connectedness and life satisfaction following counseling interventions (Blau et al., 2016; Moyer et al., 2017).

Finally, it is recommended that counselors support parents through the establishment of group counseling and encouragement of parental support groups (including in a virtual format). Research has indicated that parents often benefit from feeling supported and connected, which can be established through group interventions. In fact, group interventions have been shown among some parents to be even more beneficial than individual counseling (Danino et al., 2012). It is suspected that by interacting with other parents who face similar challenges, parents may feel less isolated and establish confidence in their homeschooling and parental abilities. Counselors can support their clients during this challenging time by utilizing multiple counseling modalities, and being creative and flexible to meet their clients where they are in their current needs.

The following are some websites that may also be useful for counselors to share with parents during this challenging time:

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/parental-resource-kit/index.html>

<https://childmind.org/coping-during-covid-19-resources-for-parents/>

https://www.aacap.org/AACAP/Families_and_Youth/Resource_Libraries/covid-19/resources_helping_kids_parents_cope.aspx

<https://www.today.com/parents/how-homeschool-during-coronavirus-crisis-t176020>

References

Baker, R. T., Casanova, M. P., Whitlock, J. N., Smith, L. H., & Seegmiller, J. G. (2020). Expanding access to health care: Evaluating project Extension for Community Health Care Outcomes (ECHO) Idaho's tele-education behavioral health program. *Journal of Rural Mental Health, 44*(4), 205–216. doi:10.1037/rmh0000157

Blau, G., DiMino, J., DeMaria, P. A., Jr., Beverly, C., Chessler, M., & Drennan, R., Jr. (2016). Social connectedness and life satisfaction: Comparing mean levels for 2 undergraduate samples and testing for improvement based on brief counseling. *Journal of American College Health, 64*(8), 585–592. doi:10.1080/07448481.2016.1207645

Can, D. D., & Ginsburg-Block, M. (2016). Parenting stress and home-based literacy interactions in low-income preschool families. *Journal of Applied Developmental Psychology, 46*, 51–62. doi:10.1016/j.appdev.2016.07.002

Danino, M., & Shechtman, Z. (2012). Superiority of group counseling to individual coaching for parents of children with learning disabilities. *Psychotherapy Research, 22*(5), 592–603. doi:10.1080/10503307.2012.692953

Dawson, W., & Yamamoto, K. (2009). Home educating in an extended family culture and aging society may fare best during a pandemic. *PLoS One, 4*(9). doi:10.1371/journal.pone.0007221

Jolly, J. L., & Matthews, M. S. (2017). Why we blog: Homeschooling mothers of gifted children. *Roeper Review: A Journal on Gifted Education, 39*(2), 112–120. doi:10.1080/02783193.2017.1289579

Lois, J. (2010). The temporal emotion work of motherhood: Homeschoolers' strategies for managing time shortage. *Gender & Society, 24*(4), 421–446. doi:10.1177/0891243210377762

Malach, A. (2020, April 27). Parenting during COVID-19: Are we on a collision course. *Psychology Today*. <https://www.psychologytoday.com/us/blog/motherhood-without-guilt/202004/parenting-during-covid-19-are-we-collision-course>

Mazama, A., & Lundy, G. (2013). African American homeschooling and the question of curricular cultural relevance. *Journal of Negro Education, 82*(2), 123–138. doi:10.7709/jnegroeducation.82.2.0123

McShane, M. (2020). Lessons from a homeschooling researcher: What you should know now. *Education Week, 39*(28), 16. Moyer, A. M., & Goldberg, A. E. (2017). 'We were not planning on this, but ...': Adoptive parents' reactions and adaptations to unmet expectations. *Child & Family Social Work, 22* (Suppl 1), 12– 21. doi:10.1111/cfs.12219

Petcharat, M., & Liehr, P. (2017). Mindfulness training for parents of children with special needs: Guidance for nurses in mental health practice. *Journal of Child and Adolescent Psychiatric Nursing, 30*(1), 35–46. doi:10.1111/jcap.12169 Pompeo-Fargnoli, A., Lapa, A., & Pellegrino, C. (2019). Telemental health and student veterans: A practice perspective through voices from the field. *Journal of Technology in Human Services, 1*-18.

Vigilant, L. G., Anderson, T. C., & Trefethren, L. W. (2014). "I'm sorry you had a bad day, but tomorrow will be better": Stratagems of interpersonal emotional management in narratives of fathers in Christian homeschooling households. *Sociological Spectrum, 34*(4), 293–313. doi:10.1080/02732173.2014.917577



Amplifying First Generation Voices

**KATHERINE PRECOURT, MAHMOOD MOHAMMAD, & GENEVIEVE WALDMAN
VILLANOVA UNIVERSITY, MASTER'S IN COUNSELING CANDIDATES**

November 8th, or First-Generation Celebration day, is a nationally recognized collegiate commemoration of first-generation college students' (FGCS) contributions and achievements. FGCS, or those who are the first in their immediate family to earn a bachelor's degree, are often uniquely motivated to attend and succeed in college (US Department of Education NCES, 2016, Ives & Castillo-Montoya, 2020). However, FGCS tend to face barriers as they navigate the college process and adjustment period. The impact of experiencing under-resourced school systems, financial stressors, challenges navigating cultural differences, and/or competing responsibilities contributes to lower retention rates as well as lower rates of college readiness for some FGCS as opposed to continuing generation students (Ishitani, 2016, Havlik et al., 2017). With more than one third of 15 to 17 year-olds falling into the FGCS category and almost 20% of the US national college student population being FGCS, emphasis on providing personalized support for first generation students and amplifying their voices on college campuses is essential (Havlik et al., 2017).

Counselor educators and supervisors play an important role in promoting multicultural competence, described in Sections 2 and 5 of the 2016 CACREP Standards, as it pertains to social and cultural diversity as well as the unique contextual experience of diverse populations. One such context is higher education attainment. Being an FGCS is an important aspect of one's identity and often intersects with other identities, such as race/ethnicity or socioeconomic status (SES). However, it is important to recognize that the FGCS population is not a monolith, as FGCS come from all backgrounds. Counselor educators, supervisors and pre-service counselors have an obligation to explore the unique strengths and needs of diverse populations in order to provide nuanced support (CACREP, 2019). Therefore, exploring and understanding FGCS experience is beneficial to enhancing pre-service counselors' knowledge, skills, and attitudes regarding contextual factors affecting clients.

FGCS possess strengths and motivations that enhance persistence in college despite barriers. In a study by Havlik et al. (2017) which explored the experience of FGCS at a predominantly white institution, FGCS highlighted the sense of determination that comes from knowing that they are forging a path, setting an example, and making family, friends, and their community proud. Words such as resilient, passionate, and determined emphasized the role that one's sense of character has on FGCS' persistence in the face of inequities, while the ways in which student SES, racial/ethnic and first-generation (FG) identities intersected garnered a sense of pride within students (Havlik et al., 2017). Finally, the development of strong connections, relationships, and support systems strengthened FGCS' commitment to staying and succeeding in college (Havlik et al., 2017). Unfortunately, some of the FGCS also described feeling a sense of "otherness" in the form of microaggressions or exclusion by peers and professors in social and academic settings regarding their varied intersectional identities (Havlik et al., 2017). Considering the sense of otherness that many FGCS feel, juxtaposed with university claims to community and inclusion, highlights the need for personalized student engagement and networks of support, as well as university policies and trainings that serve to increase awareness, knowledge and "skills in addressing discriminatory or exclusionary student interactions" (Havlik et al., 2017, p. 17).

School counselors play an integral role in FGCS college readiness. However, they often face challenges meeting the needs of the FGCS population, including excessive caseloads, inappropriate workloads, and lack of training that fits the needs of a diverse student population (Malott et al., 2019). To bridge the gap, Malott and colleagues established a group that consisted of four co-facilitators, including counselor educators and masters-level graduate students. The intervention group met for eight sessions and addressed challenges specific to FGCS including intersectional identity exploration, building resiliency, and growth mindset (Malott et al., 2019). The group participants, 19 in total, were high school aged students ranging from 17-19 years of age who had planned to attend college, met an academic threshold of missing classroom instruction to participate, and met certain criteria to qualify for first-generation status (Malott et al., 2019). Eleven participants were interviewed at the end of the intervention, and researchers found that many of them used positive terms such as “fun” and “enjoyable” when describing their experience throughout the intervention, shared that their challenges seemed more universal, and felt a stronger sense of peer support and belonging within the group (Malott et al., 2019). High school counselors are in a unique position to mentor and advise FGCS in the college and career process, so advocating for the importance of the school counselor role and a 250 students to 1 school counselor ratio is crucial in order to properly meet diverse needs of students (ASCA, 2016). Groups can serve as an efficient tool for supporting multiple students at once, so counselor educators and supervisors as well as pre-service counselors can consider promoting or using this group intervention as an effective tool for supporting FGCS at the high school and college level.

Finding a space of belonging within post-secondary institutions can also be a challenging task for FGCS. Expanding on the impact of FG status on academic success, Pulliam and Gonzalez (2018) measured the effects of impostor phenomenon (IP) experienced by high achieving Black and People of Color (BPOC) FGCS. IP often occurred when successful and high-achieving FGCS believed that their intelligence came from external factors instead of their own abilities (Pulliam & Gonzalez, 2018). High achieving BPOC students experienced a sense of racialization of their academic achievements, including marginalization within the institution and a lack of representation. Considering these findings, Pulliam and Gonzalez (2018) provided recommendations that counselor educators, supervisors, and supervisees should consider when aiding FGCS in navigating higher education: deliberate advising, multicultural counseling, and recognizing identity as intersectional.

Bensimon (2007) puts forward an equity-mindedness approach to better understand student experience on college campuses, particularly those experiencing systemic inequities and disadvantages, such as being FGCS. A lack of social/cultural capital can contribute to less foundational/familial knowledge regarding the college application process as well as use of resources once on campus, particularly regarding health services, academic advising and support services, and career services (RTI International, 2019). Critically reviewing institution performance as a means of understanding student outcome inequities, as opposed to attributing underperformance to perceived student deficits, enables counselor educators and supervisors to consider their responsibility as faculty in supporting students using a strengths-based lens (Bensimon, 2007). Wood (2018) puts forward actionable steps that counselor educators and supervisors should consider, including proactively reaching out and developing relationships with students, recommending and modeling the use of available resources, trainings in inclusive advising, curriculum, and teaching strategies, confronting policies and practices that are barriers to learning, and instituting a system in place to directly confront microaggression in and out of the classroom.

Villanova’s Commitment to First Generation College Students

The studies synthesized above speak to the unique strengths, experiences and needs of FGCS, as well as the importance of supporting, advocating with, and celebrating this population. In anticipation of this year’s FGCS celebration, an outreach team of graduate and undergraduate students expanded upon the current literature by interviewing not only undergraduate and graduate students, but also staff and faculty members of the Villanova community who identify as first generation. The Council for Opportunity in Education (2020) suggests conducting interviews, panel discussions, and forums with first generation students, faculty and administration as a means of enabling FGCS to identify one another, increase visibility, and expand accessibility to resources. This aligns with CACREP Standards (2016), which outline the necessity of taking part in advocacy that seeks to dismantle societal, social, and institutional hurdles that negatively impact clients. Master’s and doctoral students can play a key role in implementing measures such as these at their universities. In the case of this outreach project, master’s level counseling students advocated to amplify Villanovan FGCS voices by interviewing 7 students, 11 staff members, and 16 faculty. Interviewees shared their FG experience, including personal strengths that contribute(d) to their success, and advice they wanted to share with non-FG and FG community members.

Students, staff, and faculty overwhelmingly agreed that the primary factor that helped them persist in college was a strong social support system, including family, faculty, staff, and peer groups. This speaks to Havlik et al.’s (2017) finding on the importance of relational connections for FGCS. Moreover, among staff members specifically, persistence was also attributed to their personal desire for upward mobility as was a willingness to ask questions.

Interviewees were also asked to identify strengths unique to being a FGCS. Students, staff, and faculty viewed their life experiences prior to college as a main strength. Validating the knowledge that FGCS bring to the classroom and offering space for them to connect material to individual experience can help increase academic success as well as self-growth (Ives & Castillo-Montoya, 2020). Most of the current FGCS reported their drive for something greater than themselves as well as the respect for the sacrifices of their families as critical driving factors fueling their intrinsic motivation. Staff and faculty members listed their independence and self-reliance, resilience and determination, as well as their passion for learning, as key strengths. The sense of working toward something bigger, as well as resiliency and determination, mirrors the character strengths that FGCS students shared in Havlik et al. (2017). It is interesting to note that most staff and faculty listed being FG as a strength that differentiates them from their peers, even though many did not consider being FG to be a strength at the time that they were in college. Because some interviewees did not recognize that they were FG while in college, school counselors can consider providing programming to inform and educate students on what it means to be FG.

Additionally, interviewees shared advice for non-FG about supporting FGCS. Nearly all agreed on the importance of withholding assumptions. That is, while FGCS may arrive at college without certain institutional knowledge or access to resources, that should not be viewed as a lack of intelligence or ability. To facilitate humility and curiosity as opposed to making assumptions regarding student status, most interviewees strongly recommended that faculty and staff take the initiative to personally connect with FGCS.

FG students, staff, and faculty interviewees unanimously advised current and future FGCS to self-advocate. Interviewees specifically correlated success with "putting yourself out there" (i.e., taking interpersonal risks), asking questions, knowing what resources exist, and seeking support when needed. Interviewees were equally vehement in suggesting that FGCS need to make connections, network, and develop a sense of belonging. According to interviews done by Rice et al. (2016), FGCS shared that they often blamed themselves for challenges they faced and felt like asking for help was a personal failure, so counselor educators and supervisors are encouraged to model healthy help-seeking behaviors.

Suggestions

Expanding First Generation Celebration Day into a weeklong celebration is a way Villanova University supports FGCS. Throughout this time, the university spotlights the accomplishments of FGCS, promotes student resources available on campus, and provides programming designed to support the unique needs of this important population. Leading up to this year's FGCS week, the outreach team sought to amplify the voices of the FGCS interviewees by sharing a daily interview vignette via social media and highlighting interviewee overviews and information on a FGCS website. Common themes, personal anecdotes, and advice gained from the interviews were also incorporated in two faculty, staff, and advisor training sessions entitled "Supporting First Generation College Students." In addition to the trainings, support group opportunities for FGCS are being promoted, as are academic resources and social events across the entire academic year.

Given the importance of understanding the experience of FGCS, the following suggestions have been gathered from the outreach interviews with Villanova faculty, staff and students. Under CACREP Standards (2016), it is necessary to consider the implications of one's privilege and power as well as advocate for the dismantling of barriers that uphold oppression. The suggestions can serve as a guide for counselor educators and supervisors who may be in the position to support first generation students in counseling graduate programs, as well as a means for pre-service counselors to better approach the intersecting identities of clients who may be FGCS. In addition, implementing interventions such as Malott et al.'s (2019), conducting interviews such as the Villanova outreach team's, and applying knowledge regarding FGCS experiences could benefit pre-service counselors as they enter school or community agency placements. It should be noted that the majority of interviewees emphasized that the advice offered could benefit all students, not just FGCS.

- "If one student emails a question prior to an exam, assume others have related questions. Collect questions and respond to the entire class. This action can encourage students who are reluctant to approach professors or hesitant to seek assistance."
- "Students may not recognize their strengths in a particular area of study. An individual email suggesting a future course, related internship, or recent scholarship can provide encouragement and an important personal connection."
- "Check in with students about their adjustment to university setting and be knowledgeable about the resources on campus you can share with them to expand systems of support. If a student is hesitant in asking for help, don't be afraid to reach out first in case students struggle with asking for help."
- "Check your privilege and analyze benefits that come with being a continuing education student/faculty member. Recognize spaces in curriculum and class where changes could be made to foster a more inclusive space where students can engage authentically."
- "Intentionally create space where connections can be fostered by personally inviting/asking students to open hours. You can offer help or answer questions without the student having to navigate the process on their own or risk asking for help too late."
- "Dedicated support systems should be fostered in high school. High school counselors have a key role in providing information, mentorship, and guidance to FGCS when it comes to choosing colleges and future careers."

References

- American School Counselor Association. (2019). Who are school counselors? Retrieved from <https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/SCInfographic.pdf>
- Bensimon, E. M. (2007). The Underestimated Significance of Practitioner Knowledge in the Scholarship on Student Success. *The Review of Higher Education*, 30(4), 441-469. doi:10.1353/rhe.2007.0032
- Counsel for Accreditation of Counseling and Related Educational Programs [CACREP] (2016). 2016 standards for accreditation. Alexandria, VA.
- Celebrating First Generation College Students. (2020). First Generation Student Celebration Week at Villanova University. Retrieved from <https://www1.villanova.edu/villanova/provost/casa/fgss.html>
- First Generation College Celebration. (2020). Council for Opportunity in Education. Retrieved from <http://www.coenet.org/first-generation.shtml>
- Havlik, S., Pulliam, N., Malott, K., & Steen, S. (2017). Strengths and Struggles: first-generation college-goers persisting at one predominantly white institution. *Journal of College Student Retention: Research, Theory & Practice*, 22(1), 118-140. doi:10.1177/1521025117724551
- Ishitani, T.T. (2016). First generation student's persistence at four year institutions. *College and University*, 91(3), 22-34.
- Ives J, Castillo-Montoya M. First-Generation College Students as Academic Learners: A Systematic Review. *Review of Educational Research*. 2020;90(2):139-178. doi:10.3102/0034654319899707
- Malott, K. M., Havlik, S., Gosai, S., Davila, J. D., & Steen, S. (2019). College readiness and first-generation college goers: group impacts with students from an urban, predominantly African-American population. *Journal of Child and Adolescent Counseling*, 5(3), 256-274. doi:10.1080/23727810.2019.1672241
- Pulliam, N., & Gonzalez, C. E. (2018). Success or fraud? Exploring the impacts of the impostor phenomenon among high achieving racial/ethnic minority and first generation college students. *Journal of Access, Retention and Inclusion in Higher Education*, 1, 33-45.
- Rice, A. J., Colbow, A. J., Gibbons, S., Cederberg, C., Sahker, E., Liu, W. M., & Wurster, K. (2017). The social class worldviews of first-generation college students. *Counselling Psychology Quarterly*, 30(4), 415-440. <https://doi.org/10.1080/09515070.2016.1179170>
- RTI International. (2019). Use of student services among freshman first-generation college students. (2019). Retrieved from https://firstgen.naspa.org/files/dmfile/NASPA_FactSheet-03_FIN.pdf
- U.S. Department of Education . (2016). Fast facts report for the student support services program. <https://www2.ed.gov/programs/triostudsupp/sss-fastfacts2016.pdf>
- Wood, J.L. (2018). Advancing Equity in Climates of Resistance. Presented at the Central California Research Symposium. Fresno, CA





Neurocounseling: Creating Neuro-Conscious Counselors

THOMAS J. DAVIS AND JOSLIN GOSS

DEPARTMENT OF COUNSELOR EDUCATION AND SCHOOL PSYCHOLOGY, PLYMOUTH STATE UNIVERSITY

Neurocounseling: Creating Neuro-Conscious Counselors

Neurocounseling, the theory of incorporating neuroscience into the counseling practice, is a rapidly growing endeavor. Many concepts that counselors work with such as neuroplasticity, neurogenesis, self-regulation, sleep, mindfulness and overall wellness have significant ties to neuroscientific research (Atkins, 2020; Ivey, et al. 2009; Russell-Chapin, 2016). Therefore, we should engage in learning the neuroscientific underpinnings of the field. Neurocounseling supports the counseling field's holistic model while expanding on our understanding of cognitive, emotional, and behavioral dysfunction in clients.

Tips and Resources for Training Neuro-Conscious Counselors

Educators and supervisors will want to be familiar with neuroeducation and neurofeedback, two of the most referenced methods for integrating neuroscience into the counseling field. Neuroeducation suggests that we can reduce client distress and improve client outcome by educating them about the neurological processes underlying their presenting concerns (Miller, 2016). Neurofeedback is a specialized category of biofeedback that focuses on changing brain wave patterns to improve brain regulation.

When working with clients suffering from substance use disorders it is often helpful to discuss hereditary predispositions, and the neurophysiological pathways of addiction, to help reduce feelings of guilt or shame of being seen as weak and foster a sense of empowerment (Bray, 2018; National Institute on Drug Abuse [NIDA], 2014). It is also important to have a concrete knowledge of brain structures, systems, and functions, as well as understanding the process of neuroplasticity and neurogenesis. Educating clients about the underlying mechanisms of their symptoms can help foster an internal locus of control that can improve therapeutic outcomes. We also recommend practicing how to create effective metaphors to educate clients, though be sure to take multiculturalism into account.

- Understanding the inner workings of the sympathetic and parasympathetic nervous systems and their role in anxiety, fear, and trauma; the dopaminergic system as it relates to addiction; and understanding the neural process of encoding and retrieving memories as it relates to PTSD and trauma relief will increase counselor efficacy.
- To learn more about neuroeducation we advise reading Dr. Raisa Miller's paper on how to best integrate brain-based psychoeducation into clinical practice (<https://doi.org/10.17744/mehc.38.2.02>).

- There are two books we would recommend be incorporated into any neurocounseling or neuro-based course.
 - First is Drs. Russell-Chapin, Thomas Field, and Laura Jones' co-authored book titled *Neurocounseling: Brain-based clinical approaches that covers brain development, anatomy, and the underlying neural and system processes behind attention, stress, and more.*
 - Second is Drs. Raisa Miller and Eric Beeson's book *The Neuroeducation Toolbox: Practical Translations of Neuroscience in Counseling and Psychotherapy* which emphasizes the application of neuroeducation and provides tools to be neuro-conscious.

Neurofeedback aids in the treatment of numerous conditions including attention-deficit/hyperactivity disorder, anxiety, depression, addiction, trauma, autism spectrum disorders, and personality disorders by using the principles of operant and classical conditioning to change atypical brain wave patterns and improve regulation (Russell-Chapin, 2016; Swingle, 2008; Thompson et al., 2009). Using a computer-based program and electrodes to assess brainwave activity, auditory and visual stimuli are introduced to reorganize these signals to improve symptomology. Neurofeedback lowers dysregulated brainwave activity and increases healthy signals to alleviate symptoms of neurological and mental health disorders (Grohol, 2018).

- If educators and supervisors wish to learn more about neurofeedback, we recommend Dr. Lori Russell-Chapin's book *Neurotherapy and Neurofeedback: Brain-Based Treatment for Psychological and Behavioral Problems.*
- We also recommend *Biofeedback for the Brain: How Neurotherapy Effectively Treats Depression, ADHD, Autism, and More* by psychologist Dr. Paul Swingle and *Getting Started with Neurofeedback* by LCMHC John Demos.
- To learn more about EEG and measuring brain activity, and how brain rhythms reflect regulatory processes, we recommend Dr. Thomas Collura's book *Technical Foundations of Neurofeedback.*

Reviewing case studies and analyzing vignettes to conceptualize how to proceed from a neuro-minded viewpoint will make it much easier to comprehend what it means to be neuro-conscious. It will also help show that neurocounseling is not all about using expensive tools like EEG, fMRI, TMS, etc. A core goal of neurocounseling is having counselors use neuroeducation to assist clients in achieving tangible changes in their behavior and cognition thanks to neuroplasticity.

- Dr. Lori Russell-Chapin once wrote "For decades, my goal was to assist clients in changing their unwanted thoughts, feelings and behaviors. Today ... the overarching goal of all my counseling is to help clients to improve their emotional and physiological self-regulation" (2016, p. 94).

The current Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards require accredited programs to teach the "biological, neurological, and physiological factors that affect human development, functioning, and behavior" in their curriculum (2015, p.10). The American Mental Health Counselors Association (AMHCA) 2020 standards recommends counselors receive training in neuroscience based knowledge and competency areas such as understanding: structural and functional neuroanatomy; the physiology of the sympathetic and parasympathetic nervous systems; neurotransmitters; the neurobiological mechanisms underlying neurodevelopmental, neurodegenerative, and psychiatric disorders; and understanding the current research related to neurofeedback for enhancing therapeutic outcomes in clinical mental health counseling. Designing a course to meet these needs and promote neurocounseling would prove efficacious to any counselor training program.

- If educators are unsure on where to start in designing a course geared towards neurocounseling, we highly recommend reading Drs. Deborah Dueynas' and Chad Luke's paper on developing and teaching a neuroscience-based graduate course for counselors (<https://doi.org/10.15241/dld.9.4.369>).

Additional Resources

If educators and supervisors want to better learn how to incorporate neurocounseling and education into classrooms and practicum:

- Dr. Lori Russell-Chapin published a paper on integrating neurocounseling into the field (<https://doi.org/10.17744/mehc.38.2.01>), and has co-authored several books such as *Practical Neurocounseling: Connecting Brain Functions to Real Therapy Interventions*, *Your Supervised Practicum and Internship: Field Resources for Turning Theory into Action*, and *Integrating Neurocounseling in Clinical Supervision: Strategies for Success.*

If looking to find resources for colleagues, students, and supervisees to learn more about the neuroscience field in general:

- Websites like *Neuroscience News* (<https://neurosciencenews.com/>), *BMC Neuroscience* (<https://bmcneurosci.biomedcentral.com/>), and the *Cognitive Neuroscience Society* (<https://www.cogneurosociety.org/cns-blog/>) are a few sources to access neuroscientific research.

If looking for continuing education (CE) and certification opportunities relating to neurocounseling and neuroeducation, there are several great sources to check first:

- The *Brainstorm Network* offers free NBCC approved CE opportunities in the form of monthly seminars and discussions with leading researchers and clinicians to best connect neuroscience and mental health (<https://www.webrainstorm.org/home>).

- PESI (<https://www.pesi.com/>) and the Zur Institute (<https://www.zurinstitute.com/>), also offer CE opportunities relating to neuroscience.
- AMHCA (<https://www.amhca.org/home>) has a neuroscience interest network and ACA (<https://www.neurocounselinginterestnetwork.com/>) has a neurocounseling interest network if students or supervisees wish to join and connect with peers.
- The University of Portland (<https://education.up.edu/graduate-programs/pmc-neuro.html>) offers a post master's certification course in neuroeducation, and Bradley University (<https://www.bradley.edu/academic/departments/ecl/gradprograms/neurocounseling/>) offers a post master's certification course in neurocounseling.
- The Biofeedback Certification International Alliance offers neurofeedback certification (<https://www.bcia.org/i4a/pages/index.cfm?pageid=3431>).

Conclusion

Two of the best places to start bridging the fields of neuroscience and counseling are within the classroom and during practicum and training. Professionals looking to foster neurocounseling skills and curiosity within new counselors will want to focus on educating students and supervisees about the importance of understanding neuroscientific concepts. We hope that you can instill the curiosity to continuously search out new information concerning how brain structures, systems, and functions relate to differing disorders and how they can both hinder and benefit a client's circumstance. The resources provided above are a healthy starting point for any professional or student looking to better understand the interrelation between neuroscience and counseling. Neurocounseling is not some new branch of clinical practice, it is an educational theory of awareness to help guide counselors and supervisees alike through interactions, education, and intervention planning with clients.

References

- American Mental Health Counselors Association (2020). AMHCA standards for the practice of clinical mental health counseling. <https://www.amhca.org/publications/standards>
- Atkins, C. (2020, September 12). Good Night: The science of sleep and implications for wellness and disease [Zoom symposium]. Plymouth State University.
- Beeson, E. T., & Miller, R. M. (2019). Grounding neuro-informed practice in a humanistic framework: A response to Wilkinson. *Journal of Humanistic Counseling, 58*(2), 95-107. <https://doi.org/10.1002/johc.12099>.
- Bray, B. (2018). Behind the book: Neurocounseling: Brain-based clinical approaches. *Counseling Today*. <https://ct.counseling.org/2018/02/behind-book-neurocounseling-brain-based-clinical-approaches/>
- Council of the Accreditation of Counseling and Related Educational Programs (CACREP). (2015). 2016 CACREP standards. <http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf>
- Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2014). *Cognitive neuroscience: The biology of the mind* (4th ed.). W. W. Norton.
- Gonçalves, O. F., & Perrone-McGovern, K. M. (2016). Translating neuroscience into counselling practice. *Canadian Journal of Counselling and Psychotherapy, 50*(4), 421-444. <https://cjc-rcc.ucalgary.ca/article/view/61122>
- Grohol, J.M. (2018). Neurofeedback training for your brain. *Psych Central*. <https://psychcentral.com/lib/neurofeedback-training-for-your-brain/>
- Ivey, A., Ivey, M. B., Zalaquett, C., & Quirk, K. (2009). Counseling and neuroscience: The cutting edge of the coming decade. *Counseling Today*. <https://ct.counseling.org/2009/12/reader-viewpoint-counseling-and-neuroscience-the-cutting-edge-of-the-coming-decade/>
- Miller, R. (2016). Neuroeducation: Integrating brain-based psychoeducation into clinical practice. *Journal of Mental Health Counseling, 38*(2), 103-115. <https://doi.org/10.17744/mehc.38.2.02>
- National Institute on Drug Abuse. (2014). *Drugs, brains, and behavior: The science of addiction*. NIDA. <https://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/preface>
- Russell-Chapin, L. A. (2016). Integrating neurocounseling into the counseling profession: An introduction. *Journal of Mental Health Counseling, 38*(2), 93-102. <https://doi.org/10.17744/mehc.38.2.01>
- Swingle, P. (2008). *Biofeedback for the brain: How neurotherapy effectively treats depression, ADHD, autism, and more*. Rutgers University Press.
- Thompson, L., Thompson, M., & Reid, A. (2009). Neurofeedback outcomes in clients with Asperger's syndrome. *Applied Psychophysiology and Biofeedback, 35*(1), 63-81. <https://doi.org/10.1007/s10484-009-9120-3>

Executive Board and NARACES Committee Members

2020-2021 NARACES Executive Board Members

President: Michelle Hinkle (William Paterson University)

President Elect: Krista Malott (Villanova University)

Past President: Tracy Stinchfield (Immaculata University)

Secretary: Heather Chesterton (University of Cumberlands)

Secretary Elect: Michael Hannon (Montclair State University)

Treasurer: Megan Krell (Fitchberg State University)

Graduate Student Representative: Shanta Pamphile (Montclair University)

Additional Committee Representatives Membership:

Regina Schrecengost (Indiana University of Pennsylvania)

Technology: Kristin Vincenzes (Lock Haven University)

Awards: Meredith Drew (William Paterson University)

Grants: Rachel Vannatta (Immaculata University)

Journal Editor: Franc Hudspeth (Southern New Hampshire University)

Communications: Jason Duffy (SUNY Oswego) & Sarah Springer (Monmouth University)

Regional Affiliates: Tamara Sullivan (Roberts Wesleyan College)

Historian: Sherritta Hughes (Georgian Court University)

Research Interest Community: OPEN

Advocacy Co-Chairs: Katie Muirhead (Salve Regina University) Amanda Minor (Salve Regina University)

Wellness Co-Chairs: Jocelyn Novella (Fairfield University) Stephaney Morrison (Fairfield University)

Bylaws and Resolutions chair: Matthew L. Nice (Indiana University of Pennsylvania)



Signing off for the last time,

Sarah Springer & Jason Duffy



AKA: ***The Super Team***

