

CSO

Counseling Student Organization



Mission Statement

The Counseling Student Organization's purpose is to promote excellence, professionalism, and a strong counselor identity in the counseling profession through engagement, opportunities, and education.

Membership

Membership is free, and is open to any counseling student currently enrolled in the CPS masters programs at NSU or alumni of the program.

To become a member, log on to **WebCT** and then click on Counseling Student Organization to sign the Member Agreement.

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Calendar of Events

March

- 3rd: Mental Health Counseling Licensure Talk with Dr. Jungersen (7 p.m., Room: 2051)
- 7th--11th: Spring Break!
- 14th: Enhance your Hiring Potential: The importance of Networking and Conferences with Dr. Glavin/Dr. Ray (6 p.m., room TBD)
- 15th: Broward County Mental Health Court Visit (9:00-10:30 a.m., RSVP required for attendance)
- 23rd-27th: ACA Conference (New Orleans, LA)

April (Counseling Awareness Month)

- 1st—2nd: CPS Professional Development Institute (Main Davie Campus)
- 9th: Autism Speaks Walk (10 a.m., Alvin Sherman Library)

President's Corner

I would like to take this opportunity to extend a warm welcome to all new and returning CSO members. Winter semester is in full effect and the CSO E-board has been busy planning a great semester of activities and events.

CSO provides opportunities for counseling students to become involved in the school community, develop an ongoing professional network, and enhance counselor identity.

I hope to see YOU at our next CSO event!

Melissa Miller
CSO President

Ways to get involved

Student participation is paramount to the success and vitality of CSO. Here are a few ways to get involved:

- Attend CSO events and meetings
- Join the CSO Facebook page
- Participate in the online discussion board under CSO on WebCT
- Write an article for the CSO newsletter
- Email your ideas for events/activities to mm1974@nova.edu

Don't wait for other students to do something,
Make your own effort to get involved!!



Where to Get Clinical Resources for Practicum?

By: Christine Halby, Mental Health Counseling

Many students just entering practicum, including myself, are in search of resources to help plan group topics or to use when working with clients. The Substance Abuse and Mental Health Services Administration (SAMHSA) has a website, www.samhsa.gov, which has many useful resources available. The site offers free books, CDs, DVDs, workbooks, self help guides, etc. that can be used for a variety of clinical areas.

The topics include (a) issues, conditions and disorders (b) substances (c) treatment, prevention and recovery and (d) professional and research topics. Each topic has multiple subtopics that are applicable for the general public and/or professionals in the field. Most, if not all, of the items are free and include free shipping. The drawback is the items take a few weeks to arrive. To get to the location on the website to order the books select publications on the main page and then choose the topic of interest.

By signing up for SAMHSA's email list, information on current events related to mental health will be sent with resources associated with the topic. One recent news article they sent out on January 28, 2011, was *SAMHSA and Ad Council expand mental health awareness efforts to support Families and Individuals Affected by Deepwater Horizon Oil Spill* (Substance Abuse and Mental Health Services Administration, 2011).

The email included links to tips for survivors of a traumatic event on managing stress, how to talk to children after a disaster, and what to expect in personal, family, work and financial life after a traumatic event.

Other locations to find resources include the Barnes and Noble self-improvement section, the school or public libraries, and by asking professionals already in the field that may have a collection of resources. Some group activity books that I have found useful include: *101 Support Group Activities: For Teenagers Recovering from Chemical Dependence* by Martin Fleming and *Building Functional Social Skills: Group Activities for Adults* by Angela Tipton Dikengil and Monique Einbinder Kaye. Some other helpful books written by Arthur Jongsma include *The Complete Adult Psychotherapy Treatment Planner*, *Adult Psychotherapy Homework Planner*, and *The Adult Psychotherapy Progress Notes Planner*.

Instead of carrying the full version of *DSM-IV-TR* there is a desk reference version that is small and easy to carry around. I encourage anyone that has resources they find useful to share them on the Counseling Student Organization's Webct discussion board for everyone to benefit from!

Reference

Substance Abuse and Mental Health Services Administration. (2011). *SAMHSA and ad council expand mental health awareness efforts to support families and individuals affected by deepwater horizon oil spill*. Retrieved from <http://www.samhsa.gov/newsroom/advisories/1101271338.aspx>

It Takes a Village: Parenting, Mental Health Education, and Humanistic Teaching in the Classroom

By: Venise-Jade Predestin, Mental Health Counseling

“I like that you don’t yell at me even when you’re mad”, my student said to me in the sweetest voice. I am Taylor’s reading tutor (let’s call him Taylor). That statement is what brought me to write this article; I thought “he must get yelled at a lot.” Taylor is a diagnosed ADHD fifth grader and a bright one at that. He tells the most amazing stories! He is imaginative and very creative with words. He *is* hyperactive; he yells unprovoked-playfully, he stands on chairs, he laughs for no reason, throws pillows, hides under the table; however, he gets a 30 minute tutoring session done in 10 minutes, he knows his stuff!

Taylor, like most of my students, does not need reading tutoring, but he does need counseling, more effective parenting at home and in the classroom, AND environmental modification. I find that Taylor listens when I increase scheduling, reduce distractions, increase verbal commands in a calm and warm tone, and increase the frequency of rewards. I learned these modifications from just one course of Diagnosis and Treatment of Child and Adolescent Psychopathology.

The current Florida Department of Education requirement: an “understanding of the reading process and effective reading instruction, and recognition and assessment of reading problems” for the Specialization Requirements for Elementary Education (Grades K-6). I have reviewed the curriculum of three random Florida Public Universities’ elementary education program and they each require just two psychology classes including general psychology. I believe that elementary and middle school teachers would benefit children by taking Child and Adolescent Psychopathology as well as parenting courses as prerequisites to their licenses to teach.

Teachers are an essential part of their students’ lives. At any public elementary school offering afterschool programs, children often spend from 7 to 11 hours on school grounds.

“Given the time children spend in school, there is a need to better understand the normative contexts and processes within schools that may enhance the positive adaptation of children with significant behavior problems” (Baker, Grant & Morlock, 2008).

Students need teachers who can parent and identify abnormalities in mental, emotional, cognitive, and social development. In a study reported by O’Connor, Dearing, & Collins (2009), they concluded that “high-quality teacher-child relationships predicted low levels of externalizing behaviors” and that “teacher-child relationships may be proximal phenomena that can be targeted in interventions to help prevent behavior problems in middle childhood.”

Teachers in primary school have the opportunity and the burden to teach students more than just language arts; they can help them develop self-regulation, impulse control, understanding and acceptance for others, unconditional acceptance for self. For example when an elementary school student calls a peer “an ADHD weirdo”, a humanistic teacher finds an opening to teach understanding and acceptance to both children. A humanistic teacher would not put the child on time out or recommend detention.

We are well aware of the sacrifices teachers have made and make every day to educate the world’s children; they have a substantial role in students’ emotional and cognitive development. I praise them for their devotion and hard work! It would benefit our educational system, our society and ultimately our humanity if teachers in primary school don’t just teach (or are not taught to simply teach) subject-verb agreement. Primary school teachers are social teachers: they instruct and model appropriate and inappropriate behaviors. According to Birch and Ladd (1998): “Children’s’ early behavioral orientations are related to the relationships that they form with significant adult figures in the school environment (i.e., classroom teachers).”

References

- Baker, A. J., Grant, S., Morlock L.(2008). The teacher-student relationship as a developmental context for children with internalizing or externalizing behavior problems. *School Psychology, 23*(1), 3-15.
- Birch, H. S., Ladd, W. G. (1998). Children's interpersonal behaviors and the teacher-child relationship. *Developmental Psychology, 34*(5), 934-946.
- Florida Department of Education. (2002). Specialization requirements for elementary education (grades K-6) *Academic Class*. Retrieved from <https://www.flrules.org/gateway/RuleNo.asp?title=CERTIFICATION&ID=6A-4.0151>
- O’Connor, E. E., Dearing, E., Collins, A. B. (2011). Teacher-Child Relationship and Behavior Problem Trajectories in Elementary School. *American Educational Research Journal, 48*(1), 120-162.

Are you interested in writing for the next CSO newsletter?

Please submit articles to mm1974@nova.edu for consideration!

A great way to distinguish yourself for your CV and future interviews!

Parents: Know the Law – the Family Educational Rights and Privacy Act

By Mercedes B. ter Maat, Ph.D., LPC, ATR-BC
Associate Professor, Nova Southeastern University

Parents with children presently enrolled in public and private Pre-K-12 schools that receive federal funds under certain programs of the U.S. Department of Education should be aware of the federal and state laws governing educational settings. In particular, parents should be familiar with the Family Educational Rights and Privacy Act (*FERPA*). *FERPA* is very similar to *HIPAA* in that among many things, it protects the privacy and confidentiality of your child's personal information found in his or her educational records. This may include grades, test scores, attendance and discipline records, medical information, course placement, and special education needs. Here are some aspects of the law that may interest you...

In an emergency, *FERPA* permits school officials to disclose information from educational records (including personal identifiable information such as address and phone number) to protect the health or safety of students or other individuals without parental consent. Records and information may be released to appropriate parties such as law enforcement officials, public health officials, and trained medical personnel. This exception is limited to the period of the emergency and generally does not allow for a blanket release of personally identifiable information. The educational agency must record the basis for its decision to release information (and that an emergency existed) in the student's education records.

Many school districts employ security staff to monitor safety and security in and around schools. Under *FERPA*, investigative reports, images of students captured on security videotapes, and other records created and maintained by these "law enforcement units" are not considered "education records" subject to *FERPA*. Schools may disclose information from law enforcement unit records to anyone, including outside law enforcement authorities, without parental consent. While a school has flexibility in deciding how to carry out safety functions, it must also indicate to parents in its school policy or information provided to parents which office or school official serves as the school's "law enforcement unit."

FERPA does not prohibit a school official from disclosing information about a student if the information is obtained through the school official's personal knowledge or observation, and not from the student's education records. For example, if a teacher overhears a student making threatening remarks to other students, *FERPA* does not protect that information, and the teacher may disclose what he or she overheard to appropriate authorities.

Under *FERPA*, school officials may disclose any and all education records, including disciplinary records and records that were created as a result of a student receiving special education services under Part B of the *Individuals with Disabilities Education Act*, to another school or postsecondary institution at which the student seeks or intends to enroll. The school's annual *FERPA* notification to parents should indicate that such disclosures are made. In the absence of information about disclosures in the annual *FERPA* notification, school officials must make a reasonable attempt to notify the parent about the disclosure, or in most cases ask for written permission, unless the parent initiated the disclosure. The educational agency must record in the student's education records that disclosure was made.

Finally, even after the rights under *FERPA* have transferred from parents to an eligible student (e.g., the student turns 18 and is now considered an adult, although he or she may still be enrolled in high school), an educational agency may generally disclose education records to the student's parents without the adult student's consent under several existing provisions of *FERPA*. One is in cases of health or safety emergencies. Another is under any circumstance as long as the eligible student is claimed as a dependent for federal income tax purposes.

All parents need to know their rights and the rights of their children as they enter educational settings. For more information about all the provisions of *FERPA*, please visit

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Join the CSO Facebook Page to receive the most up to date information on events and activities!

SEARCH FOR "NOVA COUNSELING STUDENT ORGANIZATION"



How to Avoid Burnout

By: Monique Beckford, Mental Health Counseling

Burnout is a word that we are all familiar with. This term has been used in most of our classes as a foreboding of what can happen to future counselors. What exactly is burnout and how does it affect us as future counselors?

Burnout is considered to be a combination of stress, exhaustion, and mental overload. Looking at this definition it is not very hard to apply it currently to our lives. What distinguishes you the reader from this category is what James (2008) describes burnout to be, which is as “A state of physical, mental, and emotional exhaustion caused by long term involvement in emotionally demanding situations” (p.521).

Burnout can affect our cognitive, emotional, behavioral, and physical functioning. Individuals may have effects such as memory loss, fatigue, anxiety, a sense of being out of control, and withdrawing from activities that were once considered pleasurable.

Unfortunately, there is no magical potion against becoming burnt out (If there was I would be bottling and selling that potion!). What can we do as future clinicians to burnout? There are several healthy options available to avoid stress and burnout.

A wise client of mine said, “If I can’t take care of myself, I sure can’t take care of others!” If we as counselors are not taking the necessary self care measures we forfeit our ability to be our most effective.

Here are five tips to keep in mind to avoid burnout

1. Know your limits- Know when to say, “I have enough on my plate and I am physically and mentally unable to handle anything else. “ It is perfectly okay to say NO and sometimes you have to.
2. Don’t spread yourself thin- seeing every client may be an accomplishment, but as a counselor were the sessions effective? Did you truly give the client your undivided attention?
3. Get rid of irrational beliefs- The belief for example that you have to be available to all clients around the clock or “no one can do the job like me so I have to do every job myself.”
4. Humor- Humor can go a long way and can make any situation better. It is important in our profession to maintain a sense of humor. On a really bad day pop in a funny movie or watch a YouTube clip.
5. Engage in activities that you enjoy- Examples of such are going to hang out with friends, relaxation classes, watch a movie, engage in religious activities, and one of my personal favorite’s retail therapy.

Reference

Gladding, S. & Newsome, D (2010). *Clinical mental health counseling in community and agency Setting*. Upper Saddle River, NJ: Pearson Education, INC.

James, R.K. (2008). *Crisis invention strategies* (6th ed.). Belmont, CA: Thompson Brooks/Cole

What you've missed.....

On February 10th, CSO held our first social in conjunction with SGA at Falcon Pub. The Valentine's Day-themed event was a great opportunity to relax and connect with fellow classmates outside of the classroom. Thanks to all the students who could make the event!

The Alumni Panel discussion held on February 21st was a landmark event for CSO; a practical, thought-provoking opportunity to have all those burning questions about life after school and as a working therapist answered. Our amazing alumni panel provided invaluable information regarding the in's and out's of the counseling profession—everything from the work environment, benefits/salary to note taking was discussed—our speakers even provided copies of the resources they use daily!

As you can see, CSO strives to organize events and activities that provide opportunities for learning, fun, and development of counselor identity. We encourage all counseling students to make the extra effort to come out to our events—real education is the culmination of personal and professional development. A big thank you to all the students who continue to support and attend CSO events and we look forward to seeing some new faces at an event soon!

CSO Presents

“Enhance your Hiring Potential: The importance of networking and conferences”

Presented by Dr. Glavin and Dr. Ray

March 14th

6:00 p.m.—7:00 p.m.

Room: TBD

In a competitive job market—it's all about connections; learn the tools to set yourself apart.

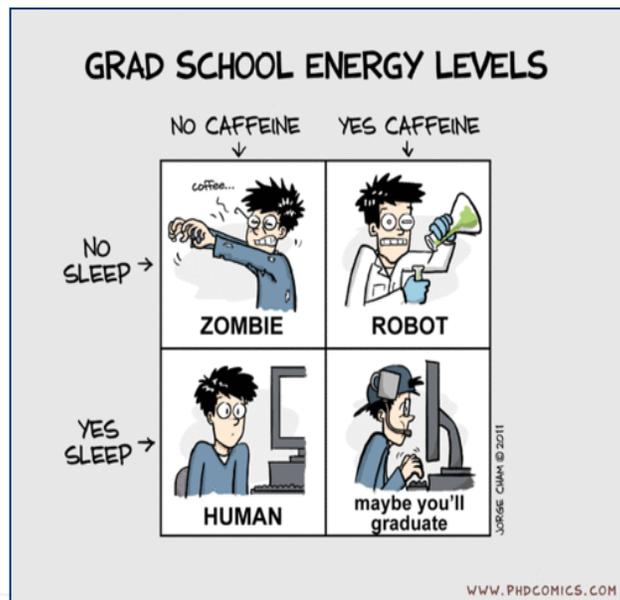
Save the Date! The Annual CPS Formal will be on **April 9th** at The Museum of Art in downtown Ft. Lauderdale. Be on the lookout for more information on ticket sale

Volunteer Opportunities

Mental Health Association of Broward County “I’m Thumbody” program focuses on 2nd graders and self-esteem; volunteer presenters deliver messages of uniqueness and positive mental health through interactive games and videos. For more information please contact: mm1974@nova.edu

VolunteerBroward.org

- Log on to <http://volunteerbroward.org> to become a registered volunteer
- Access volunteer programs database
- Find a project or event of your interest
- Opportunities range mentoring to animal services and time commitments are flexible



What is Autism?

Autism is a general term used to describe a group of complex developmental brain disorders known as Pervasive Developmental Disorders (PDD). The other pervasive developmental disorders are PDD-NOS (Pervasive Developmental Disorder – Not Otherwise Specified), Asperger's Syndrome, Rett Syndrome and Childhood Disintegrative Disorder. Many parents and professionals refer to this group as Autism Spectrum Disorders.

Autism Speaks, Inc. (2011). *What is Autism?* Retrieved from <http://www.autismspeaks.org/whatisit/index.php>

Autism Speaks Walk

CSO will participate in the 11th annual Broward County Autism Speaks Walk on April 9th on the NSU Main Campus—be sure to join us!

We need your help raising money for Autism

Log on to:

<http://www.walknowforautismspeaks.org/broward/cso>

To join our team and/or make donations



Facts on Autism

- Autism now affects 1 in 110 children and 1 in 70 boys
- Autism prevalence figures are growing
- More children will be diagnosed with autism this year than with AIDS, diabetes & cancer combined
- Autism is the fastest-growing serious developmental disability in the U.S.
- Autism costs the nation over \$35 billion per year, a figure expected to significantly increase in the next decade
- Autism receives less than 5% of the research funding of many less prevalent childhood diseases
- Boys are four times more likely than girls to have autism
- There is no medical detection or cure for autism

Reference

Autism Speaks, Inc. (2011). *Facts about Autism* retrieved from <http://www.autismspeaks.org/whatisit/facts.php>

Upcoming Professional Development Opportunities

School Counselors of Florida is holding a low cost professional development institute in Orlando, Florida on April 16th, 2011. The institute will offer two sessions presented by Dr. William Nicoll of Florida Atlantic University. Additionally, there will be an opportunity to earn CEU's. For more information including registrations cost and topics, visit our website at www.SchoolCounselorsFla.org. Seats are

limited so if you are interested, register soon!



It is not too late

ACA Conference
New Orleans, LA
March 23rd—March 27



CPS 4th Annual Professional Development Institute

April 1st and April 2nd

The Professional Development Institute is a conference designed to cover topics relevant to the practice of counseling. Topics range from group therapy, documentation, suicidality in children and teens, managing boundaries in psychology and so much more.

Register online at:

<http://www.cps.nova.edu/programs/trainingprograms/pdi/register.html>

Have you renewed/registered for your Student Membership?

American Counseling Association
www.counseling.org

American School Counselor Association
www.schoolcounselor.org

Florida Counseling Association
www.flacounseling.org

Florida School Counselor Association
www.schoolcounselorsfla.org

We need your ideas and input!
Contact us with your ideas or for
information on how to get involved



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