A MESSAGE FROM YOUR NEWSLETTER AUTHORS

Dear CES Students, Alumni, Faculty, and Staff:

We hope you all have had an amazing start to your spring semester. In an effort to stay connected and to honor the accomplishments of our students and faculty, the CES program brings you the UNC CES Newsletter. We have all worked so incredibly hard this past year and it is wonderful to showcase these endeavors. Please enjoy this spring edition of the newsletter and thank you for your contributions!

Warmest wishes,

Dr. Betty Cardona & Marissa Moore

Please email Marissa Moore at marissa.moore@unco.com if you have achievements, events, or other counseling-related information to contribute to future editions of this newsletter. Stay informed of Department events by regularly checking UNC Today.
Here are some of the awards and other accomplishments of members of the UNC CES community in the past year:

**Awards:**

- **Dr. Heather Helm** was awarded the 2018 M. Lucile Harrison award
- **Dr. Bradley Crookston** received the Dean’s Citation for Excellence and Outstanding Dissertation Award
- **Jesseca Manson** received the 2018 Outstanding Graduate Student in the College of Education and Behavioral Sciences
- **Jesseca Manson** received the RMACES 2018 Outstanding Graduate Student Leadership Award
- **Michelle Saltis** received the RMACES 2018 Emerging Leaders Award Fellowship
- **Dr. Jennifer Smith** received the RMACES 2018 Outstanding Mentor Award
- **Marissa Moore** was awarded 2nd place for the Hutchinson-Lahman Research Award at UNC Research Evening in the Completed Research Poster Presentation category (2018, December).
- **Michelle Saltis** was awarded 2nd Place for the Hutchinson-Lahman Research Award at UNC Research Evening in the Completed Research Oral Presentation category (2018, December).

**Grants:**

- **Michelle Saltis** received the 2018 UNC Graduate Student Association Conference Presentation Grant
- **Michelle Saltis** served as Co-Author for Chi Sigma Iota Statewide and received the 2018 Regional Networking Grant

**Service:**

- **Dr. Betty Cardona** was appointed to serve at the American Counseling Association Human Rights Committee from Spring 2018 through Spring 2020.
- **Allie Hauck** served as the President for Chi Sigma Iota, Rho Epsilon Chapter
- **Michelle Saltis** served as the Co-Chair for the RMACES Newsletter Committee
- **Michelle Saltis** served as the President-Elect for Chi Sigma Iota, Rho Epsilon Chapter
- **Michelle Saltis** serves as Co-Chair & CO Representative for the Graduate Student Committee - Rocky Mountain ACES (2018-2020)
- **Dr. Jennifer Smith** was elected and serves as RMACES Secretary
- **Dr. Angela Weingartner** was elected and serves as RMACES Treasurer

**Personal Achievements:**

- Congratulations to our December 2018 graduates!! **Bradley Crookston**, PhD., **Reka Farago**, PhD., **Liz Tolliver**, PhD.
- **Savannah Cormier** and Dylan Hardy got married on November 24, 2018.
- **Dr. Bradley Crookston** and his wife welcomed their fourth child, Clara Eve Crookston, in February 2019
- **Dr. Reka Farago** has accepted an adjunct teaching position for Spring 2019 with Saybrook University. She will be teaching a Human Sexuality course online.
 ü Dr. Reka Farago is listed in the “acknowledgements” section for her editing work in chapter 4, Existential Theory and Therapy, in the new Counseling and Psychotherapy Theories (2018) textbook by John and Rita Sommers-Flannagan.

 ü Dr. Liz Tolliver accepted an assistant professor position at the University of Nebraska Omaha. Currently, she is teaching School Counseling Internships and Clinical Mental Health Practicum.

 Training:

 ü Dr. Betty Cardona Completed Teaching Academy for Online Learning (TAO) including Quality Matters Standards, May 2018 to August 2018. University of Northern Colorado. Greeley, CO.
Here are some of the amazing presentations and publications our UNC CES community has spent their time, energy, and talents on this past year:

**Publications:**

- **Cormier, S.** (2018). A thousand words: Cognitive behavioral phototherapy. In S. Degges-White & N. L. Davis (Eds.), *Integrating the expressive arts into counseling practice (2nd ed.)* (pp. 55-57.) New York: Springer Publishing Company

- **Cormier, S.** (2018). Family super powers. In S. Degges-White & N. L. Davis (Eds.), *Integrating the expressive arts into counseling practice (2nd ed.)* (pp. 39-41.) New York: Springer Publishing Company


- **Cormier, S.** (in press). Playing out your brain world. In R. Miller & E. T. Beeson (Eds.), *The neuroeducation toolbox: Collaborative approaches to infusing neuroscience principles in counseling and psychotherapy.*


- **Strear, M., Murdock-Bishop, J., & Helm, H.** (accepted). CACREP accreditation simulation: Transformative learning in Counselor Education. *Journal of Counselor Preparation and Supervision.*


**Presentations:**

- **Barthelemy, K., Moore, M.** (December, 2018). *Adverse Childhood Experiences and Outcomes on Adult Physical Health.* (Poster Presentation). UNC Research Evening, Greeley, Colorado.


Cormier, S., Saltis, M., Moore, M., & Hauck, A. (2018, October). “You’re so ___ for your age!” Experiences of Microaggressions Related to Age and Gender in CES, RMACES, Park City, UT.

Cormier, S.R. & Manson, J.L. (2018, October). “She’s so __ for her age!” Microaggressions Related to Age and Gender in CES, SACES, Myrtle Beach, SC.

Couch, C. & Hauck, A. (October, 2018). “Oh, the Webs We Weave”: an Ecological Conceptualization Activity for Intersectional Understanding. RMACES, Park City, UT.


Hauck, A. (Fall 2018). Strategies for Engaging Students. Invited speaker. UNC’s Graduate School Graduate Teaching Assistant Conference, Greeley, CO.

Hauck, A. (Fall 2018). Teaching Strategies for Student Success. Invited speaker. UNC’s Graduate School Graduate Teaching Assistant Conference, Greeley, CO.


Congratulations to Dr. Heather Helm on receiving one of the highest faculty awards from the University of Northern Colorado!

Dr. Helm serves as chair of Applied Psychology and Counselor Education in the College of Education and Behavioral Sciences and has excelled as a professor there since she began her career at UNC in 2004. She is recognized by her students for being an exceptional teacher and mentor, who is engaged, compassionate, and transformative. In her role as Chair, faculty noted she models a caring leadership style that is inclusive of all perspectives and yet that ensures due consideration is given to achieving high standards across the Department.

She has served as research advisor for 28 doctoral students and has served on an additional 63 doctoral committees. She's the past recipient of the College of Education and Behavioral Sciences Teacher of the Year award, and the Provost Award for Excellence in Graduate Education.

Dr. Helm is also a productive scholar who regularly involves graduate students in her research and scholarly work. During her time at UNC, Dr. Helm has served as an editorial board member of numerous national and international journals, and as co-editor for the flagship journal in her discipline. She was instrumental in implementing the Campus Connections program at UNC. This program provides services to youth in Weld County through a comprehensive therapeutic mentoring program. UNC students from undergraduate and graduate majors serve as mentors to approximately 30 youth and their families each semester. Dr. Helm has served on the executive boards of both regional and national professional organizations.

About the Award

The M. Lucile Harrison award recognizes a faculty member with a long career of professional excellence. While outstanding teaching has always been a major factor in selecting the recipient of the Harrison Award, career achievements in professional activity and service are also essential components in the evaluation and recognition of an outstanding professor.
Welcome to our department, Dr. Vaughan! I had the pleasure of getting to learn more about her and the University 101 Program in the following interview.

Marissa Moore: To start us off, can you tell me a little bit about your background in education?

Dr. Angela Vaughan: Sure. So, well, I started off, um, when I graduated with my bachelor's in mathematics, I started off as an air force officer or got commissioned as a second lieutenant. So I went active duty for six years. And my last duty station, they said, you will teach. I of course said, okay. Um, so I got lots of training in teaching before I even started. And then when I got out, high school was looking for a math teacher in middle of the year. So I was hired one week and started the next. So even though I got training to teach, I was teaching professionals and now I was going to teach high school and 9th graders mostly.

MM: Wow! How was that shift?

AV: It was interesting. It was, it was, I loved it though. I mean it was definitely challenging. So I was working full time and then getting my master's and certification and doing that full time, all at the same time.

AV: And so I got my master's in teaching a while I was getting my license in secondary mathematics. And so I did that for a few years and then realized I really did enjoy it and it seemed like there were a lot of people around me who didn't enjoy it. So I thought maybe I can have an impact on that, so that's when I picked up myself and my daughter and we moved down to Austin, where I got my PhD at the University of Texas at Austin in Educational Psychology with a specialization in learning cognition and instruction. So that just means I'm an expert in how we learn and as teachers, how do we help others learn.

MM: And from that, what led you to UNC?

AV: So at University of Texas, I actually coordinated a program that was a similar type of content to University 101, but definitely not the same. I redid their program and we redid the training for their instructors and did all those things at UT. So when I came here, I taught briefly at the high schools and at the community colleges; and then 2010, Stephanie Torres was looking for somebody to redo their first year seminar program. And so she hired me and said, “Have at it!” So I kind of got free reign to figure things out and did some research and some program evaluations when I first started in 2010, and so in 2011 was our first iteration of the program. At that time it was a two credit class and we did that for two years and then moved it to what essentially what it is now in 2013.
MM: Okay, so I think you've already spoken to this a little bit, but what has your role been in University 101?

AV: So I pretty much, I wrote the curriculum, I wrote the textbook, I redid all the marketing, um, recruitment, um, all the training for the instructors. And then I've done a considerable amount of research partly for the mission of the university, right, but also to build credibility for the program, to build credibility as an academic unit. So we've done a lot of research over the years to support what we're doing and we continue to do that.

MM: It's my understanding that you hire doctoral students to teach University 101 classes. What is it like working with your instructors, and do you get to work with the freshmen at all?

AV: Working with the doctoral students, the majority usually have not taught before and it's their first experience. So watching them, their progress and their development, they all do a fantastic job! I mean, they all make me look very good because they connect really well with the students. They put in a lot of time and effort to be there for students and then a lot of time and effort and their lesson planning and everything that they do. So, you know, it's a lot of fun to see people that motivated and invested in what they're doing and invested in students. I couldn't, couldn't ask for anything better. Especially for those when they're first really discovering that, “Wow, I really like this and I'm really good at this!” And in the end, that's the whole reason I went to get my PhD, because I wanted to develop teachers. So this position is nice and I get to do a little bit of everything in terms of working with undergraduates, the teachers, the curriculum, and in our peer leader program now.

MM: can you tell me a little bit about the peer leadership program?

AV: So what happens is, at the end of the semester, instructors will nominate students who they feel could fill a leadership role. But we do open it up to all students, so if they're interested in it and apply to be a peer leader, we go through an application to interview and then selection process. This past year it was very competitive – we probably had 60 applicants and we could only take six.

MM: Oh, wow!

AV: I think this next year it's going to be more of the same. But then they come into their sophomore year as a peer leader – as a class leader. And they attend two classes week and then they sponsor events outside of class, and those can range from homecoming movie nights to final exam review poster nights to preparing for Research Night. This year they've done anywhere between 16 and 20 events outside of class and we get great attendance. The first week of school we probably had one hundred students going to women's volleyball and the football game. They're doing a fantastic job and are really excited about working with and engaging with the students.

MM: So essentially, sophomore students come back to the same class they took as a freshman and are participating on the other side of the classroom?

AV: I mean they'd lead discussions and they ice breakers and provide their perspective as a student, which is the main purpose of it. We want students to understand and realize the value of what we're teaching them sooner rather than later. So when Dr. Vaughan and tells them things it's like, “Well, yeah that's great, but she doesn't really know me or my life and what's going on.”
AV: But then you have a peer leader going, “Actually, I used it this way and this is how it helped me, or this is how I ended up using it or how I currently use it.” And so there’s just that be able to relate to them in terms of what their experiences and for them to say, “yeah actually this stuff does work,” and to be able to normalize some of the challenges and struggles they’re going through.

MM: What have you found to be important or necessary for this program to continue?

AV: There are so many of these programs across the country that sometimes when people come in, they make assumptions about what we do for students. So part of it is sharing information with the university and getting the buy in from our stakeholders, otherwise people would not recommend the course and we won’t have enrollment. We are pretty different than a lot of the programs out there because since we have an academic focus, it’s not just a strategies, it’s a rigorous academic course. The other part of it is we constantly do so much every year to review how can we improve things. How can we continue to change things like the class leader program, this is its third year. And I would say this is the year that it’s really taking off and, but we’ve been making tweaks each year or two to improve what we do. We get almost a hundred percent rate of response on our course evaluations and I read every one of them to I see what the students have to say, so I’ve made changes over the curriculum based on students' feedback. Always evaluating how we can make this better. How can we make Research Night better? What can we do? And then involving the instructors to see how can we improve what’s going on, not only for the undergraduates, but even for instructors’ experience and their training.

MM: You’ve mentioned Research Night a couple times now, are all University 101 students required to participate? And do they get to pick their own topic?

AV: Yes, right now we have about 400 students doing research. So typically we do Research Night on two evenings and each class has a certain number of time slots and then there's an opportunity for them to compete for outstanding poster if they choose. They’ll do 30 minutes of presenting and then they’ll spend about an hour walking around and talking with the other students who are presenting.

MM: That’s exciting! So undergraduates get the chance to participate in research or conduct their research?

AV: Yeah! So the whole project is an introduction to the process. Each person has to write a paper to go with it and then the poster presentation on a trifold. This is our fourth year now since we shifted to these requirements, and students are very much more engaged. They like talking about their work, and talking about what they found out. We encourage them to select something they're interested in so then there's curiosity there. So it works out really well and turns out to be a nice night.

MM: What do you think have been the most rewarding parts of this position?

AV: I would say the most rewarding is, again, I have my instructors who are excited about teaching and the thought of them going out and it's being future faculty in Higher Ed. They're very effective teachers, so the thought of them being in those classrooms as they continue on in their careers, I'm very happy for. And then our undergraduates, the fact that they’re here and they’re meeting the goals, doing things they never thought they could do, you know, and challenging them.
MM: That sounds gratifying! Okay, so I want to talk a little bit about you. Can you tell me where you’re from?

AV: Sure. So I grew up in Texas. I was born in Milwaukee, but I was raised in Texas - Dallas Cowboys fan. I’ve been here since 2006 and I love it! I’ll never go back. Um, I have three kids, and bought a house this year.

MM: Wow, nice! Congratulations!

AV: Thank you! It’s good to be in our own home, and we’re looking forward to putting up Christmas lights next weekend.

MM: Very exciting! Well, do you have any hobbies you have time for outside of school?

AV: So I do like to do the skiing and the hiking and I was running there for quite awhile. I haven't run that much this year, but I've run marathons, and then when it’s nice I like to do gardening with flowers. And now that I have my own yard, I'm eager to do some more stuff around that and hanging out with my kiddos. My two younger ones are both in club sports, which takes up quite a bit of time. But then as a family we also like to go camping, we'll do whitewater rafting and all sorts of things together.

MM: Oh, that’s nice! How fun! Well, is there anything else that you would like to share with me for our newsletter?

AV: Well, I am excited now to be working with my new department, APCE, and having the chance to do that. I'm still figuring out some things about how I can be involved or what I could be doing, so I'm looking forward to more of that, but I've always been working with them. In fact Dr. Murdock-Bishop was the first faculty member to submit my paperwork to the curriculum committees because at that time, this position was not a tenure track faculty position – it is now!

In order to do that, I had to have faculty members represent me and both her and Dr. Helm were the ones who stepped up to help through that process. Then they've supported me over the years with everything that I do, and of course, most of the University 101 instructors come from APCE. So I appreciate what they've done and been a part of, and then everybody's been very welcoming, so yeah, I'm excited that I get to be a part of their department and I feel that.

MM: And we are excited to have you! I always hear such great things about you and the University 101 program from the instructors I know. So, thank you for taking the time to do this.

AV: Sure, yeah! Thank you!
INTERVIEWS WITH OUR RECENT GRADUATES

Bradley Crookston, Ph.D.

How did you decide on a dissertation topic and research methodology?

The decision for my dissertation was a process - I focused on my interests, which were also founded within my own experiences. However, what "sealed the deal" for me was when I came out of a bilingual family session in the 712 Practicum and Dr. Cardona told me, "You need to write about this." Later on, we processed in supervision and that was super helpful. My topic was Spanish & English bilingual counseling - I chose my research methodology of phenomenology grounded in social constructionism and Bronfenbrenners's Bioecological Systems theory, as the topic really needed to be explored first, as the literature is really lacking on the training of bilingual Spanish/English counselors. The underpinning theories really seemed to be the best fit for the topic and purpose of the study. This decision on the methodology was also a process which involved meeting with my advisor and committee members and being able to talk through the decision process from a research design perspective.

Do you have any tips for those beginning their dissertation research?

Pick something you really want to learn more about - something that perplexes and challenges you, while still being something in which you want to develop some expertise in as a counselor educator. After all, dissertation research is still research! What do you want to understand?

What advice would you give to incoming first year doctoral students?

The only advice I have is to put in the work and make the necessary sacrifices. Know what you are willing to give and what you aren’t for the purpose of your education and growth. Also, don't get distracted and focus on your goal, whatever path and timeline you take to reach your goal is just fine. Lastly, if it is needed, it is certainly possible.

What was your support system like throughout the doctoral program?

My support system consisted of primarily my wife, some dear friends from elementary school, and then each of our families of origin for both my wife and I. Several friends/peers within the program as well were very supportive. Also, I experienced my dissertation chair/advisor and committee as incredibly supportive.

If you had to do it over again, would you still choose UNC? Why?

Absolutely I would choose UNC again. My studies here have been incredibly rewarding and amazing overall and I know that this wouldn't have been possible at another university.
How did you decide on a dissertation topic and research methodology?

I wanted to choose a topic closely related to counselor education or supervision. After much thought and dialogue with other students and my advisor, it solidified that both supervision and sexuality counseling is understudied and I thought of many ways I could explore both. Masters students over the years have been very interested in how to approach clients effectively, and relationally with sexual topics, during my co-teaching experiences and in CFT Practicum. This made me realize there is a need for students to explore their own stance and clients' experiences with human sexuality, perhaps beyond classroom training. It made me wonder what CES supervisors are doing in one-on-one supervision when a student faces a client sexual concern. As human sexuality in context (versus the older medical models) are understudied, and supervision in terms of sexual topics is explored in only a handful of quantitative studies, it seemed fitting to explore supervision of sexual topics in CES from a qualitative point of view. Phenomenology was the best fit due to lack of current studies on the topic.

Do you have any tips for those beginning their dissertation research?

Yes! Talk to as many trusted peers as possible about your ideas, as well as with faculty, to help solidify your interest. There is such a diversity of interests within our program at UNC that the chances of another peer trying to approach the same topic are very slim. However, due to our diversity of interests, you may get a fresh perspective or interesting questions about your ideas that help you further narrow your area.

What was the most rewarding experience for you in the CES program and UNC?

The connections I made with peers who I can now call my friends, my relationship with faculty over the years, and my advisor.

What advice would you give to incoming first year doctoral students?

Nurture your relationships both inside and outside of the program, those relationships are the only thing that will get you through this.

Did you have time to do anything fun or keep up with hobbies while you were in the program?

I found yoga during the program and made time to travel to really reset in a meaningful way. The fulfillment of travel stayed with me long past the vacation time, but everyone's reset may be different. Find what yours is to be able to give yourself over to the growth required during the doctoral process.

What was your support system like throughout the doctoral program?

My husband, children, parents, and friends near and far. My support was incredible. Do not hesitate to ask for help, support, a girls' night out, whatever you may need.
Liz Tolliver, Ph.D.

How did you decide on a dissertation topic and research methodology?

Honestly, it was a long process and I went back and forth between a few potential topics but really it started in supervision when I had a challenging experience. Typically, I tell a majority my supervisees to trust their intuition because I believe the ability to tune into our own emotions – as well as the emotions of others – is what makes us skilled clinicians and supervisors. After doing some research around emotional intelligence and emotional competence, I found the working alliance was very much impacted by cultural competency so I added that to the mix. My dissertation itself was looking at emotional competency and its impact on the supervisory working alliance.

Do you have any tips for those who are just getting started in figuring out their topic?

Two words: Don’t wait! Some people may know from the beginning, but I didn’t know what I wanted to do necessarily going in and that evolved and then evolved some more. So once you think you’re interested in something, figure out what it is that you’re trying to measure and if there is a way to measure it.

What advice would you give to incoming first year doctoral students?

I think I would say, don't take it all too seriously. Remember that yes, this is a huge experience but it's not your whole life. There has to be a balance, and it's hard to remember that when you're in it.

What was the most rewarding experience for you in the CES program and UNC?

Honestly, my cohort. I mean it was just the five of us and I love those ladies. When there were times when one of us thought we couldn’t do it anymore, one of us stepped in and was strong for the other one. So yeah, it was my cohort. Without a shadow of a doubt, I do it all again if I could meet them.

What was your support system like throughout the doctoral program?

For me it was my dad and my partner, and I'll say they are what served as the biggest protective factor in continuing to move forward. Also my son and having him in the program. He was really the motivating factor to persist. With him it was like, “I can't give up, this kid trusts me and believes in me even though he doesn't know yet. “

Did you have time to do anything fun or keep up with hobbies while you were in the program?

I run every day, whether I need it or not. I ran and even if there was nothing else I could really do to take care of myself, I committed to that.
LIFE AFTER DISSERTATION AND GRADUATION

Dr. Bradley Crookston

**Dissertation Title:** Counseling in Spanish and English: Phenomenological Experiences of Bilingual Counselors

For my dissertation, I would like to acknowledge my dissertation chair Dr. Cardona, each member of my committee - Dr. Stipanovic, Dr. Hess, and Dr. Larkins, my wife Jennifer Crookston, the participants of the study, and Dr. Woody from my undergraduate studies.

**What does life after graduation look like for you?** Life next? Well, I have applied for various faculty jobs; so, we shall see where best fits, given the current opportunities. So, not exactly sure; yet, I am confident it will work out for the best. The immediate focus is the upcoming birth of my wife and I’s fourth child in February and taking advantage of this time to devote and focus on family and friends.

Dr. Reka Farago

**Dissertation Title:** Supervision of Sex Counseling in Counselor Education: A Phenomenological Study from a Sex Positive and Multiculturally Sensitive Perspective

Reka has dedicated her dissertation in memory of her late husband Morgan Ellis, who passed away in September 2018. Reka and her daughters Sophia (8) and Cheyenne (15) have found a healing journey through tremendous loving support, and have new hope, with a lot to look forward to again.

**What’s next?** Reka joined the new Association of Counseling Sexology and Sexual Wellness and serves on two committees, in an effort to help establish learning and teaching competencies in Sexuality Counseling in Counselor Education. She will be featured in two PodTalks this spring through the Faculty Meeting podcast, regarding sexuality counseling and supervision of human sexuality concerns in CES programs.

Dr. Liz Tolliver

**Dissertation Title:** The Relationship Between Emotional Competence and the Supervisory Working Alliance: A Study of Doctoral Counselor Education Supervisors and Master’s-Level Counselors-in-Training

I humbly thank my committee who shifted their lives so I could defend before the end of fall semester, my cohort of lady llamas, and Dave Matheson. I also thank my family for their unwavering support, and Jack for his awesomeness.

**Where are you now?** I am assistant professor in the Counseling Department working primarily with school counseling students at the University of Nebraska Omaha. Currently I teach two classes: School Counseling Internships and Clinical Mental Health Practicum. Since I was still finishing my dissertation, they were helpful in allowing this to be sort of a transition and I was able to do a lot of service work.
OUR COMMUNITY