

COUNSELING TIMES

A BETA RHO CHI NEWSLETTER

CHAPTER OF CHI SIGMA IOTA, COUNSELING ACADEMIC &
PROFESSIONAL HONOR SOCIETY INTERNATIONAL



Fall 2020 Edition: A Call for Social Justice

2020-21 LEADERSHIP

Adriana Labarta
President

Taylor Irvine
Past-President

Ghari Shirley
President-Elect

Danna Demezier
Vice President

Joshua Katz
Treasurer

Sam Pino
Secretary

Tatiana Poole
Emerging Leader

Dr. Kelly Emelianchik-Key
Chapter Faculty Advisor

Dr. Ayse Torres
Co-Chapter
Faculty Advisor

MESSAGE FROM THE PRESIDENT

Dear Students and Faculty,

I wish you all a warm welcome to the Fall 2020 semester! As we transition into another semester of virtual instruction, many of us may be experiencing excitement, fear, apprehension, and a myriad of other emotions. Amid the current pandemic and ongoing racial injustices impacting people of color, particularly the Black community, counselors are being called to advocate and engage in social justice practices to dismantle systems of oppression. This newsletter aims to highlight helpful resources to foster self-reflection and create change for marginalized populations. This essential work must also be balanced with self-care, especially as we navigate through the unprecedented COVID-19 pandemic. As your 2020-2021 President, my hope is that the Beta Rho Chi Chapter of Chi Sigma Iota can provide spaces for students, faculty, and alumni to connect, grow, and find meaning in our work as counselors and counselor educators during this time. Please feel free to email me at alabarta2018@fau.edu if you have an interest in collaborating with our chapter or if you have any questions or feedback. Wishing you all a healthy, successful semester!

Warmly,

Adriana Labarta, M.Ed., Ed.S., LMHC
President, Beta Rho Chi Chapter

INSIDE THIS EDITION

Important Dates.....	3
Spotlights.....	4, 8, 9
Grant Writing Q&A.....	5-7
Featured Articles.....	10-12, 17-18
Anti-Racism Resources.....	13
Black-Owned Businesses.....	14-15
Peer Mentorship Program.....	16
And <i>more!</i>	19-ON

BETA RHO CHI

2020-2021 LEADERSHIP TEAM



Adriana Labarta
President



Ghari Shirley
President-Elect



Taylor Irvine
Past-President



Danna Demezier
Vice President



Joshua Katz
Treasurer



Sam Pino
Secretary



Tatiana Poole
Emerging Leader



Dr. Kelly Emelianchik-Key
Chapter Faculty Advisor



Dr. Ayse Torres
Co-Chapter Faculty Advisor

IMPORTANT DATES

Upcoming Virtual Beta Rho Chi Events

- ▶ **Fall Welcome Event**
 - ▶ Monday, August 24 at 8 PM
- ▶ **Beta Rho Chi Fall Induction Ceremony**
 - ▶ Thursday, September 17 at 7 PM
- ▶ **Counseling Haitian Families: Expert Panel Event**
 - ▶ Wednesday, September 23 at 5:30 PM
- ▶ **Virtual Relationship Retreat with Owl's Care Health Promotion**
 - ▶ Friday, November 13 at 7 PM



Awareness Months

- ▶ **September**
 - ▶ National Suicide Prevention Week (9/6-9/12)
- ▶ **October**
 - ▶ Mental Illness Awareness Week (10/4-10/10)
- ▶ **November**
 - ▶ Alzheimer's Disease Awareness Month

****RSVP links are on the fliers at the end of this newsletter. Zoom links will be sent via email closer to the event dates.****

FACULTY SPOTLIGHTS

Congratulations to our two faculty spotlights, who have been recognized for their service to the profession via grant writing and research!



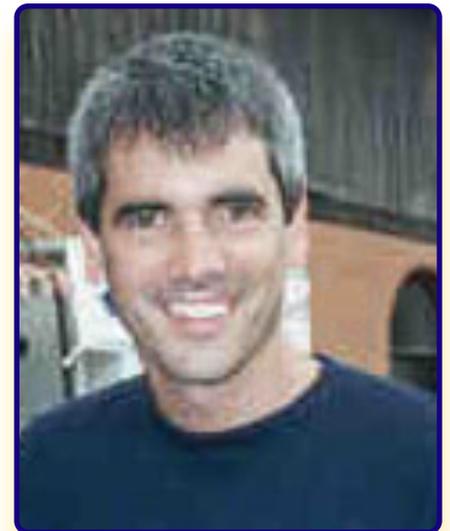
Dr. Elizabeth Villares

Dr. Elizabeth Villares is a Professor of School Counseling. She's been an educator in Florida for more than 23 years and training future counselors at FAU since 2005. Her specialization area includes counseling K-12 students, integrating technology in school counseling, determining the effectiveness of school counselor-led interventions, and partnering with counselors and districts to conduct outcome research and evaluation studies. The following list outlines Dr. Villares' external grants:

- St. Lucie Public Schools in Partnership with Florida Atlantic University, Department of Counselor Education, School Counseling Program (2019). *Social, Wellness, and Emotional Learning Leaders* (S.W.E.L.L.), **\$1,627,635**. U.S. Department of Education Mental Health Service Professional Demonstration Grant. *FAU S.W.E.L.L. Program Director, Villares, E.*
- Villares, E. (2017, July). *A Meta-Analysis of the ASCA National Model*, **\$10,000**. American School Counselor Association. *Principal Investigator.*
- *León, A. M. (2012, November). *Passport to peace*. **\$30,000**. Substance Abuse and Mental Health Sciences Administration, Center for Substance Abuse Prevention, Services to Sciences Initiative's 2012-2013 Building Evaluation Capacity for Evidence-based interventions. *Research Evaluator, Villares, E.*
- Webb, L., Brigman, G., Carey, J., & Villares, E. (2011, August). *A randomized controlled trial of Student Success Skills: A program to improve academic achievement for all students*, **\$2,738,187**. Education Research Grant 84.305A, Institute of Education Sciences, U. S. Department of Education. *Co-Principal Investigator.*

Dr. Michael Frain is a Professor of Clinical Rehabilitation Counseling and a Certified Rehabilitation Counselor (CRC). He earned his Ph.D. from the University of Wisconsin - Madison. He is a published leader within the field of Rehabilitation Psychology, and has produced over 50 peer reviewed journal articles. The following list outlines Dr. Frain's research support:

- Rehabilitation Service Administration. **Michael Frain, Principal Investigator** (2015). RSA Long Term Training Grant. United States Department of Education. 5 years, **\$1,100,000**.
- Rehabilitation Services Administration grant for: "Targeted Communities Technical Assistance Center." (2015). Tansey, T. N., & Chan, F. (PI's) A five-year, **\$12.5 million** grant award to Southern University. Role: *Consultant.*
- Rehabilitation Services Administration grant for: "Program Evaluation and Quality Assurance in State Vocational Rehabilitation." (2015) Tansey, T. N., & Chan, F. (PI's) A five-year, **\$2.5 million** grant award to Stout Vocational Rehabilitation Institute (2015-2020) (University of Wisconsin-Madison subcontract, \$775,000.) Role: *Consultant.*
- National Multiple Sclerosis Society: Malachy Bishop (PI) (11/1/16-12/30/18) Quality of Life Impact of the FY 2016-2018 Strategic Plan and Quality of Life Impact Metrics. Role: *Consultant.*



Dr. Michael Frain

GRANT WRITING Q & A

Check out our Q & A with Dr. Villares and Dr. Frain, who share insights into the grant writing process!



1. What are the best ways to identify grant funding opportunities?

- **Dr. Villares:** "Before you begin looking for grant funding, you should be aware of the different applications available. Types of grant funding may come from (a) private, family, cooperate, and community *foundations*, (b) local, state, regional, national, and international *associations*, and (c) state and federal *government agencies*. Each funding source has specific eligibility and requirements detailed in their request for funding applications (RFA). Including the types of research activities that are funding (e.g., research studies, training, fellowships), the award amount and dates for funding, and limitations for how funds can be applied to cover direct and indirect costs and due dates for submission. Additionally, information on the program's goals and review process are outlined in the RFA.

If you are starting to explore grant funding, it is helpful to search for potential sources, download the previous year's requests for funding, and create a calendar using the last year's calls for funding and dates advertised in current or upcoming calls. This will help you schedule your adequate time for future planning, assembling your research team, securing research partnerships and commitments, developing your proposal and budget, writing, and the submission process. It is also helpful to review the titles and abstracts of previously funded awards."

- **Dr. Frain:** "Understand who you are and what types of grants fit for you first. In your field, there is a typical growth for grants. As a new professor, look for grants such as seed grants, or new researcher grants, etc. Your particular area of expertise likely has some of these (e.g. if a Multiple Sclerosis (MS) researcher look at the MS society grants). Most Universities have some seed grants for new professors. Talk to people who have grants by looking at manuscripts that indicate the research was paid for by a grant (at the end of the article generally). Ask these researchers where they started their grant work. Don't rely on group emails or others to find grants for you; usually, this will be too general. Sometimes, in places such as Florida, there may be grants available from small organizations these can be easier to get. Involvement in the community will help you see some of these grants. Granting agencies like to see small grants successfully completed before larger grants are given. Getting a track record with small grants helps in the future."

GRANT WRITING Q & A

Continued from Page 5

2. What are some steps I should take before I start writing?

- **Dr. Villares:** "I like to begin the writing process with an outline of the RFA proposal. You must pay close attention to the style, font size, spacing, and page length. Not adhering to the guidelines is grounds for disqualification. Using an outline helps you frame your proposal to ensure you have addressed each of the required components. If you are collaborating on your submission with an advisor or co-investigators, you should schedule a time to meet with partners, and include time to review and revise writing contributions. Additionally, you need to determine if you are eligible to submit a proposal or if you need to work with a faculty or mentor, and whether it needs to go through the University's Sponsored Research for approval. If you need to go through Sponsored Research, you will need to plan at least 7-14 days for the approval process."
- **Dr. Frain:** "Talk to people at the granting agency who usually gets these type of grants and can provide a sample grant that has been funded in the past. Many researchers apply for grants that they have little chance of getting. For instance, in MS, some grants generally go to neurologists. If you are a PhD, your type of research likely is not what the granting agency wants. Often, grants have a question period beforehand and a telemeeting that answers questions and describes the grant. Be a part of these and understand what is needed. Establish a good team; usually, you need a methodologist and an outside reviewer. Your team should not be your friends or people similar to you, they should be people who reviewers see as being able to do the work described."

3. What are the key components of a grant proposal?

- **Dr. Villares:** "The critical components of a research grant proposal typically include an abstract, introduction, literature review, methods, analysis, description of the research team, budget, budget justification, and references. However, most RFAs will explicitly state the required components. When in doubt, it is best to email or schedule time with the program officer to ask your questions. Some of the more substantial grant funding sources host webinars or sharing recordings to support researchers in submitting a robust application."
- **Dr. Frain:** "Ideally, you always get the 10 points for personnel, so form a good team and find a good methodologist. Be sure to carefully read the grant proposal and answer all the questions asked. Time is key with grants. Often, you only have 45 days after the announcement to submit. Ideally, you know when grants are coming out long before they come out and you can start writing and making a budget early. Some people like to do the budget first to understand what they can fund for the grant."

GRANT WRITING Q & A

Continued from Page 6

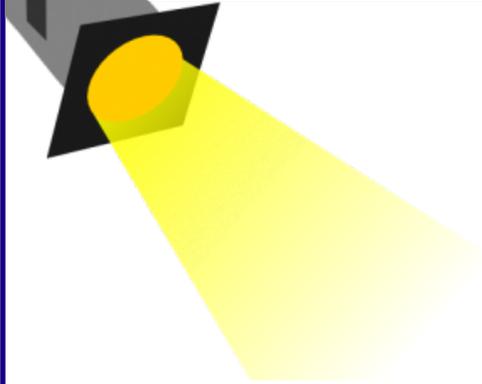
4. How do you approach the writing process?

- **Dr. Villares:** "Securing grant funding will take time. Giving yourself adequate time to think about your research, collaborate with others, secure support, and developing a clear and concise proposal will help set yourself up for success. I find it helpful to divide up the work in smaller chunks and devoting time every day toward planning, writing, and rewriting. If you have a mentor or collaborator, set frequent deadlines to share your work and receive feedback."
- **Dr. Frain:** "Writing should come after a lot of research and a lot of notes. Understand the next step in the field and making writing concise. Often, the statement of the problem may be only 1, 5, or 15 pages; this is not much time to make your case. Have others review your writing and have others on your team do some of the writing as well and incorporate it all smoothly. Write at least 2 grants a year to get better at this. Grants are what drive the research and is what is valued at the vast majority of Universities."

5. Any final tips for graduate students that are interested in grant writing?

- **Dr. Villares:** "It's always helpful to begin your grant writing journey by collaborating with a faculty member on a submission or one of their grant-funded projects. If you see an application of interest, share it with your advisor or chair to see if they would be willing to collaborate or provide support on the submission and implementation of the project. Your advisor or chair may also be familiar with associations that fund student research and advise you when the RFAs are issued. Securing small grants is appropriate when you are beginning and do not have a solid track record. Looking for opportunities specifically geared for student research or new professionals helps increase your chances of success."
- **Dr. Frain:** "Understand the value of grants to a University or agency. At the University level, you generally buy out of a course each semester. With the grant, this saves your department about \$20,000 a year when an adjunct teaches that class. Universities include in grants indirect cost; at FAU, that's about 52%. So if you get a million dollar grant, FAU gets \$520,000 and part of that money goes to your college and department. At many Universities, that is the major source of funding in the department. If you want jobs in these departments, you need to show you can get grants. Early in your career, find a good team that is getting grants and do whatever you can to get on that team. Often, it means working on the grant with no reward. Keep in touch with people who are writing grants and understand what you can bring to the team. There are grants only available to minority serving institutions such as FAU; there may be populations in your area that are difficult for other researchers to find. Work hard on your grant writing and publications; those things are always valued."

EMERGING LEADER SPOTLIGHT



Meet our 2020-2021 Emerging Leader, Tatiana Poole!

"My name is Tatiana Poole and this fall, I'll be starting the second year of my Master's in the Clinical Rehabilitation Counseling track. I am a FAU Alumni, with a Bachelor's in Psychology and Minor in Sociology. I am interested in social psychological phenomena, cultural schemas and social relations, and substance use disorders. I joined CSI because I was looking for a way to become more involved in an academic setting. For me, it's paramount to engage myself early in my career to take advantage of all the opportunities available to me while introducing myself into the field of Clinical Rehabilitation and Counseling. Showing leadership qualities is an excellent way to display my motivation and interest in helping people and networking."



Interested in being the next Emerging Leader?

- Emerging leaders serve as part of the Beta Rho Chi leadership team, participate in CSI activities, receive mentorship, and connect with professionals via networking opportunities.
- Student leaders will also have opportunities to learn the responsibilities associated with serving in elected leadership positions within our chapter.

****The 2021-2022 Emerging Leader application will open in January of 2021. Stay tuned!****

ALUMNI SPOTLIGHT

FAU Counselor Ed. alumna, Dr. Anna Owens, shares her recent accomplishments and contributions to the profession!

Dr. Anna K. Owens earned her doctoral degree from Florida Atlantic University, a CACREP accredited program in Counselor Education and Supervision. She possesses a concentration of knowledge in both School Counseling and Clinical Mental Health, while developing a strong research focus in evidence-based social and emotional learning (SEL) interventions. As an instructor, Dr. Owens has worked in diverse settings with thousands of students, educators, and various educational stakeholders. As Past-President of the Chi Sigma Iota Beta Rho Chi Chapter, she understands the dynamics required for effective leadership, specifically within the academic setting. With a steady commitment to the profession of counseling made evident by research efforts, continued leadership in counseling organizations, and generating new scholarship, she attends professional counseling conferences regularly and engages in leading scholarly presentations.



Dr. Owens holds leadership positions within International Marriage and Family Counseling (IAMFC), Florida School Counseling Association (FSCA), Evidence-Based School Counseling Conference (EBSCC), and the Mental Health Counselors Associations of the Palm Beaches (MHCAPB). In addition, Dr. Owens serves as an appointed member of the Education Task Force committee for the City of Boca Raton and enjoys volunteer work for a nonprofit woman's organization within the community. These various leadership roles foster the opportunity to merge a passion for teaching and supervision with personal interest in critical inquiry into counseling research.

Be sure to connect with Dr. Owens during our Fall Virtual Induction Ceremony, where she will be speaking on her CSI leadership experiences and more!

Featured Article:

Fostering Social Justice and Advocacy in the Profession: Recommendations for Best Practice

**By: Taylor Irvine, M.Ed., Ed.S., RMHCI
Doctoral Student & Beta Rho Chi Past-President**

"Not everything that is faced can be changed, but nothing can be changed until it is faced"
-James Baldwin

In our current socio-political climate, professional counselors are uniquely poised to foster systemic changes by challenging inequitable practices of marginalized group members, or "those who are oppressed in society and lack the systemic advantages bestowed on privileged groups" (Ratts et al., 2016, p. 36). As a helping profession, counselors are tasked with empowering diverse clients to achieve goals and optimal well-being (Kaplan et al., 2014; American Counseling Association (ACA), 2014), while also actively opposing the spread of oppression and discrimination. For this reason, the Association for Multicultural Counseling and Development (AMCD) revised the Multicultural and Social Justice Counseling Competencies (MSJCC) to include social justice and advocacy, as this domain is seen as integral to culturally competent counseling (Ratts et al., 2016). Therefore, social justice and advocacy become crucial to the work of professional counselors and trainees.

In 2019, the US Census Bureau indicated an upsurge in minority groups, with roughly 42% of Americans self-reporting as a racial or ethnic minority. This increase in culturally diverse groups puts the onus on professional counselors to become aware of culturally competent counseling practices. Among these competencies includes social justice and advocacy (Ratts et al., 2016). Whereas social justice aims to promote the equitable distribution of resources (Lee & Zalkalne, 2019), advocacy seeks to support clients' well-being by removing "barriers and obstacles that inhibit access, growth, and development" (ACA, 2014, p. 20). To engage in effective social justice and advocacy practices, counselors must first develop an awareness of the role that both individual and systemic forces play in constructing the presenting problems of marginalized clients (Lee & Zalkalne, 2019). Ultimately, culturally competent counseling entails challenging "cultural, social, historical, or economic barriers that stifle optimal human development and wellness" (Lee & Zalkalne, 2019, p. 274). Social justice and advocacy serve as the vehicle through which to enact these changes. There are several avenues that professional counselors and graduate trainees can take to actively engage in social justice and advocacy. Outlined below are some individual and systemic-level recommendations for best practice.

Fostering Social Justice and Advocacy in the Profession: Recommendations for Best Practice

Continued from Page 10

Individual Level:

- Self-reflect on important questions such as “what does social justice and advocacy mean to me?” and “how am I empowering marginalized group members and/or how can I do better?”
- Intentionally acknowledge systemic factors that may serve to create and maintain the presenting problems of diverse clients (e.g., SES, socio-political and historical events, etc.).
- Examine the role of your own cultural identity (which may include a sense of belonging to groups based on race, religion, ethnicity, gender, etc.) and reflect on how this may serve to impact your work with diverse client populations. Acknowledge if your cultural identity is a source of privilege (e.g., White, Christian, cisgender female).
- Interact on a community-level (e.g., attend a meeting or event of a cultural group different than your own), and become aware of any potential discriminatory biases, attitudes, or beliefs that may be sources of countertransference with clients.
- Anticipate and proactively address factors that may serve to negatively impact your personal well-being and, ultimately, that of your clients (e.g., compassion fatigue, taking on too many advocacy endeavors at once, encountering roadblocks, etc.).

Systemic Level:

- Become involved with your university’s chapter of Chi Sigma Iota (ours is the Beta Rho Chi Chapter!) and collaborate on creating social justice-themed events and/or committees where important conversations about privilege, oppression, and inequity can be openly discussed.
- Join local, state, and regional chapters of professional organizations and become informed of policies and laws relevant to promoting or impeding the needs of marginalized clients. Consider applying for an emerging leader position within these organizations where you can use your voice to spur change.
- Collaborate with professors, colleagues, or fellow peers on professional journal articles centered on improving cultural counseling competence, acknowledging inequitable practices in counseling, identifying gaps in the literature, etc.
- Be willing to lean into discomfort by engaging in tough conversations about privilege, inequity, and oppression with colleagues, family, or friends. Attend conferences and trainings to facilitate personal and professional development in these areas.
- Be mindful of striking a balance between listening and using your voice to challenge inequitable practices. In the words of Winston Churchill, “courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.”

Fostering Social Justice and Advocacy in the Profession: Recommendations for Best Practice

Continued from Page 11

References:

- American Counseling Association (ACA). (2014). *ACA Code of Ethics*. Alexandria, VA: Author.
- Kaplan, D. M., Tarvydas, V. M., & Gladding, S. T. (2014). 20/20: A Vision for the Future of Counseling: The New Consensus Definition of Counseling. *Journal of Counseling & Development, 92*(3), 366-372.
- Lee, C. C. (2019). Multicultural Competency: A Conceptual Framework for Counseling Across Cultures. In C. C. Lee (Ed.), *Multicultural issues in counseling: New approaches to diversity* (5th ed., pp. 3-14). Alexandria, VA: American Counseling Association.
- Lee, C. C., & Zalkalne, E. (2019). The Culturally Competent Counselor as an Agent of Social Justice. In C. C. Lee (Ed.), *Multicultural issues in counseling: New approaches to diversity* (5th ed., pp. 273-276). Alexandria, VA: American Counseling Association.
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and Social Justice Counseling Competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development, 44*(1), 28-48.
- US Census Bureau (2019). US Census Bureau QuickFacts: United States. Retrieved from <https://www.census.gov/quickfacts/fact/table/US/PST045219>



ANTI-RACISM & SOCIAL JUSTICE RESOURCES

As counselors, we are called to engage in **anti-racist** practices and to advocate for **social justice**. Check out these powerful resources to learn more about how you can begin and/or continue this important work!



Books:

- **How to be an Anti-Racist** by Dr. Ibram X. Kendi
- **So You Want To Talk About Race** by Ijeoma Oluo
- **The New Jim Crow** by Michelle Alexander, JD
- **Stamped from the Beginning** by Ibram X. Kendi, PhD
- **White Fragility** by Robin DiAngelo, PhD
- **The Racial Healing Handbook** by Anneliese Singh, PhD

Articles:

- Carter RT, Lau MY, Johnson V, Kirkinis K. (2017). Racial Discrimination and Health Outcomes Among Racial/Ethnic Minorities: A Meta-Analytic Review. *Journal of Multicultural Counseling & Development*, 45(4), 232-259.
- Lau, M. Y., & Jenkins, K. (Eds.). (2020). [Collection of articles on stress associated with racism and racial discrimination]. *Journal of Multicultural Counseling and Development*, 48(2).
- Pieterse, A. L. (2018). Attending to racial trauma in clinical supervision: Enhancing client and supervisee outcomes. *Clinical Supervisor*, 37(1), 204–220.
- Singh, A. A., & Nassar, S. C. (Eds.). (2020). Integrating the Multicultural and Social Justice Counseling Competencies into practice, research, and advocacy [Special issue]. *Journal of Counseling & Development*, 98(3).
- Washington, A. R., & Henfield, M. S. (2019). What Do the AMCD Multicultural and Social Justice Counseling Competencies Mean in the Context of Black Lives Matter? *Journal of Multicultural Counseling & Development*, 47(3), 148–160.

Webinars:

- **Racism as a Mental Health Challenge: An Antiracist Counseling Perspective** by Dr. Courtland C Lee
 - <https://www.csi-net.org/store/viewproduct.aspx?id=16701918>
- **Black Clients Matter: Promoting Competent Counselor Training and Practice in Counselor Education** by Dr. Carla Adkison-Johnson
 - <https://www.csi-net.org/store/viewproduct.aspx?id=16824537>

Comprehensive Anti-Racism Resource List:

- https://docs.google.com/document/d/1BRIF2_zhNe86SGgHa6-VIBO-OgirlTwCTugSfKie5Fs/mobilebasic

SUPPORTING BLACK-OWNED BUSINESSES

Compiled by Sam Pino, Beta Rho Chi Secretary

Supporting Black-owned businesses can contribute to minimizing the racial wealth gap, creating jobs, celebrating Black culture, creating visibility and representation of community, and strengthening local economies. Below are local black-owned resources (*please be aware that some businesses may have temporarily closed or reduced hours due to the pandemic*):

Palm Beach County:

Businesses:

Health/Fitness

- Brick by Brick by Gerald Hearn
- Phil Fit
- 9 Round LW/Wellington

Fashion/Beauty

- Ainkas Jewels
- The Bombshell Boutique
- Elizabeth so Fancy
- Magnolia Boutique (magbstyle)
- Tyler Brooke Wellington
- After 5 Lux

Services

- Erica J Photography
- Sean Green's Dance Factory
- The Corporate Side Hustler
- Glam Touch Rentals
- One Drop Pressure Cleaning
- Revolutionary Garden
- Cousins Law
- 5ive Star Entertainment
- Just Glam Events
- Styles by Stallings Events
- DB Kreative Xpressions LLC
- Taylor Couture Creations
- Vending Factory
- MB Calligraphy & Engraving
- Kingdom Driven Entrepreneur
- Latch Life Barbershop
- Crowned Marketing & Communications
- Salesia Smith Grodon Law

Food & Beverage:

Bakery

- Ganache Bakerv
- Café Sweets Bakery
- Lux Cakerv
- Cake Ladv Ann Collins
- Cupcake Star

BBQ

- Trov's BBO
- McCrav's BBO
- Pete's Crazy Grill

Catering

- BDS Catering & Productions
- Catering CC
- Trindy Gourmet

Caribbean

- FIWE Caribbean Cuisine
- Silver Spoon
- Fusion Grill Restaurant

Coffee Shop

- Blue Mountain Coffee

Food Truck

- Natuurlik Food Truck
- Reggae Beets Food Truck
- Do Do's Donuts Food Truck

Healthy

- Citrus Fresh Grill

Seafood

- The Purple Shrimp
- Hook Fish & Chicken

Vegan

- Superfit Gym
- The New Vegan

Winery/Brewery

- Sugar Plum & Grumbling Growler
- Kenmore Wines

SUPPORTING BLACK-OWNED BUSINESSES

Continued from Page 14



Broward County:

Businesses

- Gelin Benefits Group
- Alpha1 Staffing & Recruiting Firm
- Benjamin-Wise Creary, PLLC
- United Mold Inspections
- Quinnergy Ltd

Food & Beverage

Bakery

- Nelly's Fried Creamery
- Delicious Creations Bakery & Café
- Sweet Delight Cheesecakes
- The Sweet Spot Desserts & Cake Supplies
- Hammond's Bakery
- Dream Cream

BBQ

- Fat Boyz BBQ Coral Springs
- Tom Jenkins BBQ
- R&R World Famous BBQ

Coffee Shop/Cafe

- Circle House Coffee
- Chez Katu

Catering

- Royalty Catering

Caribbean

- Pearl of the Island Caribbean Cuisine
- Aunt I's Jamaican Restaurant
- Peppa Seed - Jamaican Restaurant
- M&S Best Tropical Restaurant
- Jamaican food eatery
- Dutch Pot Jamaican restaurant
- Donna's Caribbean Restaurant
- Bistro Creole Restaurant
- Coco's Kitchen

Ice Cream

- Localicious Old Fashioned Ice Cream Exotic Smoothies
- Halo Halo Natural Nitro Ice Creamery
- Rolls & Grill

Seafood

- Sister Sara Crab House
- Pompano Crab Man
- OFF THE WALL CRABS
- Island 509
- Alberte's Restaurant
- Fins & Things Bar & Grill

Soul & Comfort

- R & K Country Soul Food
- Betty's Soulfood Restaurant
- Magic Soul Food
- Just Spoons Cafe'
- Fat Toni's Krazy Kitchen
- Honey Grill
- Pizza and Tingzs
- Nothing But Wings
- Noodle Station | Bowls, Bao & Beer
- Wimpos Crazy Potatoes

Winery/Brewery

- Swirl Wine Bistro
- Rootz Bar n Cafe

Vegan

- Hemplade Tea
- Sayblee Products
- The Rabbit Hole
- Tree Lion
- Vegan Fine Food
- Vegan on the Go
- Vegetarian Delight Juice Bar

Mental Health Resources:

- *Therapy for Black Girls*
 - Podcast, community, therapy directory
 - <https://therapyforblackgirls.com>
- *Therapy for Black Men*
 - Podcast, community, therapy directory
 - <https://therapyforblackmen.org>
- *Melanin & Mental Health*
 - Podcast and therapy directory
 - <https://www.melaninandmentalhealth.com>
- *Open Path Collective*
 - Low-cost therapy services collective
 - <https://openpathcollective.org>

PEER MENTORSHIP PROGRAM

The Beta Rho Chi Chapter of CSI proudly announces the reinstatement of the Peer Mentorship Program!

WHY MENTORING?

The first year of graduate school can be an overwhelming experience and make even the most prepared student feel like a fish out of water. The subsequent years can be inordinately challenging if students are without a solid support structure and a knowledge of available resources. Having a mentor sounds like a no-brainer to us, and we wish we had one when we started our program. We decided to do a little research on the topic in case you need some convincing. A review of 47 research studies was conducted on the impact of peer mentoring on graduate students' academic experiences and it was found that the overwhelming majority of students who actively participate in mentoring programs benefit from these programs (Lorenzetti, et al., 2019). Specifically, **peer mentorship was shown to positively affect developmental outcomes across four domains of graduate learning: academic, social, psychological, and career** (Lorenzetti, et al., 2019). A peer mentor/mentee relationship can provide a structure where students are linked with someone who offers relatability, empathy, and understanding of the university, core knowledge and experience, and can point the mentee to additional needed resources. Research suggests that the relational support in the mentor/mentee alliance can reduce stress, promote learning, foster belongingness, enhance behavioral resiliency, reduce withdrawal from program and positively affect academic outcomes (Lorenzetti, et al., 2019).



INTERESTED IN BEING INVOLVED?

Our chapter is currently seeking **current and incoming graduate students, doctoral students, and alumni** who are interested in joining this initiative.

By being either a mentor, mentee, or both, students and alumni have a chance to:

- Further develop their academic and life skills
- Network with peers and professionals
- Cultivate a source of support during their graduate career

Please complete the link below:

<https://forms.gle/UaSMqe9yyMg1AvBR8>

A special thanks to the Mentorship Committee for developing this new initiative!

Kira Chankersingh, Judanny Mullings, Jeannine Pearce Clark, Kloe Rivera, Cassandra Colosimo, Makenzie Rynn, and Joshua Katz

References and Additional Resources:

- Lorenzetti, D. L., Shipton, L., Nowell, L., Jacobsen, M., Lorenzetti, L., Clancy, T., & Oddone Paolucci, E. (2019) A systematic review of graduate student peer mentorship in academia, mentoring & tutoring. *Partnership in Learning*, 27:5, 549-576.
- <https://www.tandfonline-com.ezproxy.fau.edu/doi/pdf/10.1080/13611267.2019.1686694>
- <https://www.aacu.org/liberaleducation/2020/winter-spring/krusemark>
- <https://louisville.edu/graduate/mentorcenter/for-students/why-is-peer-mentoring-important>

Featured Article:

Keep Calm and Counsel On: Maintaining Personal Wellness in the Face of a Global Pandemic

**By: Bridget K. Glass, LMHC
Doctoral Student & Beta Rho Chi Member**

As the US continues to navigate unprecedented challenges attributed to the perpetuation of COVID-19, there has been a public outcry for increased mental health services. According to a recent poll conducted by the Kaiser Family Foundation, 72% of Americans claim that their lives have been disrupted by the virus, while 45% of those individuals have specifically reported a significant increase in distress regarding their mental state (Panchal et al., 2020). This is particularly problematic for those already struggling with a pre-existing mental health disorder or substance use problem prior to the pandemic (CDC, 2020).

During these unparalleled times, many therapists have reported difficulty in coping with the societal impact of COVID-19 (Modani, 2020). Some therapists indicate difficulties in adjustment to modified treatment protocols in accordance with health and safety regulations. Others have expressed fears regarding contraction of the virus (Clay, 2020). However, it is critical for therapists to maintain mindfulness toward the potential threat of compassion fatigue as they help to support others through a spectrum of overwhelming thoughts and feelings related to COVID-19 (Clay, 2020). As defined by the Figley Institute (2012), compassion fatigue refers to the “emotional and physical exhaustion that can affect helping professionals and caregivers over time” (p. 4). As therapists become depleted from excessive caseloads, overextended hours, and an increase in severity of treated mental health conditions, there is an added risk for desensitization, errors in practice, and overall change in mood. Additionally, the Figley Institute (2012) characterizes the most unfortunate aspect of this phenomena is that it “attacks the very core of what brings helpers into this work: their empathy and compassion for others” (p. 4). Often referred to as secondary or vicarious trauma, Joshi and Sharma (2020) state that compassion fatigue can prevent therapists from maintaining a detached stance toward treatment, creating a path of vulnerability toward over-involvement with clients and clinical concerns.

All counselors are charged with the duty to do no harm (ACA, 2014). Therefore, counselors are responsible for recognizing and managing the symptoms of compassion fatigue within themselves in order to provide appropriate and effective clinical care. Ultimately, professionals who identify these indicators in their personal and professional lives should take the same steps as they may recommend to the general public: to seek counseling. As a community, counselors must also continue to distinguish areas of concern in colleagues and trainees, to guard the public and contribute to the overall wellness of those within the helping profession.

Keep Calm and Counsel On: Maintaining Personal Wellness in the Face of a Global Pandemic

Continued from Page 17

Some Symptoms of Compassion Fatigue May Include:

- Fixation on client problems during personal time
- Decreased empathy
- Decreased enjoyment in previously pleasurable activities
- Problems with concentration and focus
- Sleep disruption and/or nightmares
- Physical and mental exhaustion
- Emotional avoidance
- Loss of hope or feelings of powerlessness
- Job/life dissatisfaction
- Overeating
- Excessive use of substances (drugs, alcohol)
- Lack of personal care
- Negative mood or interpersonal difficulties at work and home
- Decrease in quality of work
- Denial of symptoms (Carter, 2014)

Counselor Self-Care Tips:

- Determine actionable objectives for work and personal priorities
- Shape goals toward realistic and attainable solutions in comparison with world events
- Maintain a consistent routine
- Allocate a dedicated workspace to ensure boundaries between professional and home life
- Create and implement an exercise regiment
- Connect with other professionals through virtual platforms
- Safeguard against excessive news consumption
- Engage in mindfulness practices
- Acquire a new skill or hobby through online classes or tutorials
- Exercise the same kindness toward yourself that you would to your clients (Clay, 2020)

References & Resources:

- <https://www.compassionfatigue.org/>
- American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author.
- Carter, S.B.(2014). Are you suffering from compassion fatigue? *Psychology Today*. Retrieved from: <https://www.psychologytoday.com/us/blog/high-octane-women/201407/are-you-suffering-compassion-fatigue>
- Centers for Disease Control and Prevention. (2020). *Mental health and coping during COVID-19*. Retrieved from: <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html>
- Clay, R. (2020). COVID-19 and suicide. *Monitor on Psychology*, 51(4). Retrieved from: <https://www.apa.org/monitor/2020/06/covid-suicide>
- Figley Institute. (2012). Compassion fatigue educator certification manual. Retrieved from: http://www.figleyinstitute.com/documents/Workbook_AMEDD_SanAntonio_2012July20_RevAugust2013.pdf
- Joshi, G., & Sharma, G. (2020). Burnout: A risk factor amongst mental health professionals during COVID-19. *Asian Journal of Psychiatry*, 54.
- Madani, D. (2020). Therapists are under strain in COVID-19 era counseling clients on trauma they're also experiencing themselves. *NBC News*. Retrieved from: <https://www.nbcnews.com/news/us-news/therapists-are-under-strain-covid-era-counseling-clients-trauma-they-n1230956>
- Panchal, N., Kamal, R., Orgera, K., Cox, C., Garfield, R., Hamel, L., Muñana, & Chidambaram, P. (2020). The implications of COVID-19 for mental health and substance use, Kaiser Family Foundation. Retrieved from: <https://www.kff.org/coronavirus-covid-19/issue-brief/the-implications-of-covid-19-for-mental-health-and-substance-use/>
- World Health Organization. (2019). *Burn-out an "occupational phenomenon": International Classification of Diseases*. Retrieved from: https://www.who.int/mental_health/evidence/burn-out/en/

UPCOMING CONFERENCES & TRAININGS

Compiled by Taylor Irvine, Beta Rho Chi Past-President

Conferences

- ▶ **Association for Assessment & Research in Counseling (AARC)**
 - ▶ September 11-12, 2020
 - ▶ Virtual
 - ▶ <https://aarc-counseling.org>
- ▶ **Florida Counseling Association (FCA)**
 - ▶ October 2-3, 2020
 - ▶ Virtual
 - ▶ <https://www.flacounseling.org>
- ▶ **Society for Sexual, Affectional, Intersex, & Gender Expansive Identities (SAIGE)**
 - ▶ October 10-11, 2020
 - ▶ Virtual
 - ▶ <https://saigecounseling.org>
- ▶ **American Association for Marriage & Family Therapy (AAMFT)**
 - ▶ November 12-15, 2020
 - ▶ Virtual
 - ▶ <https://www.aamft.org>
- ▶ **Chi Sigma Iota 3rd Inaugural Florida Statewide Conference**
 - ▶ Early 2021 (TBD)
 - ▶ Hosted by Beta Rho Chi Chapter of CSI
- ▶ **Florida Mental Health Counselors Association (FMHCA)**
 - ▶ February 4-6, 2021
 - ▶ Lake Mary, FL
 - ▶ <https://fmhca.wildapricot.org>
- ▶ **American Counseling Association (ACA) Conference**
 - ▶ March 18-21, 2021
 - ▶ Orlando, FL
 - ▶ <https://www.counseling.org>

CEs & Trainings

- ▶ **American Counseling Association (ACA) Free CE of the Month**
 - ▶ ACA offers free CEs to all members, regardless of member type. Be sure to check out the featured CE of the month here:
 - ▶ <https://www.counseling.org/continuing-education/free-ce-of-the-month>

SCHOLARSHIPS & AWARDS

Check out these upcoming opportunities to apply for scholarships and awards!

Compiled by Dr. Emelianchik-Key, Beta Rho Chi CFA

FAU College of Education (COE) Scholarships

- <http://www.fau.edu/education/students/scholarships/list/>
- Deadline: September 22, 2020

National Board for Certified Counselors (NBCC) Scholarships

- Stay tuned for more updates regarding the following NBCC Scholarships:
 - <https://nbccf.org/programs/scholarships>
 - *Minority Fellowship Program for Mental Health Counselors (Master's)*
 - *Minority Fellowship Program for Addictions Counselors (Master's)*
 - *Minority Fellowship Program for Mental Health Counselors (Doctoral)*

American Counseling Association (ACA) Awards

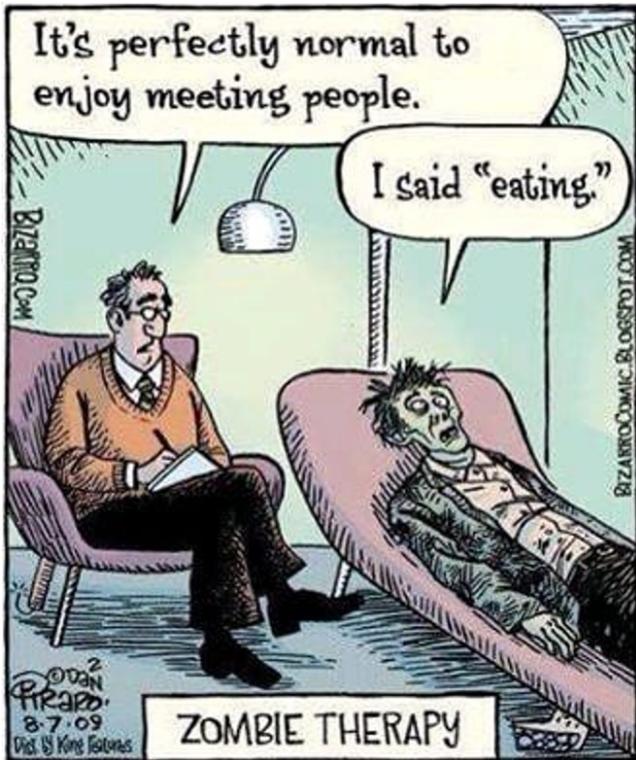
- Stay tuned for more updates regarding the following ACA Student Awards:
 - <https://www.counseling.org/membership/awards/gradstudents>
 - *Graduate Student Ethics Awards for Master's Degree Students*
 - *Graduate Student Ethics Awards for Doctoral Degree Students*
 - *Future School Counselors Award*
 - *Tomorrow's Counselor Awards*



HUMOR SECTION

**Laughter is an excellent form of self-care.
Check out this counseling humor!**

Compiled by Taylor Irvine, Beta Rho Chi Past-President



When you find out your normal daily lifestyle is called "quarantine"



JOIN THE BETA RHO CHI CHAPTER!

JOIN US

Why Join?

- Promote excellence in the field of counseling.
- Networking with fellow graduate students in other programs.
- Collaboration with faculty on research or community work.
- Philanthropic involvement in the FAU and greater Palm Beach County communities.
- Professional development opportunities for continued success in the field of counseling. Free continuing education (CE) courses available both during and after graduation.

Requirements to Join

- Completion of 9 credit hours (equal to one full-time semester) in a Counseling Education program.
- GPA of 3.5 or higher.

Join the **Beta Rho Chi Chapter's** monthly meetings! For the Fall 2020 semester, all meetings will be take place via **Zoom** and will run from **6:45-7:15 PM**.

Meeting Dates:

- August 26
- September 30
- October 28
- November 18



FINAL REMARKS

Check us out on social media!



Chi Sigma Iota Florida Facebook Page:

<https://www.facebook.com/groups/CSI.Florida.Statewide.Networking/>



Beta Rho Chi LinkedIn Page:

<https://www.linkedin.com/groups/12252758/>

Check out our CSI link on the Department's website:

<http://www.fau.edu/education/academicdepartments/ce/betarhochichapter/>

Check out and "like" the Department's Facebook page for info & updates:

<https://www.facebook.com/FAU-Dept-of-Counselor-Education-418207451646170/>

**THANK
YOU!**

Please reach out to Beta Rho Chi Chapter President, Adriana Labarta, if you have any ideas or suggestions for future events, newsletters, and programs!

Alabarta2018@fau.edu