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Special Thanks To Our Contributors!

Dr. Sally Hage
Doctoral Fellows:
Kyrsten Belini
Katelyn Campbell
Kenesa Holness
Annamari Maaranen-Hincks
Leanne Price
Daniel Rodriguez Ramirez

DATES TO REMEMBER

Town-Hall Colloquium
April 22, 5-8 p.m.

AASP Conference
April 29-30

Internship Sendoff Dinner
May 9, 5:30-7:30 p.m.

DOCTORAL HOODING CERAMONY
May 13, at 5:30 p.m. with reception to follow

GRADUATION
May 14, at 9:30 a.m.
Three years ago, as the spring semester winded down, the first cohort of students in the Psy.D. program presented me with a gift – a framed quote they each signed from Harry Emerson Fosdick: S/he “who chooses the beginning of the road chooses the place it leads to.” The gesture touched me yet at the time I admit the meaning of the quote puzzled me. About a month ago I happen to glance up at that quote, still hanging on my wall, the signatures of this first group of 13 Psy.D. students now fading, and the meaning became crystal clear. Yes, of course! These “pioneer” students, as well as those cohorts after them, had chosen to attend this brand new Psy.D. program, for the very reason that that they could be involved in shaping the program to be the place it is today!

This thought, that students have actively shaped and formed the Psy.D. program to be a strong, innovative doctoral program, returned home when I heard the feedback from the APA accreditation visitors. One of the very first strengths the site visitors noted was the “newness of the program,” along with the students, who wanted to “a part of something growing.” They said that their programs would be “proud” to have such students.

Along with recognizing our amazing students, the APA accreditation process has brought ongoing reflection about our multiple strengths, our growth edges, and how we as a community might continue to develop and mature as a program. I am grateful for the many ways that students, faculty, staff and administrators all pulled together to prepare the report, welcome the site visitors, and grapple to formulate a response to feedback. As we end this year, I want to thank you for your contribution to the program, and invite you to continue to be a part of the journey forward. I wish you all the best for a great summer!

Sally
In Interview with Matthew Brubaker Ph.D.: The Department’s Newest Faculty Member

The psychology department welcomes Dr. Brubaker! In this brief interview, we get to know a little more about our new professor.

Q: Tell me about professional experiences.
A: “After earning an undergraduate degree in psychology, I was accepted into the M.A. Clinical Psychology program at Wheaton College (IL). As part of that program, I completed a year-long internship at a non-profit counseling center, where I gained clinical experience working with a variety of clients. I spent the last six years at the University of Missouri working towards my Ph.D. in their Cognition and Neuroscience Program while also serving as the lab coordinator in the Memory and Cognitive Aging Lab on campus.”

Q: What are your research interests?
A: “My background is in cognitive psychology—studying the mind and how we process the world around us through memory, perception and attention, etc. While at Missouri, I studied how episodic memory changes across the lifespan, particularly by comparing older and younger adults [my dissertation focused on how older adults’ associative memory is affected by negative age-based stereotypes.] I am interested in how certain socio-situational factors affect memory performance. For instance, older adults expect to perform poorly when they come into the lab because they know their memory is being tested and that is something that declines with age. However, research suggests that simply holding to these negative stereotypes is also impeding their memory performance—creating something of a double-edged sword.”

Q: What is one lesson in psychology that you took from each place you’ve been at?
A: “During my Master’s program at Wheaton, one of the most important lessons I learned was that everyone has a different story to tell, and we all have experienced loss in one way or another that has shaped who we are as individuals. I thought I knew the other students in my cohort pretty well. But our last semester we all had to take a course on loss and grieving, and one of the assignments was to share the most formative experience of our life. The amount of pain and personal suffering that was shared in that class was eye-opening, and it challenged me to never assume that I can know where a person is coming from without understanding their story first.”

Q: What are your future research interests?
A: “I would like to tap into the older adult population here in Springfield and try to continue some of the work that I was doing at the University of Missouri. I would also like to focus on research with younger adult populations, as well, by studying other situational factors on memory that aren’t necessarily related to aging. I’m always open to new ideas, though, and am looking forward to the opportunity to collaborate with other faculty and students here at Springfield College.”
Q: What is one of your proudest professional accomplishment?
A: “Being able to work here at Springfield College.”

Q: What experience (personal) outside of academic research has shaped your research most and how?
A: When I was in high school, my older brother, Dave, was in a serious car accident and suffered a traumatic brain injury, leaving him fighting for his life and in a coma for several weeks. While he survived the accident, he never recovered from the trauma to his brain (to this day he still cannot walk, talk, or care for himself). Ever since then I’ve been fascinated by psychology and the intricacies of the human brain--which I believe is the most complex, yet important organ in the body.

Q: What are your hobbies and things you do for fun outside of the academia world?
A: I am a huge sports fan, I always have been. I enjoy both watching and playing sports (basketball, soccer, and golf are my favorites). They are great outlets for me - helping to take my mind off things while staying active. I also enjoy reading, traveling, and spending time with my family (wife, Erin, and 19 month-old son, Callahan).

SPECIAL THANKS TO DR. BRUBAKER FOR AGREEING TO BE INTERVIEWED!!
Congratulations to our students who went through this year's Match! For the second year in a row, we celebrated a 100% Match Rate! Many of our students matched at their top-choice site and all are excited for what next year will bring for them. Wonderful job by all!!

Congratulations to Adisa Haznadar for successfully matching at Western Carolina University, Counseling and Psychological Services, located in Cullowhee, NC, for her APA internship in the fall! At WCU, Adisa will receive strong generalist training, with opportunities to be engaged with Athletic Department as well as with the International and Cherokee Student Centers. Adisa also identified that another perk of WCU is that it is surrounded by beautiful mountains!

Congratulations to Psy.D. student Brenda Martin-Tousignant for successfully matching at the Clifford Beers Clinic in New Haven, CT for her internship in the fall! She is most excited about being at the Clifford Beers Clinic because the site takes a trauma-informed, family systems approach to child mental health treatment, with weekly seminars in family therapy and Autism Spectrum Disorders, where Brenda is most looking forward to further develop her assessment and clinical skills.
Many congratulations to **Elaine Walen** for successfully matching for internship with the APA-accredited The Carson Center for Adults and Families in Westfield, MA! For her internship, Elaine is most excited about jumping into adult community mental health in the Western Massachusetts area. At the Carson Center, she will get training in Dialectical Behavioral Therapy and Eye Movement Desensitization and Reprocessing, and is looking forward to expanding her expertise in facilitating group therapy.

Many congratulations to **Sean DeMartino** for successfully matching for internship at the Community Services Institute (CSI) right here in Springfield! Sean is most excited about his internship with CSI because it will provide opportunities to gain more experience working with trauma-related issues, as well as learning about neurofeedback! Sean says he picked CSI because it will provide him with excellent training experience to become a well-rounded psychologist.

Congratulations to **Dolores Christensen** for successfully matching at the APA-accredited University of California, Davis Counseling Services for her internship in the fall! Dolores is most excited about joining the UC Davis internship because of the strong community feel between the intern cohorts, the opportunity to receive excellent supervision in the Eating Disorders track, and being back in her home state of California after nine years away!

Congratulations to **Elaine Walen** on her successful internship match with APA-accredited The Carson Center for Adults and Families in Westfield, MA! For her internship, Elaine is most excited about jumping into adult community mental health in the Western Massachusetts area. At the Carson Center, she will get training in Dialectical Behavioral Therapy and Eye Movement Desensitization and Reprocessing, and is looking forward to expanding her expertise in facilitating group therapy.
Congratulations to our newest Internship Cohort!

Pictured from L to R: Brenda Martin-Tousignant, Adisa Haznadar, Elaine Walen, Dolores Christensen, Sean DeMartino, and Andrew Vincent  (Not Pictured: Julia Rizzo)
Advice for Internship

When applying for practicum, I would suggest that students write down a list of their areas of interest in order to see if they align with potential sites. We all know that securing a practicum is important, but it’s also helpful if you can find a place that can meet your needs as a therapist in training. Supervision is also important when considering a site for practicum. Don’t be afraid to ask questions because it’s your experience, not anyone else’s.

Practicum sites are designed to help train future practitioners to work in a field and amongst a population of their interest. So my advice to you is to get to know and understand yourself better as an individual and a practitioner first, so that you may efficiently map out your plan for the future. Practicum sites are no joke; they may strengthen both your interpersonal and counseling skills, and challenge your beliefs and expectations simultaneously. It would only be in your best interest to dive into your “self”, as this is what you will be asking of your clients.

The practicum experience can vary from student to student. It is a matter of fit that is most important. Some important questions you must ask yourself before accepting the site, (1) Is this site really going to offer me the experience I want? (2) What are my expectations of the site? (3) What are my supervisor’s expectations of me, and are they realistic? (4) Do I fit well with the staff and the people I have met? (5) Is this the population of clients I really want to work with?

If you can answer these questions and take a hard look at the pros and cons, then you are in good company and the site may be the right fit for you. Congratulations and best of luck at your site! However, if you realize that you may not be a right fit, remember, it is only a year---my best suggestion for that is to think about what lessons and teaching moments you can take away from your time there. Never speak poorly of the site as there may be a student who may have a completely different experience. Take the good moments with you and hold on to those as motivation to keep going.

IMPORTANT TIPS

- Speak with interns who are currently at the site you will be attending.
- Get as much information as possible (e.g., rotations, working hours, politics, housing, etc.).
- Complete as much of your dissertation before starting the internship.
- Get to know the other interns around you. They can be a great support during the year.
- Do not be afraid to ask for help while on internship.
- Take advantage of professional development opportunities available to you.
- Maintain detailed records of all your internship activities and hours.
- Revise your vita on a regular basis and start thinking of potential job/post-doc opportunities early.
- Remain involved with professional organizations during your internship year.
- Take time to reflect on some of your experiences as an intern.
What I’d like to Have Known:

Advice from a First-Year Student

By: Kat Campbell

Regardless of where you’re coming from, what your background is, or what experiences you have, graduate school is a huge undertaking. Professors expect more of their students, as they should; only a small fraction of the population goes on to pursue graduate studies, and prestige and privilege are often associated with holding an advanced degree. Not only do professors expect more in the classroom, but other demands are thrust upon the new professional-in-training, such as practica, supervision, and internships. Finally, there is the seemingly insurmountable task of paying for it all. So, how exactly is one supposed to make it through to the other side?

Being a first-year student in the Psy.D. program, I admit I might not be the best person to address these concerns; I can only speculate that what I experience is similar to what others are going through and draw on insight from the past seven months or so. However, I think that, while your experiences may certainly vary, there is a commonality between us students in the program. There is the general understanding that, despite how impossible it may seem at times, we have each other to rely on when things get tough. Still, there are some things I wish I had known or understood more fully when I began my graduate journey last September. Perhaps you would have liked to have known these things, too, if you didn't already.

**Doctoral work is unlike anything you’ve done before.** Okay, this may just be my experience, but I wish I had fully grasped just how different doctoral work would be from what I had been doing up to this point. I came to Springfield with only a bachelor’s degree under my belt, and I grossly miscalculated the differences between undergraduate and graduate work. For one, graduate work is almost always internally driven – professors won’t hold your hand or remind you to keep working on that dissertation. Second, there is a much bigger emphasis on practical application. While this is a key step in training the next generation of practitioners, it can seem daunting (if not overwhelming) to the person with little or no prior practical experience. Lastly, the sheer amount of work you are expected to complete may border on inhumane at times. It’s important to remember that you are capable of more than you think, and also to rely on your classmates because many of them are feeling the same way.
Not everyone will always be on the same level as you, and that’s okay. Personally, I get easily discouraged when I hear of other people having more experience in a certain area than me. I also tend to downplay my own experiences, a combination that’s not so good for one’s self-esteem or resume. It’s important to remember that you were accepted into the program for a reason, and you wouldn’t be here if the faculty didn’t believe you could do the work. You may not have a lot of expertise with a certain population, or you may not be the best at statistics, but you do have skills and experiences to bring to the table. The key is learning how to highlight what you have to offer and sell yourself as the worthy candidate you are.

Think of grad school like a really expensive hobby. A friend of mine always used to say this to me, and I’m just now beginning to understand what she meant by the phrase. Graduate school, for many of us, is the first time we’re expected to fully fund our own education. Sure, they say college is where the government’s buck stops and ours begins, but in actuality there are grants that many undergraduate students take advantage of. Because you’ll be financing your own education from now on (and have been if you came from a master’s program), it’s important to take it seriously. Gone are the days when skipping class or not studying for an exam could be justified; it’s not just irresponsible, it’s financially irresponsible! Grad school is your new – and perhaps only – pastime for the time being, so try to make the most of it.

Just because you made it into the program doesn’t mean you stop competing. Getting a coveted seat in a prestigious doctoral program is the result of tremendous work and effort, but it also means you were chosen over someone else. Competition is something we’re all familiar with; we’ve competed for jobs, sports, and of course our own education. I thought that once I’d secured a spot in a graduate program I would get a break from all the self-promoting and resume writing (as far as academics were concerned, anyway). I was, of course, wrong. Graduate assistant positions, practicum sites, and internships are just a few of the things graduate students are left to fight over, but the worst part is we’re expected to compete with each other for these positions. Thankfully, in my experience this has not created any animosity within the cohorts, but it very well could in other programs.

You have to make an effort if you want help. In college, it’s not uncommon for a professor to reach out to a student who’s struggling. If he or she lives in the dorms, the student also has Resident Assistants who check in on them periodically. In graduate school, none of that exists; professors will expect you to keep track of your own work and take responsibility for any failing grades, and there are no Resident Assistants for graduate housing. That’s not to say that there is no help available, just that you have to reach out if you need assistance.

Some things actually are more important than getting your work done. Perhaps the most crucial lesson I’ve learned this year is that self-care really is important. During my undergrad, I was known as “The Girl Who Never Says No,” probably because I did so much for everyone else and so little for myself. I worked two jobs and participated in numerous clubs in addition to my full course load – this may sound familiar to many of you. It wasn’t easy, but I survived despite ignoring even some of my most basic needs like sleep and social interaction. That way of living would be impossible now; there are so many things pulling you in so many different directions, there’s no way you can do everything. Eventually, you’re going to have to tell someone no and start telling yourself yes. Maybe that paper doesn’t get done until the day after it’s due, but in the grand scheme of things your physical and mental health takes priority.

In the end, the most important thing to remember is that it will all be worth it.
I remember my first day at Springfield, meeting Peiwei Li, Sally Hage, and Allison Cumming-McCann. Little did I know the impact those three professors would have on my academic and personal development. At first, studying at a doctoral-level program was not an easy task. I had to adapt to different ways of class structures and assignments, which were based more on class discussion and essay writings than testing and presentations like Peru. Granted, I felt that I was well-prepared academically having come here with a psychology professional degree and a bachelor’s, but I also needed to adapt to the culture in general. I had been in the United States a couple of times for just a few months as part of work and travel programs, but this time was different. Nonetheless, faculty were there to support me and were always willing to lend an ear. In fact, at one point I got into a car accident and a professor came out to where I was and drove me to the train station to get back home, since I lived one hour from campus. She even offered to lend me a car, showing me tremendous personal-level support. I have been lucky enough to receive such support from faculty and fellow students through an accident, stress, essay writing (which is a bit trickier in a second language), and impostor feelings.

Furthermore, academically and personally, both Allison’s and Sally’s diversity classes expanded my worldview and helped me understand and analyze my experiences here in a very different way with a social justice perspective, which was something very different from my positivist understanding of psychology back in my university in Peru. This perspective opened my eyes to issues that I was struggling to face, and gave me the opportunity to write about them as required essays for those classes (e.g., microaggressions and internalized oppression in general). Even though Massachusetts is a progressive state, while being one of the few Hispanic graduate students, I experienced uncomfortable moments on and off campus, but the best thing was that I could talk about those moments with people in the Psy.D. program and they truly understood these issues and were able to provide support. For incoming students, even if you are not required to take Allison’s class, I recommend you do, as it is so important for the academic and personal development of counselors. Moreover, all doctoral courses are stimulating and challenging and provide safe spaces for students of color and international students to be heard.

Most notably, my most positive learning experience I have had so far was as Peiwei’s student. Peiwei, as my advisor, fellowship supervisor, and professor, encouraged me to work with her (not just for her) learning how to develop syllabi and literature reviews, writing chapters and articles for publication, conducting qualitative studies, and presenting at conferences, all of which were amazing experiences that I will treasure throughout the course of my career. I will forever be grateful to her for presenting me with (and encouraging me to take) those opportunities and for her continuous mentorship. In addition, she was an international student herself, and she was able to provide much needed support in dealing with adaptation. Also, I looked forward to the days I had a class with Sally, because I appreciated how she facilitated it, encouraging productive discussion in a constructive way, and she made me realize the influence that well-led class discussions can have on students’ learning experiences. Finally, I was lucky enough to take the Counseling Practicum course with Dr. Paar, who in a compassionate way encouraged me to take chances with clients and stay in the present with them to build safe spaces for them to figure out their own solutions. In this program, and I to engage in research reflective, and critical change. I cannot years have passed.
Waiting for the Right Moment...

I started my summer break last year full of energy, feeling inspired to finish my dissertation proposal in order to propose right away when school started in the fall. Regardless of how passionate I am about my research topic, September rolled around and I had not done a thing. Needless to say, I did not finish my proposal… This summer, however, I do not have the option to not do a thing, and I am assuming that I am not the only one. Therefore, I decided that taking on this writing assignment would be a perfect way to figure out how to motivate myself to continue working on my dissertation over the summer, while helping others to do the same.

I have come to realize that waiting to work on my dissertation until the “right moment,” the moment when I feel inspired and motivated, isn’t working. Although I occasionally get those inspirational moments, following this path would leave me freaking out next April when my dissertation isn’t done. That said, I looked into the literature on how to combat my lack of initiative and came to the following conclusion:

You need to work first before you get motivated and inspired because inspiration and motivation rarely come from inaction.

Turn to the next page to read more…
The 15 Minute Rule

The 15-minute rule means that for every day that you plan to work, you commit to work for an absolute minimum of 15 minutes regardless of your level of motivation. If you are writing, let go of concerns about details; just write your ideas as they pop into your head. When the 15 minutes is over, you can stop or you can keep going if you found your inspiration. Many writers say that 15 minutes is the time it takes for them to get “warmed up” to writing, which makes it easier to continue. Fifteen minutes of forced writing can help you overcome your motivational hump and result in productive writing.

(Miller, 2007).

You Take the 15 Minutes to Write But You Just Can’t... Now What?!

1. Work on writing your acknowledgements. Remember and acknowledge all the people who have helped you in the process of choosing your topic, formulating your research questions/hypothesis, and determining your research and data-analysis method, as well as all the people who have supported you throughout the process. You may even feel more like working afterward (UNC Writing Center).

2. When you don’t feel like writing, work on the details you need to pay attention to. For example, reformat margins, fix your cover page, work on bibliography, etc.

3. Make a list of all the little things you need to complete for each section of your dissertation, regardless of how small. Then when you don’t have the energy to tackle something big, you can complete one of these smaller tasks, such as checking your citations.
Develop rituals of work that might help you get more done. Lighting candles, brewing a pot of a particular kind of coffee, using your favorite pen, and other ritualistic behaviors can signal your brain that “it is time to get down to business.”

GRANDMA’S MASHED POTATO LAW

“No dessert until you have eaten your mashed potatoes.”

Find some behavior that you like and do not allow yourself to do it before you have accomplished your daily dissertation goal.

Set Realistic Goals

Set realistic goals for yourself. That is, avoid setting goals that are too large to accomplish. It is better to write two pages of sloppy text than set a goal of writing 10 pages and not getting anything done because the task feels too overwhelming.

DON’T WASTE WORDS

Whenever you have a thought, an idea, or strategy, write it down! Don’t trust that you will remember it and don’t talk to someone else about it before you write it down. Develop a habit of always writing down ideas that pop in your mind when you are on the run.

GOOD LUCK!!!! YOU CAN DO IT!!!
Negative childhood experiences can create a pattern in which our brains constantly feel danger and fear, according to psychiatrist and traumatic stress specialist Bessel van der Kolk. Children’s brains are literally shaped by traumatic experiences, which can lead to problems with anger, addiction, and even criminal activity in adulthood. If you’re an adult and life’s been good to you, then something bad happens, that can be damaging to a part or parts of your system as a whole. But chronic stress in childhood, due to abandonment or chronic violence, can have pervasive effects on an individual’s capacity to pay attention, to learn, to see where other people are coming from, and it can really create havoc within the person’s entire social environment.

Dr. Mark Gapen from Community Services Institute (CSI) gave a talk on developmental trauma to the Springfield College Psy.D. program on Thursday, March 31st. While Dr. Gapen does believe that trauma in adult populations is deserving of attention, his work typically involves young children and trauma’s impact on development. Dr. Gapen believes childhood trauma is one of the most significant mental health conditions facing the United States, not only because of its high prevalence rate, but also because of the tremendous financial burden it creates.

While most of us typically think of physical abuse when we hear the word trauma, Dr. Gapen highlighted in his presentation that all too often neglect is the culprit – occurring at twice the rates of physical abuse. Neglect can have serious effects on a child. Dr. Gapen cited in his presentation the famous Harlow monkey studies, in which baby monkeys were reared without mothers and given the choice between a cloth “mother” (designed to be comforting) and a wire “mother” with a baby bottle for feeding (designed to provide sustenance). As you may already know, the baby monkeys overwhelmingly chose the cloth mother, seeking out the wire mother only when hungry and then immediately returning to the cloth mother. But monkeys aren’t the only species that require nurturing – humans do too. Many young children turn to attachment figures in times of stress; all too often, though, the perpetrators of abuse or neglect are one or more of the child’s primary caregivers (i.e., parents, legal guardians, etc.). The continued presence of a significant stressor, which can be anything from physical abuse to lack of emotional warmth to witnessing or experiencing sexual abuse, repeatedly invokes automatic responses that trigger fight or flight feelings. These automatic responses can become overly sensitive, being activated by stimuli that normally wouldn’t involve fighting or fleeing, which in turn creates the previously described pattern of fear. Parental attachment behavior can be the single most protective factor for children experiencing trauma, providing a sense of safety and comfort during a time of crisis. As such, we should be better educating parents about the serious and long-lasting effects of abuse and neglect, as well as providing better resources for caregivers who are struggling.

For Additional Resources go to: www.nctsn.org - www.traumacenter.org
Congratulations to the Class of 2016! After years of hard work, these doctoral students have reached a tremendous milestone in earning their Psy.D.

The five doctoral scholars are:

Erica Beachy
Ronald Ma
Priya Pandit
Tatum Siebert
Rachel Walker
Spotlighting the Psy.D. Scholars

Psy.D. graduates share their future goals, their most memorable moment in the program, and what it is like to be the first cohort to successfully make it through the program!

I hope to be in a training/supervisory role one day alongside teaching and continuing to engage in research. I also plan on utilizing neurofeedback in any clinical practice that I do.

My most memorable moment as a Psy.D. student was learning about the possibility to teach the undergraduate Social Psychology class as an adjunct and being hired by the psychology chair to teach it. This was my first experience with teaching and I completely fell in love with it and have subsequently been gaining even more experience teaching at the college level. Second most memorable moment was, of course, match day!

Being part of the first class was extremely challenging but I also felt that many in that first year were very close with each other. The sense of being in it together was such a huge source of support and actually one of the main things I miss greatly while being on internship!

Post-Doc: I will be completing my post-doctoral fellowship with Community Services Institute. In addition to clinical work, I will be serving as the Training Director for the internship program and practicum program (training director in-training until I get licensed).

My long-term career objective is to be a full-time psychologist in a university counseling center with a part-time private practice.

My most memorable moments as a Psy.D. student at Springfield College included being a GA at the SC counseling center, celebrating internship match day, and the amazing colleagues and brilliant minds I met along the way.

Being the first cohort in the Psy.D. program was very exciting for me because of the opportunity to be a part of forming the culture of the program and watching it grow over the past four years. I am also excited for the growing numbers of Psy.D. students at Springfield College and the alumni network that we will form.

Post-Doc: I will be completing a post-doctoral fellowship at UC San Diego next year.
I would love to work at a university (either in a Counseling Center, Athletic Department, or a split position) as a senior staff psychologist who specializes in working with teams, athletes, and coaches.

My most memorable moment was definitely match day! I felt so much pressure and had given the process all of my blood, sweat, tears, and money that getting the email that I was headed to UNH made it (almost) completely worth it! Before the match day we had talked and decided as a cohort to speak with each other about the news, so we were all calling and texting each other to gently and supportively see what news we had gotten! It was a very special day to me!

Being the first cohort had its rewards and challenges. It was obviously difficult given the fluctuations, growing edges, and the ever looming felt presence of the APA visit. However, there is a definite sense of pride about helping create something that will continue to grow and shape lives of students (and in turn lives of their clients) past my time at SC. I feel a very strong bond between myself and the others that were "pioneers, not guinea pigs!", and I feel beyond lucky to have gone through this with them!

**Post-Doc:** As for my plans for next year, I have been offered a post-doctoral fellowship position at UNH so I will be remaining here for a second year! The fellowship focuses more on developing supervision, crisis, and emergency skills, and developing your specialization (mine will be with Athletics).
My goal as a counseling psychologist is to work within a college or university setting. I enjoy working with the college population and enjoy focusing on identity development, as well as relationship and interpersonal struggles. One day I may also aspire to have my own private practice, or join a group practice, working with the college-age and adult populations.

My most memorable moment was when I became the first student to propose my dissertation and then earlier this year when I successfully defended it. I say these are the most memorable moments as they were the moments I was most terrified of. I strongly disliked research and for years I felt as if completing dissertation was something I was incapable of achieving. However, through the help and support of my peers and amazing committee I was not only able to get through it, but get through it well. It left me with a different and more positive outlook of myself and my abilities.

The word I would use would be “proud”. I feel a great sense of pride in myself and all of us for having come this far. It has not always been an easy road; in fact it is a road less traveled some would say, given the risks involved with a brand new program. However, I can say that this experience has come with its unique rewards as well. To begin, it has provided us the opportunity to help shape this program and pave the way for future students. Furthermore, speaking for myself, it has taught me perseverance and resilience. A new program comes with several challenges and setbacks. Over these past few years, I have learned to become adaptable and shift gears as necessary. I feel a huge sense of accomplishment in witnessing everything we have overcome and achieved to make it this far, and it is almost surreal to watch as we each come at the end of the road we all started on together 4 years ago!

Post – Doc: I will be completing a post-doctoral fellowship at Pace University Counseling Center next year.
After 21 successful and productive years at Springfield College, Rachael Naismith has announced her retirement. She is the assistant director of information and research at Springfield College's Babson Library. Rachael says this about her years as liaison to the Psychology Department:

"I can't imagine a better department to work with than the Psychology Department. For years, I have collaborated with faculty members and I have worked side by side with many students as they explore the research technology offered by Babson. A fantastic bonus for me has been the ability to see the Psy.D. program come into being and progress for the past few years. Seeing students arrive, learn, research, write, find practica and internships, get ready to launch their careers – all of this has been exciting and fun, and I am grateful for the way I have been included into the Psy.D. community."

Your many years of dedication and service to the college and the department are sincerely appreciated. We will miss you!

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Sedale Williams is a second year student who was one of the Constructing Kings Male Youth Summit event. This event, which is in its second year, took place March 5, 2016, on the Springfield College campus. The Summit brought together more than 75 Springfield male youth, ranging from elementary to high school students, to engage in stimulating workshops, interact with role models, and listen to amazing and inspiring guest speakers!

Congratulations, Sedale! It is inspiring to see how a grass root effort can grow and flourish when good people come together!