

SPRING 2017

# Psy.D. Counseling Psychology Program

## Springfield College

### Table of Contents...

Message from the Director _____	2
Internship Match Spotlight _____	3
Retiring Faculty Spotlight _____	6
Advice from Experienced Practicum Students _____	8
Practicum Spotlight _____	9
Advice for First Year Students _____	10
Retiring Faculty Spotlight _____	11
Dissertations Defended _____	12
Roundtable Conference _____	16
AASP Regional Conference _____	17
APA Leadership Conference _____	18
Retiring Faculty Spotlight _____	20
Psy.D. Scholar Spotlight _____	21
Psy.D. Graduation _____	22
Student Recognition _____	23
Retiring Faculty Spotlight _____	24
Upcoming Events _____	25
Conferences/Ways To Keep In Touch _____	26

### Special Thanks To Our Contributors!

**Dr. Sally Hage**  
**Doctoral Fellows:**  
**Bassey Akpan**  
**Kyrsten Belini**  
**Jeffrey Bentley**  
**Patricia Elisnord**  
**Annamari Maaranen**  
**Irina Watkins**

### DATES TO REMEMBER

#### Internship

#### Sendoff Potluck Dinner

Saturday, May 6, 4:00 - 7:00 p.m.

#### GRADUATION & DOCTORAL HOODING

Saturday, May 13, at 9:30 a.m.

Reception For Psy.D Students Graduates, Families & Friends

11:00AM – 12:30AM, YMCA Museum, Judd Hall

**SPRINGFIELD**  
**COLLEGE**





## Message from the Director of Counseling Psychology Psy.D. Program, Sally Hage, Ph.D.

---



Greetings Psy.D. Students, Faculty, Supervisors and Friends,

This newsletter comes at a time of year in which many of us carry paradoxical feelings –the year went so fast yet we feel so tired! We carry a sense of relief that the intensity of work is about to slow down, yet there is a sadness in saying goodbye to learning communities in which we have grown so much!

For me, I am saying goodbye to five of my psychology faculty colleagues, along with a large group of interns and graduates! They will leave a large, empty space in our community – no doubt filled by new energetic people – yet not in the same way. I feel a deep sense of gratitude for the honor and privilege of sharing a part of their journey.

Summer, for many of us, will bring a different kind of pace – time to catch up, clean off the desk, and enjoy some fun through travel and adventure in the natural environment of New England. Beauty abounds all around us – the forests of Vermont and Maine, and the islands and beaches of Cape Cod and Connecticut.

This summer will be the first one that I will *not* be devoting most of my time to preparing for accreditation. At the same time, our new Standards of Accreditation (SoA) mean a number of changes that need to be implemented. The first of these is our name. We are no longer a program in “professional psychology,” but rather a program in “health service psychology.” The new term seeks to align accreditation with current and future health service-related research and practice. In addition, the Committee on Accreditation (CoA) is now requiring a common set of competencies for accredited programs. Hence, we are revising all of our forms to reflect these new competencies. This summer, I will align these competencies with our set of courses, developing a set of rubrics to measure them across the curriculum. So, our work on accreditation continues!

As we end this academic year, I share my sincere thanks for the many ways that you have challenged me, and worked tirelessly to grow as a professional and as a person. I wish you a joyful summer that includes restful places and much adventure.

All the Best,  
Sally



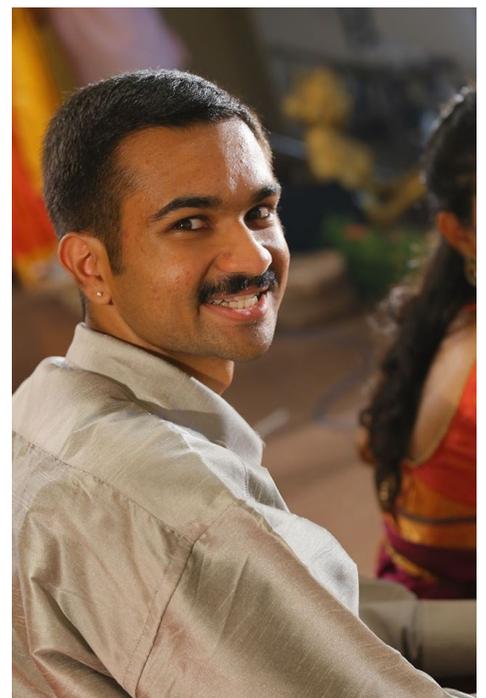
# 100% Internship Match!

*Congratulations to our students who went through this year's Match! For the third 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 **Annamari Maaranen** for successfully matching for internship at Nebraska Medicine. Anna wanted to go to Nebraska because their internship focuses exclusively on behavioral medicine and allows interns to gain experience in many in and outpatient specialties. She is most excited about their pain management program because it is unique and a highly successful program and takes a very different approach to pain management. She will also be doing rotations in psycho-oncology, diabetes management, and assessment for solid organ (heart, lung, kidney) transplant and bariatric surgery, as well as in- and outpatient consultation. She says she gets to pick her consults, which gives her the opportunity to further focus on specific medical specialties. She will also be doing work with the hospital's trauma team where she can follow patients from when they are initially brought into the ER, through their hospitalization and rehabilitation, and later in the outpatient clinic.*

*Congratulations to **Manjunath Burdekar** for successfully matching for internship at Western Carolina University in Cullowhee, North Carolina for his APA internship in the fall. Manj says he chose WCU because the staff seemed very friendly and organized. It is important for him to go to a place where he feels comfortable, with staff members who are approachable and who are well versed in the training of interns. Additionally, he will also be working and receiving training from the Cherokee Center, which will be a great opportunity for his own personal growth. Manj is most excited about the location of WCU, since it is located near the Great Smoky mountains.*





Congratulations to **Christine Caldwell** for successfully matching for internship at Federal Medical Center (FMC) in Devens, Massachusetts, which is one of only six FMC's in the United States Bureau of Prisons. This prison houses inmates with chronic mental conditions, chronic and acute psychiatric problems, and those convicted of sex offenses. Throughout the training year, Christine will work on several rotations, including the Sex Offender Treatment Program, Drug and Alcohol Abuse Programming, and Forensic Evaluation and the Severe Mental Illness rotations. Christine is most excited about continuing to work with this awesome group of psychologists, engage in challenging training opportunities, and continuing forming her niche in correctional psychology.

Congratulations to **Yunjin Lee** for successfully matching for internship at Virginia Tech Cook Counseling Center. The relationships among staff and the center's supportive and humorous environment were key factors for Yunjin in choosing a site during the ranking process. Although she is a city girl, she feels enthusiastic about the prospect of working at Virginia Tech after meeting with the staff. She was impressed with so many aspects of their program, including the opportunity to strengthen her generalist training and the opportunity to work with diverse staff in terms of demographic background, type of interest, and theoretical orientations. She also looks forward to the chance to expand her consultation skills, especially crisis intervention, the chance to improve her assessment and research skills, and the opportunity to develop her cultural competencies. She was especially impressed by the value the center places on collaboration, relationships, and interaction as team players. One of the most important reasons why she choose Virginia Tech was the fact that she was able to be herself during her interview process.





*Congratulations to **Emily Wilcox** for successfully matching for internship at Community Services Institute (CSI) in Springfield, Massachusetts. Emily says she is excited for the opportunity to work within the community in a variety of settings, both at home and in schools. She is most looking forward to being involved in the neurofeedback lab that CSI has and developing new skills. Emily says she picked CSI because it will provide her with a great training experience to become a well-rounded psychologist.*

*Congratulations to **Taryn Brandt** for successfully matching for internship at Lehigh University Counseling Center. She will be participating in the sport psychology rotation, which will allow her to have opportunities working with both individual athletes as well as working with one or two teams over the course of the season. She is excited about the opportunities to provide group counseling and to continue to grow in the area of college counseling. Taryn says that when she attended the interviews, the staff members were friendly, collegial, and passionate about what they do. She is looking forward to being in this environment and after so many years of school – finally having the opportunity to really test out her skills, challenge herself, and grow personally and professionally.*



*Congratulations to our newest Internship Cohort! We wish you all the luck in the world on this new journey!*

# Interview with Dr. Al Petitpas

## One of the Department's Leaving Legends

---

There won't be any need for "filler" in this article. There is more than enough to fill several books about this faculty member. Springfield College has been privileged to call Dr. Petitpas one of their own since 1978. During his time here, he's spearheaded the development of the Athletic Counseling Program, fostered the professional development of numerous athletic counselors that are now leaders in their respective field, brought in grants worth millions of dollars to Springfield College, created youth development programs for at-risk youth around the country, and obviously has helped many AC graduates get great jobs! I recently sat down with Dr. Petitpas to have a conversation about his time here at SC.



### **What do you think you will miss the most about SC?**

I will miss the athletic counseling students that I have worked and interacted with over the years. Now, the AC graduates are out there with great jobs. It is great to interact with them at various conferences. They have kept me up to date and continue to inspire me. I always learn from them.

### **What was the most unexpected thing that happened during your time at SC?**

I am not sure there was an unexpected thing. When I first got here, the college was incredibly supportive of what I wanted to do. They hired me to run the student personnel program. Al Cutter and Henry Paar, Rick's father, were running the department at the time. The caveat to get me here was that I could develop my interest areas. So in 1980 or so I was able to develop the AC program. It was very well supported. I don't know if it was a surprise, but it was something you could do here at a small school that you couldn't do at a major university. It continues to be the only AC program, probably in the world. We get lots and lots of applicants, 43 applicants for the 12 master's spots this year. We get people from all over the world to come to this program. I guess if there would be a surprise, it would be the initial support for the program and how successful it has become.

### **Which of your career accomplishments are you most proud of? The success of the AC program you built, success of AC students, etc.?**

Well, I think I started the AC program, and Judy (Dr. Judy Van Raalte) built it. People from the AC program have great jobs. It is incredible now how many have doctorates and have done incredible things in the field. I am proud of the AC program. I am also proud of the Play it Smart program and the work we do with youth development, The First Tee and Academics in Motion. Those probably are the things I am most proud of.

### **What are your plans after SC?**

I plan to start new programs and do community youth development work. I will also consult; a couple of universities have contacted me about starting programs. I will stay busy.

### **How has the Springfield College humanics philosophy influenced your career or you personally?**

Well, I was fortunate enough to be a humanics professor. So I mean, spirit mind, and body has been an easy way to integrate my interests in sport, physical activity, and psychology. I probably couldn't have picked a better place to work philosophically. The humanics philosophy has really evolved from a really small tight family, to something much bigger.

**What was your favorite class to teach at SC & why?**

I liked Lab and Counseling Athletes and Issues and Techniques of Counseling Athletes. You get to sit in the classroom with students and observe their counseling. In the class, we create a psychologically safe environment where students feel safe enough to try different things and provide each other with feedback. The students try to assist one another in identifying blind spots in order to become better relationships builders.

**What song would you like to have playing in the background the last time you walk out of SC as a faculty member?**

Sympathy for the Devil by Rolling Stones.

Thank you to Dr. Petitpas for sitting down with me to answer these questions. We will miss Dr. Petitpas. We would like to thank him for his dedication and hard work in helping us develop into better relationship builders and athletic counselors. His influence will last for many years and generations to come.

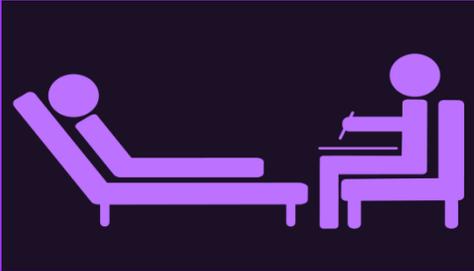
“Please allow me to introduce myself  
I'm a man of wealth and taste  
I've been around for a long, long year  
Stole many a man's soul and faith”  
- Rolling Stones

## Some of our Psy.D. Students at our Spring 2017 Townhall Meeting



# Advice from Experienced Practicum Students

## Starting your Practicum Experience: Things to keep in mind



Unless you come in with much prior counseling experience, you are likely to feel like you have no idea what you are doing at the beginning of practicum. At least I did. When I started my first practicum, I felt like a child who was asked to do brain surgery. How could I possibly help real people with real problems when I have no clue what I am doing?! For the first semester in practicum I wondered if I would ever stop feeling like that. I didn't. I surely gained skills and confidence in my abilities, but I never stopped feeling unprepared. However, I realized that it is impossible to feel as prepared as I anticipated feeling as a counselor because each individual you work with is unique with their own life stories and struggles. Also, I figured that I would never want to feel completely prepared because that would mean that I had become complaisant to the unique experience of each individual.

Set your limits up front in interviews. For instance, what days you need off, hours, direct hours, what experiences you will get, how they will help you to avoid burning out, etc. Make sure your supervisor connects with you or you'll be miserable. Remember practicum is not your only obligation but some sites will make it seem that way and not be all that understanding of your multitude of commitments as a doctoral student.

*"Success is stumbling from failure to failure with no loss of enthusiasm."*  
- Winston Churchill

**Thoughts about finding one's practitioner voice:** Once you are in session, to the extent that you can, forget about theory. Be genuine, be a real human being. Focus on listening carefully, and when you speak, come from a place of respectful curiosity. Balance a general sense of direction (i.e., your collaborative treatment plan) with the willingness to just be present and forget about goals. Let things take the time they take.

Don't be afraid to show your emotions—laughing or even crying with a client can be a transformative experience for both of you. Share what you know and admit what you don't know. Risk making mistakes. If you think you got it wrong, just put it out there—it can be reassuring for a client to realize that you are not some perfect, all-knowing authority. Realize, too, how much of the work the client does—it can be a huge relief for *you* to understand that you're not all-powerful!

When you feel lost, go back to microskills: encouraging, paraphrasing, summarizing, etc. You can never go wrong with reflective listening. As a DBT-informed practitioner, I also focus a lot on challenging clients to find the middle ground between seemingly disparate cognitions, emotions, and behaviors. As a general rule, it seems to be healing when we counter rigid thinking and encourage flexibility.

With all that said, the idea that's helped me the most in my clinical practice is a nonjudgmental stance (which is really another way of saying unconditional positive regard). There is so much judgment in our culture. Sometimes I've had the sense that I am *supposed* to judge my clients (e.g., for forms of self-harm), that if I don't decide for myself what is right or wrong for the client, we are not really working toward change. Paradoxically, I've found that when I let that judgment go, the client often becomes more motivated to change unhealthy behaviors.

*"Failure is something we can avoid only by saying nothing, doing nothing, and being nothing."*  
- Denis Waitley

# Practicum Spotlight

## Wesleyan University –



### Counseling and Psychological Services (CAPS).

As a pre-doctoral psychology extern, you can anticipate delivering a wide range of

services to a varied population of undergraduate and graduate students. You will receive training and supervision with a broad spectrum of issues typical of university students. In addition to both individual and group supervision, there will be a strong didactic component to your training.

You will join the multi-disciplinary team of licensed psychologists, social workers, and an APRN to provide individual psychotherapy to students of diverse backgrounds with diverse psychological needs. You will receive two hours of weekly individual supervision and at least an hour of group supervision. You will participate in the cognitive assessment seminar, as well as conduct at least one integrative psychoeducational evaluation. In addition to providing individual therapy, you may have the opportunity to participate in co-facilitating or observing psychotherapy groups. You are also trained to co-conduct at least one psycho-educational workshop. Examples of workshops include stress management, test anxiety, time management, and acculturation issues. You will participate in monthly case conferences and present a case once each semester to the staff and trainees. Supervised clinical training is complemented with weekly didactic seminars.

Training seminars include group therapy, crisis intervention, suicide prevention, psychopharmacology, multicultural counseling, disability counseling, eating disorders, personality disorders, and drug addiction, among other topics.

**Site Supervisor:** Dr. Smith Kidkarndee

WESLEYAN  
UNIVERSITY



## U.S COAST GUARD ACADEMY



### Center for Counseling and Development

**Summer only placement**

The U.S. Coast Guard Academy provides counseling

services to Coast Guard personnel at the Academy. The counselor's role is to assist personnel in understanding personal, vocational, and/or educational concerns. Counselors provide a supportive and confidential atmosphere in which any issue can be discussed. Common cadet issues include peer pressure, sexuality, concerns with parents, girlfriend/boyfriend, roommates, study skills, time management, homesickness, stress, depression, and eating concerns. The counselors are here to help cadets with their growth and development, not merely as a cadet, but most importantly as a person. Counseling services are also offered to staff, faculty, and dependents on a time available basis.

The Center for Counseling and Development offers a variety of services to assist personnel. These services include:

- Individual counseling
- Group counseling
- Educational workshops (a variety of topics available by request)
- Psychological/vocational evaluations (by request)
- On-campus intranet website available 24 hours a day
- Self-help brochures and links
- Additional information on services

**Site Supervisor:** Dr. Robert Murray



# Advice from First Year Students for Incoming Students



*\*I would encourage new students to ask current students about available apartments or rooms prior to coming here.*  
*\*Do not hesitate to ask for advice or guidance from the other cohorts or your advisor, if you are feeling lost or stuck within classes.*  
*\*I would advise students who want to work with athletes/teams, to do as much as you can your first year and get involved with clubs/other activities. Getting to know the people in your program & people on campus is only going to benefit you.*  
*\*Always follow-up with all emails that you send, especially if you do not hear back. Sometimes things just get lost in the shuffle or people check their emails and simply forget to respond.*

**-Taylor McCavanagh**



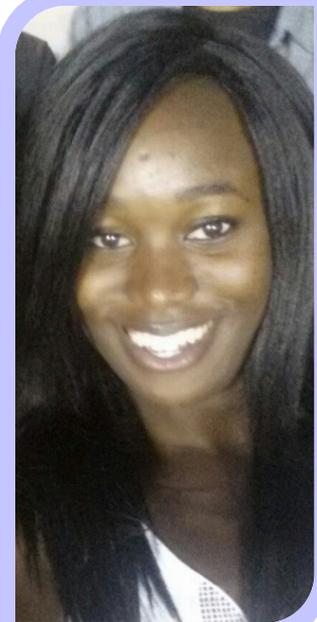
*\*Create a to do list that you can reference day in and day out, it helps tremendously in simply knowing what is that you have to do for school, work, life etc.*  
*\*Do not hesitate to ask questions and seek information as there are plenty of resources.*  
*\*Stay ahead of the game when it comes to scheduling and things you need to know about the program. It's ok to ask questions about things that won't happen until next semester, next year or even years from now.*  
*\*For AC track - in order to do fieldwork with the athletes here on campus make sure one is enrolled in the field work class with Judy Van Rault, otherwise they will not be able to do so. It is only offered at certain times/semesters as well.*

**-Marcus Dumas**

*\*Get involved in as many things as you can and then you can filter out the things you are really not interested in doing. First year is the time to explore those interests while the work load isn't too bad.*  
*\*Don't be afraid to ask for help. The professors are here to help and want you to succeed just as much as you do, so when you need something, just ask.*

*\*You will get busy but make time for yourself/social life. "All work and no play makes Jack a dull boy" Find that balance between work and play and you will be good.*

**-Bassey Akpan**



# Interview with Dr. Delight Champagne

---

Professor Delight Champagne is one of five faculty members retiring from the psychology department at Springfield College this semester. Since 1984, when she first came to Springfield College, she has mentored and been a huge support to countless students, faculty, and staff. She also had the honor of being the distinguished Springfield Professor of Humanics.

## **What will you miss the most about Springfield College?**

Students, Students, Students. Teaching them, advising them, the contact. And Springfield College, of course!

## **What was the most unexpected thing that happened during your time here?**

I think the most unexpected things were all the external world events and how they affected campus. My job is about the college and college students. For example, after 9/11 everything had to be adapted. That was the most shocking. I teach Psychology of the College Age Adult so I was thinking, how is this affecting college students? The other event was the tornado that came through Springfield. I was in Springfield when that happened because I was teaching a summer course. Some of my students got stuck in the basement of Locklin Hall; they had to wait down there because it was too dangerous outside. I was on campus but decided to start my drive home. I stopped at a store on Sumner Avenue to get a gift for my granddaughter's 1st birthday. I talked to a woman in the store about the tornado coming and then we looked up and watched it go by. It was huge. So the tornado and 9/11, and the adjustments that needed to be made after those events, were the unexpected external events that affected my time here.

## **What are your plans after SC?**

Travel, lots of travel. I am going to Italy, to see my grandsons in California and in San Antonio, and on a River Cruise on the Rhine where you go on those flat cruise boats and you go up one of the rivers. I will also do lots of genealogy because that is my hobby. I have a cottage so I will be going up to the cottage. It'll be a lot of fun.

## **What was your favorite class to teach and why?**

It's hard to choose but I would have to say Counseling Practicum. I like the course because it always has such a close-knit group and you can really see the bonds being made by students and their growth as counselors. It's just wonderful.

## **What song would you like to have playing in the background the last time you walk out of Springfield College as a faculty member?**

I would have to say Wind Beneath my Wings by Bette Midler. The reason I say that is because I am inspired by so many people, but I am aware that one of the roles I play is to be a mentor and that person for others. So that's the song. How people inspire and take care of each other.

**It might have appeared to go unnoticed,  
but I've got it all here in my heart.  
I want you to know I know the truth, of course I know it.  
I would be nothing without you.**

**Did you ever know that you're my hero?  
You're everything I wish I could be.  
I could fly higher than an eagle,  
'cause you are the wind beneath my wings.  
- Bette Midler**

# There is Light at the End of the Tunnel: Recently Defended Dissertations

## Over the Mountains and Through the Woods: Psychological Processes of Ultramarathon Runners by Dolores A. Christensen

Dolores Christensen studied the psychological processes of ultramarathon runners, using a mixed-methods, multimodal approach. Ultramarathon means running up to 100 miles!! Previous research primarily focuses on the physical and physiological aspects of ultrarunning, with few exploring the psychological components retrospectively. Dolores and a team of the athletic counseling research team members collected “live” in-task quantitative and video data during the course of a 100 mile and 100 km ultramarathon races. They camped out at the race grounds for up to 32 hours to collect data, as well as interviewed the runners directly after completion or withdrawal from the race, and approximately six weeks after the race. Dolores also assessed quantitatively the “runners’ pain, fatigue, affective valence (i.e., a feeling state of “bad” or “good”), energy, attentional focus, confidence to finish, and perceived exertion during the race” (Christensen, 2016). A total of 11 runners who ran 100 miles, and five runners who ran 100 kilometers participated in the study.

Dolores found that the runners who finished the race rated their confidence higher at mile 65 and at mile 75 than non-finishers. As she had hypothesized, she also found that pain, affective valence, fatigue, and exertion increased throughout the race, and energy decreased.

Dolores also described the runner’s race experience by phenomenological analysis and found the following major chronological phases: “pre-race, the start, chugging along, getting dark, it gets real, final push, the finish, and post-race reflections” (Christensen, 2016).

### Dolores’ Thoughts About the Process

**Q: What inspired you to choose your dissertation topic?**

**A:** One of my good friends from college, Ryan Ghelfi, started running ultramarathons right around the time I began the Psy.D. program and was thinking about possible dissertation topics. Ryan had run a 50k race in Utah and was telling me afterwards about a deep low he hit in the middle of the race. He said that he very seriously thought about quitting but then just gave himself a “pep talk,” figured it out, and then went on to win the entire thing. I thought it was so weird how nonchalantly he was able to pull himself out of such a terrible hole during an extreme endurance performance, and from a sport psychology lens I was curious as to how that process worked for him in the moment. It was all downhill (and uphill on trails and around mountains) from there!

**Q: Looking back, what do you wish you knew about the process of writing a dissertation/what would you do differently?**

**A:** I underestimated how many small details go into coming up with a study, picking measures, planning for data collection, reasons for asking a question a certain way, etc. As an impatient person, those small details were really frustrating for me at times so I wish I would have cut myself a bit more slack on the speed of the process. A lot of the time it felt like I was behind, but really I was right where I needed to be. I wouldn't do anything differently I don't think, as every piece of the puzzle (even the times I was frustrated or made mistakes) led me to the end result I'm really proud of. Other than all that, it was as challenging and time consuming as I was anticipating :)

**Q: What was the hardest experience you had when working on your dissertation?**

**A:** The hardest part was about 2:30am on Sunday morning during data collection. I was SO cold and SO tired that I had a hard time coming up with coherent thoughts and directions for my research team. I thought I would hallucinate like my runners did at that point in the night! Luckily, my research team was ready to take over data collection for a bit at that point so I could get about a 3-hour nap in.

The other hardest part was data analysis. I had SO much data (my written results section is about 90 pages alone) and it was really overwhelming to process it all to see how it all fit together. I had to keep reminding myself to break it down into small chunks and use my dissertation committee and peer reviewer (PsyD student and friend Andrew Vincent) to help me keep everything straight.



**First Year students  
Irina  
Watkins and  
Clare Devine  
during data  
collection.**

**Q: Q: What did you learn about yourself in the process?**

**A:** I learned that I love research, and thinking of ways that research can be done differently outside of the "usual" quantitative/qualitative methods that doc students are usually taught. I also learned that I have AMAZING friends and colleagues (15 of them!) who were willing to give so much of their time to help me with data collection. My friend Bob showed up at 3:45am to help me get baseline data in the morning, and fellow PsyD students (Meghan Krasnow & Clare Devine) showed up for the critical overnight shift from 9pm to 9am so I could *finally* sleep from 3-6am. It really was a team effort to collect the data and I will forever be grateful to everyone who helped out.



**Dolores  
taking her  
well-  
deserved  
nap!**

**Congratulations on Defending Your Dissertation  
Dolores!!**

# A Mental Warmup for Athletes by Adisa Haznadar

Although we know that athletes warm up physically before games and practices, mentally warming up is less well-established among athletes. Therefore, Adisa conducted two studies to look at the effects of a mental warmup on the readiness of athletes to perform and use mental skills to enhance their performance. In the first study she surveyed 101 female soccer players about their readiness to perform before and after a 5-minute mental warm up. The mental warm-up consisted of imagery, physiological arousal management, and positive self-talk that was directed toward accomplishing their goals for the practice. Adisa found that the readiness to perform and use psychological skills improved after the mental warmup.

In the second study, Adisa randomly assigned 29 female intercollegiate soccer players into an intervention (mental warm-up) and control group (only physical warm-up). The intervention group did the mental warm-up three times within one-week period of time directly after their physical warm-up, and the control group only did the physical warm-up. Adisa found that the participants who had mentally warmed-up reported improved mental readiness to perform and to use mental skills to enhance performance after completing the mental warmup, whereas the control group did not.



## Adisa's Thoughts About the Process

**Q: What inspired you to choose your dissertation topic?**

**A:** Being in the athletic counseling program and having sport psychology background, I have always been interested in the mental side of the game. Having athletes use the physical warmup before any practice and competition is essential in order to perform well, thus I was wondering why not have something in place that can be implemented as a part of mental warmup? Beyond exploring factors and relationships, I wanted to provide athletes with a structured mental warmup that they may be able to use, which can consequently affect their mental preparedness for the practice or competition

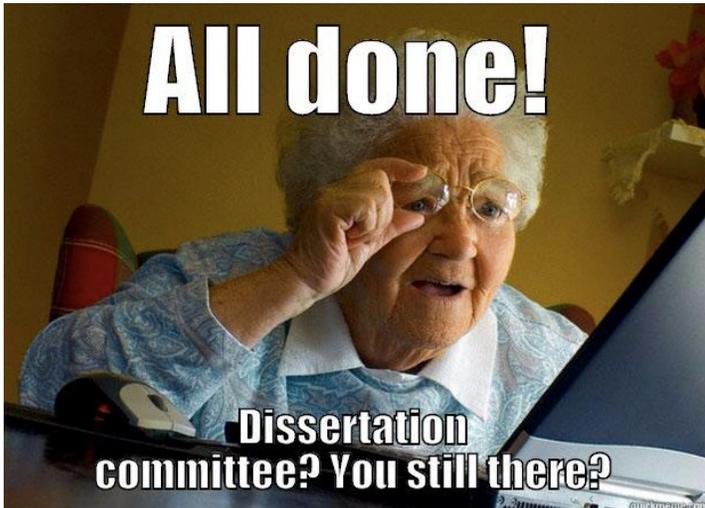


**Q: Looking back, what do you wish you knew about the process of writing a dissertation/ what would you do differently?**

**A:** I think the biggest problem was the time and deadlines. I wish I had more time to work on my dissertation, which would have allowed me to focus better. I do best when I can work on one thing at a time! However, that was not possible due to busy schedules and other obligations.

**Q: What was the hardest part while working on your dissertation? How did you overcome that?**

**A:** I would have to say that the hardest part was putting the research together and writing a good dissertation. I cannot express how grateful I am for my dissertation committee chair and member, Dr. Brewer and Dr. Van Raalte for their support and encouragement through this process. They were helpful by setting deadlines when certain parts needed to be turned in for revision and feedback. This is the only thing that kept me on track and the reason I was able to push through and make dissertation writing a priority.



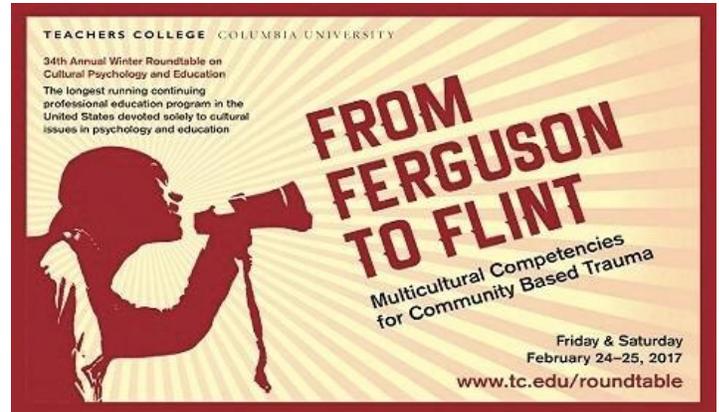
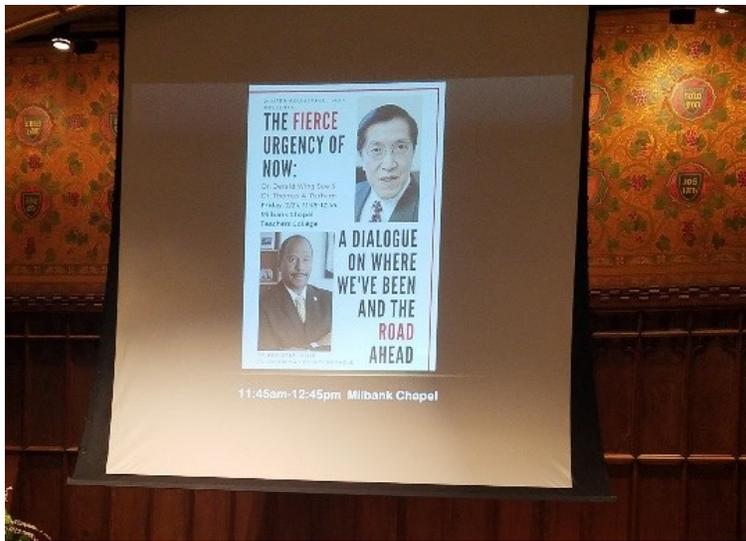
**Q: What did you learn about yourself in the process?**

**A:** I learned that sometimes we do not realize how much we can extend and push ourselves, and that we are capable of much more than we can realize. I also learned the importance of support; without appropriate support I would not have been able to do half of what I did. I learned that it is okay to ask for that support! I was also surprised how much I enjoyed presenting the end product, how amazing it felt to be at that point, and how much pride I took in my work!

**Congratulations  
on Defending Your  
Dissertation  
Adisa!!**

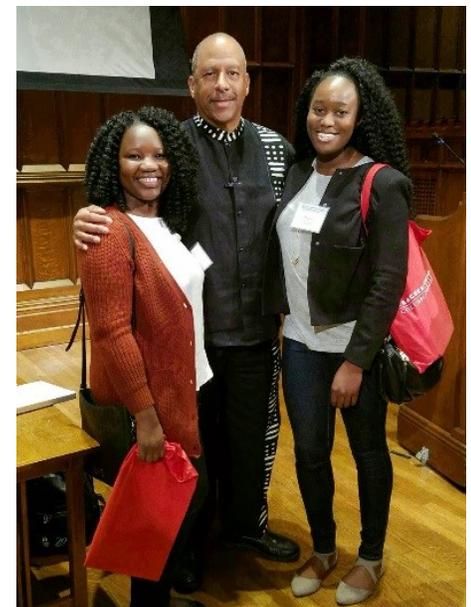


# Conference Corner



*We attended the 34<sup>th</sup> Annual Winter Roundtable conference held at TC Columbia in late February. The theme of the conference, “From Ferguson to Flint: Multicultural Competencies for Community Based Trauma,” drew attention to the persistent and harmful effects of community-based trauma. One of the sessions we attended was a panel with Dr. Thomas Parham and Dr. Derald W. Sue in which they engaged in a dialogue of where we have been (psychology as a profession) and the road ahead, in terms of how psychologists move as a unit toward social justice. There were also numerous presentations of awards including the Social Justice award given to Wesley Lowery, an award-winning journalist at The Washington Post and the Janet E. Helms Award for Mentoring and Scholarship awarded to Dr. Marie Miville. In addition, Dr. Janet Helms was the invited keynote speaker who spoke on the invisibility of dead black women killed by police. Attending a conference like this was different for us both because topics were centered on the social justice theme. It was nice to be in a space with people who were enthusiastic about the same issues that aren’t necessarily easy to speak on in other spaces. This is definitely a conference to put on your need to attend at least once list!*

*-Basseyy Akpan & Patricia Elisnord, 1<sup>st</sup> year Psy.D. students*



# AASP Regional Conference 2017



The 2017 Association for Applied Sport Psychology (AASP) Northeast Regional Conference was held here on the campus of Springfield College. The conference was hosted through a collaboration of graduate students through the Athletic Counseling and Sport Psychology programs/ concentrations, which included masters and doctoral students of the Sport Psychology program and the Counseling Psychology Psy.D. program with a concentration in Athletic Counseling. Basseyy Akpan and Taylor McCavanagh, 1<sup>st</sup> year Psy.D. (featured in the picture above), athletic

counseling concentration students, co-chaired the conference this year with the support and mentorship of Dr. Judy Van Raalte (featured in the picture above) of the Psychology Department, and coordinator of the Athletic Counseling graduate program.

The conference featured keynote speaker Dr. Leeja Carter of Long Island University-Brooklyn, a panel of professionals from the Center of Performance Enhancement at United States Military Academy, West Point, and workshops and presentations from students and professionals who came from all over the country. One of the highlights of the conference was a special honorarium presentation for retiring faculty member, Dr. Al Petitpas.



Psy.D. Students, Taylor McCavanagh, Basseyy Akpan, Trevor Jaskiw, and Taryn Brandt attending AASP Conference, featured with a retiring faculty member, Al Petitpas.

Dr. Leeja Carter was a keynote speaker at the AASP Conference. Her research examines 'strong' womanhood and the context in which performing strength occurs amongst women; culturally sensitive health approaches for women of color; and gendered racism in sport.



# Stephanie's Experiences at the APA Leadership Conference

---

First off, I am very grateful for the opportunity to attend the Practice Leadership Conference in Washington D.C. this past March. This was made possible by the American Psychological Association of Graduate Students (APAGS) through my work with the Advocacy Coordinating Team (ACT). I was quite overwhelmed (but with excitement) in my preparation for the conference and in representing our program amongst other student leaders and some of the most successful practicing psychologists across the country. What stood out immediately, was the sense of community at this conference. Everyone was passionate and advocating for the same things, mainly equality for our clients and for the advancement of our profession. There is no better setting to enhance your advocacy skills than in the heart of our nation's capital, surrounded by like-minded people.

The conference was comprehensive and I will try to highlight the most salient points of my experience and the information I learned that is most relevant to us as future psychologists. PLC was geared toward practitioners, therefore many of the workshops focused on how the recent change in our country's political landscape affects our practice and ultimately, our clients. Other workshops focused on social justice and equality within the changing healthcare system, as well as on legal issues and protection for practicing psychologists, and on copious information on potential changes to the EPPP and reimbursement policies. I have notes and resources that I am willing to share and I would love to meet with anyone interested in specific information from the conference.



The conference culminated in our lobbying efforts on Capitol Hill. I joined forces with members of the Massachusetts Psychological Association and visited the offices of Senator Warren, Representative O'Neil, Representative McGovern, and Representative Kennedy to advocate for two main issues. The first issue was the Affordable Care Act repeal; we wanted to make sure any changes would not affect more than 2 million people in the United States who are now receiving mental health care through the ACA. Luckily, advocacy is powerful and the ACA repeal bill has been taken out of the House and Senate! The second "ask" involved adding licensed clinical and counseling psychologists to the "physician definition." Although psychologists are licensed to practice independently in all U.S. states and jurisdictions, Medicare still requires unnecessary physician sign-off and oversight of psychological services in some settings, hampering, or even preventing, delivery of needed care.



Meeting with staff members of my state representatives was a unique experience as I had never lobbied before. However, it was exciting and empowering to be able to have my voice heard from the student's point of view. As exhausting as the conference was, especially the Capitol Hill visits, it all was surreal under the backdrop of Washington D.C., where people were not feeling defeated, but fired up and hopeful.

### **What can fellow students and faculty do in terms of advocacy within practice and policy?**

You can join Massachusetts Psychological Association (MPA)! MPA has some great initiatives to help students, as well as entire academic programs. You can also get involved with APAGS and join their listserv to receive information that is relevant and important to all graduate students and their futures. You can speak up and become an advocate. Don't be afraid to call or write letters to your local and state representatives about what matters to you and your clients.

For more information about how to get involved with advocacy at the micro and macro level, contact Stephanie Steele-Wren. Our future clients depend on our efforts!

Best,  
Stephanie

# Interview with Dr. Majorie Marcotte

## One of the Department's Leaving Legends!

Dr. Marcotte was hired as an adjunct faculty member by department chair, John Cox, in 1993. Since that time she has held several positions within the department, including department chair for five years. In reference to being hired as a full-time faculty member in 1998 at Springfield College, Dr. Marcotte stated "I got a miracle job." I think it is safe to say that Springfield College was as equally blessed with a miracle when hiring her. Dr. Marcotte's dedication, loyalty, expertise, and willingness to go the extra mile for students will be missed (Anna will also miss the Tootsie Rolls!) I recently sat down with her to have a conversation about her time at SC.

### What do you think you will miss most about SC?

The students. They make me love my job. They're good, good people. I have learned that SC attracts nice and likeable people. These students have changed my life. It's been fun and rewarding to watch students evolve during their academic careers.

### What was the most unexpected thing that happened during your time at SC?

Being chair of the psychology department for 5 years. I never aspired to be in administration when I started here at SC.

### What have been some of your most meaningful or memorable work experiences?

There are numerous interactions with students in and out of the classroom that have been meaningful. I also had the benefit of working with many administrators that went above and beyond on my behalf. One specific example would be the revitalizing of Psi Chi by raising money through creative means. As Psi Chi advisor, I helped organize an auction of faculty goods and services. Many of the faculty members graciously offered their time and abilities to raise money for the program, and we were able to make a trip to the Albert Ellis Institute in New York because of it. I recall one faculty member auctioning off note taking services for a student. She ended up going to a microbiology class to take notes for a few hours. Other faculty members made dinner for students, did comedy routines, hand-knitted items, and volunteered tennis and golf lessons. We had a lot of fun with it.

One more example would be a story about an administrator. Years ago I went to a conference in Washington D.C. with some other people from SC. Prior to the trip, someone asked what my favorite restaurant was in D.C. and I had to admit that I had never been there before. After one of the administrators heard this, she told me we would be taking an extra day so I could see the area. We had a great time and one for which I will be forever grateful.

### What are your plans after retiring from SC?

Whatever I want, whenever I want. One thing I plan to do is some volunteer work in helping people get their GEDs.

### What was your favorite class to teach?

I liked them all for different reasons. I can't tell you a class that was my favorite.

### What song would you like to have playing in the background the last time you walk out of SC as a faculty member?

Happy by Pharrell Williams

**Thanks to Dr. Marcotte for sitting down with me to answer these questions. We are happy we had Dr. Marcotte for as long as we did. Good luck to her in all her future endeavors.**



# Spotlighting our Psy.D. Scholars

*Psy.D. scholars share their future goals, their most memorable moment(s) in the program, and what it is like to be the second cohort to successfully make it through the program!*



**Dolores  
Christensen**

*My goal is to work for a university athletic department as their counseling & sport psychologist.*

*I loved my dissertation data collection, even though it was brutal during, and I loved the Friday afternoons that the AC doc students (Andrew and Erica and me in particular) met with Judy and Britt to go over our research. I remember one day in particular where Britt and Andrew were practicing different impersonations, Erica and I were rocking out to Taylor Swift, and Judy was just laughing about it all. It usually felt like a little party in the computer lab...mixed in with some SPSS.*

**Post-Doc:** *I'll be staying at Student Health and Counseling Services at the University of California, Davis for my post-doc year within the specialty area of eating disorders (and a little sport psychology work thrown in as well).*

*My future goals as a counseling psychologist are to work in the field as a clinician and supervise in some capacity. What I love about this field is the versatility between counseling, assessment, consultation, and supervision. I hope to blend the various skills that I've acquired throughout the years.*

*My most memorable moments involve spending time with my classmates.*

**Post-Doc:** *I plan to work and prepare for licensure. I'd like to test sooner rather than later so my plan is to focus on the EPPP. I'll also continue to work in the field where I've been employed for the past six years but now as a counseling psychologist!*



**Nicole  
Haddad**

*My future goal as a counseling psychologist is to continue to assist the college age population in dealing with their life stressors. In addition to working at a college counseling center, I wish to provide services to athletic departments in the realm of athletic counseling and sport psychology.*

*There are many fond and memorable moments at SC as a Psy.D. student, but one that brings most joy is my dissertation defense. It has been such a long journey and hard work for that and when it actually came it was such a wonderful experience. Although defending dissertation is stressful, I felt the support from my professors and the love from my friends helped immensely, and it just turned out to be an amazing day!*

**Post-Doc:** *I will be going to University of North Carolina, Wilmington for a post-doc position at their Counseling Center. This is a generalist position, with an emphasis on multiculturalism and working with underserved students.*



**Adisa  
Hoznadar**

# *2<sup>nd</sup> Cohort to Complete the Psy.D. Counseling Psychology Program*

*Congratulations to the Class of 2017!*

*After years of hard work, these doctoral students have reached a tremendous milestone in earning their Psy.D. in Counseling Psychology!*

*The seven doctoral scholars are:*

DOLORES CHRISTENSEN  
SEAN DEMARTINO  
NICOLE HADDAD  
ADISA HAZNADAR  
BRENDA MARTIN-TOUSIGNANT  
JULIA RIZZO  
ANDREW VINCENT



# STUDENT RECOGNITION: Sedale Williams

*Sedale Williams has been selected as one of Business West's 40 Under Forty - the Class of 2017! A panel of judges reviewed more than 150 nominations and concluded that his credentials, accomplishments, and contributions to the Western Massachusetts community make him a true leader. He has completed a 'profile' interview for the "40 Under Forty" special section in the April 17 issue: a few blurbs of the interview are below...*

*"When he was young, Sedale Williams never dreamed he would be able to attend college. But today, he is finishing his doctorate and has dedicated his life to helping young and underprivileged individuals realize their potential.*

*"An adolescent's confidence is fragile, and they need to know they are capable, can set goals, and can realize their dreams," said Williams, who grew up in several neighborhoods in Springfield and didn't get the encouragement he needed in school, but set his sights on a doctorate in psychology after taking a course in the subject at Central High School."*

*Congratulations, Sedale! It is inspiring to see how much of an impact you have had on the surrounding community, how much you have impacted others, and how much it helped you become who you are today!!*

*"I take on a lot that's challenging, but,*

*I want to pay it all forward."*

*- Sedale Williams*



# Interview with Dr. Barbara Mandell

---

## One of the Department's Leaving Legends

At the close of the 2016-17 academic year, Springfield College will say goodbye to a valuable member of the Psychology department. Dr. Mandell was hired in 1986 and during her employment at SC she has held several positions within the department. Dr. Mandell was the Industrial/Organizational Psychology Program Director for 15 years, the chair of the Psychology Department for 6 years, the Undergraduate Program Director for 5 years, and an undergraduate and graduate professor for all those years and five more. Dr. Mandell is not just a professor; she is a friend and a mentor to many and she will be greatly missed. Springfield College is privileged to have had a professor who was so dedicated to her students and their professional growth.

Thank you for being inspiration and giving us the opportunity to learn more about you.

### **What do you think you'll miss most about SC?**

I will miss primarily interacting with students and my colleagues. Yes, mostly the interactions.

### **What was the most unexpected thing that happened during your time at SC?**

I was asked to serve as the director of the graduate program. It gave me the opportunity to learn new skills and create a motivating environment.

### **What were some of your most meaningful or memorable work experiences?**

There were several meaningful and enjoyable moments. What is meaningful is being given the opportunity to watch the I.O and undergraduate classes evolve into professionals. It is amazing to watch students grow into adults and suddenly gain a sense of professionalism. It has been an amazing privilege to be part of that transformation.

### **What are your plans after retiring from SC?**

After retiring I plan to work with the Immigration Project of the American Civil Liberties Union (ACLU) and teach English at the Center of New Americans. I am also currently on the board of directors at Cancer Connection. I also plan on traveling. I hope to go to New Mexico and hang out with Ann Moriarty.

### **How has the Springfield College humanics philosophy influenced your career or personality?**

When I was hired here I never heard about or knew about humanics. I came here because I was very impressed with a few SC faculty women I met at a professional organization. The women emanated the philosophy and I knew I wanted to be part of that. Later I saw an ad for a position in the I.O graduate program and I applied.

### **What was your favorite class to teach at SC and why?**

All I.O grad classes. It is a pleasure to teach students who are eager for knowledge. I love teaching research to undergrads; they come in so fearful but when they realize they can do it they leave so proud. I also love teaching the internship seminar. I love watching the students come to class all dressed up with a sense of professionalism.

### **What song would you like to have playing in the background the last time you walk out of SC as a faculty member?**

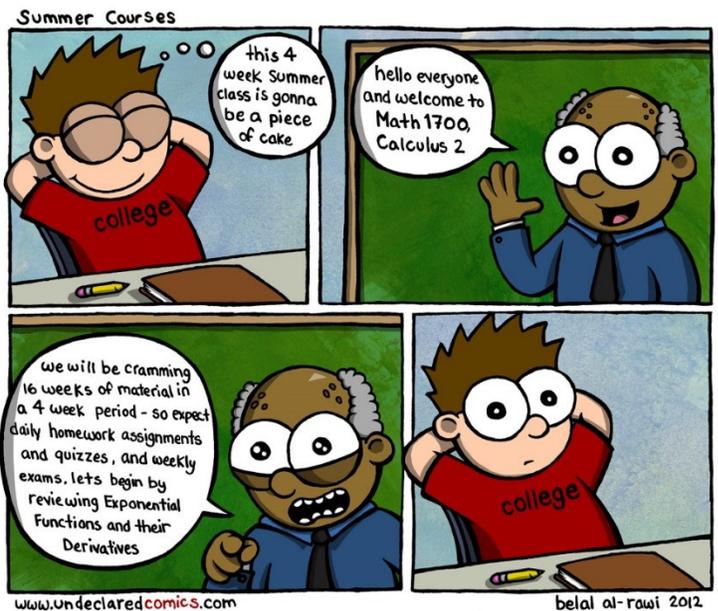
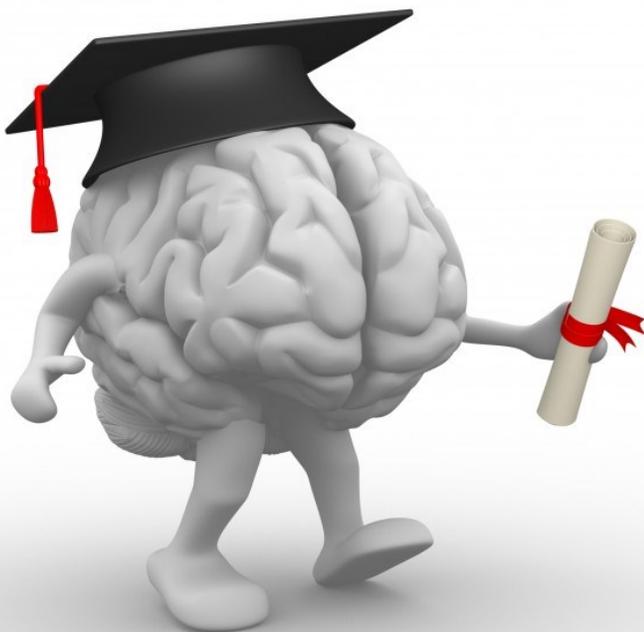
It's Closing Time by Leonard Cohen.

# Upcoming Events

**Wellness Center  
Stress Relief Day  
May 2<sup>nd</sup>  
Wellness & Recreation  
Complex, 2<sup>nd</sup> Floor**

**Internship Sendoff Potluck  
Dinner  
Saturday, May 6<sup>th</sup> at Anna's  
House at 4-7 PM**

**Springfield College  
Graduate Commencement  
Saturday, May 13<sup>th</sup> 930AM -11AM  
Reception to Follow –  
All are Welcome, Judd Museum**



**Springfield College  
Mini Session Classes Begin  
May 15<sup>th</sup>**

**APA Conference  
Washington, D.C.  
August 3-6 2017**

Our program director, Sally Hage, Ph.D., will serve as the chair of two symposiums in the upcoming APA conference!

For the first symposium, she will be presenting with our Psy.D. students Kyrsten Belini, Tatum Siebert, and Stephanie Steele-Wren on the topic: Addressing the Unique Mental Health Needs of Women: Culturally Informed Prevention and Treatment.

For the second symposium, she will be presenting with our Psy.D. student Sean DeMartino and colleagues on the topic: Addressing the Diverse Mental Health Needs of Individuals with Co-Occurring PTSD and SUDs.

Another professor, Peiwei Li, Ph.D., will serve as the chair for one symposium. For the symposium, she will be presenting with our Psy.D. students Leanne Price, Stephanie Steele-Wren, Sedale Williams, Julia Rizzo, Daniel Rodriguez, and professor Michael Cadaret, Ph.D., on the topic: The US election aftermath: Examining the complexity of oppression from intersecting positionalities.

# Upcoming Conferences

[Antidepressant Behavior: Helping Clients Engage in Life through Behavioral Activation Workshop](#)

June 9, 2017

University of Massachusetts, Amherst, MA

[The Association of Black Psychologists \(ABPsi\)](#)

July 19-23, 2017

Houston, TX

[American Association for Marriage and Family Therapy \(AAMFT\) Annual Conference](#)

October 5-8, 2017

Atlanta, GA

[17<sup>th</sup> Annual Diversity Challenge](#)

October 13-14, 2017

Boston College, Chestnut Hill, MA

[Association for Applied Sport Psychology Annual Conference](#)

October 18-21, 2017

Orlando, FL

[New England Psychological Association Annual Meeting](#)

October 20-21, 2017

William James College, Newton, MA



## More Ways To Keep In Touch



**Springfield College Doctor of Psychology Program (Psy.D.) Page**

<https://www.facebook.com/SpringfieldCollegePsyD/>

**Springfield Psy.D. Alumni Page**

<https://www.facebook.com/scpsydalumni/>

**Download GroupMe to stay in touch with your cohort and peers!**



The Psy.D. fellows and the Psy.D. Program want to wish you all a relaxing, fun, and productive summer! See you in the fall!