What’s Happening
in the Counseling and School Psychology Programs

School Psychology
Diversity Group

The Diversity discussion group that you may have heard about last semester is starting!!

This is the chance to discuss diversity issues with faculty and your peers through bi-weekly meetings. Diversity issues may include, but are not limited to, race, ethnicity, sexual orientation, gender, religion, etc.

The first meeting will be a potluck where each person brings a dish to share that is a family recipe.

Keep an eye on your email for dates and times!

Please email Danielle Yearwood (DAY2@alfred.edu) and Dr. O’Connell (OCONNELM@alfred.edu) for more information.

Faculty News

Dr. Curtin Publishes

Dr. Curtin was recently published in the journal, *Group*. The article is about a study which examined the relationship between the social climate of Multifamily Therapy (MFT) groups and satisfaction with therapy for families of students who have Emotional and Behavioral Disorders. Social climate is concerned with the psychosocial characteristics of the environment in which a group operates, and includes particular group process variables such as cohesion, expressiveness, leader support, and self-discovery. Results of this study found a strong, positive correlation between cohesion and satisfaction with therapy and a medium, positive correlation between self-discovery and satisfaction with therapy. Further analysis revealed that 59% of the variance in satisfaction with MFT was accounted for by the overall social climate of MFT Groups.

Hanging out with Dr. Woodcock

Dr. O’Connell and a colleague managed to have a picture with Dr. Richard Woodcock, cognitive and achievement assessment creator, at a recent event at Tufts University.

Intern News

Counseling students, in the second semester of their second year, complete a full time internship. As part of this edition of the Monthly Happenings, **Mental Health Counseling Intern Eddie Brown** and **School Counseling Intern Brett Shufelt** described their experiences so far with their internships.

“I am currently an intern with Counseling Services at SUNY Geneseo. I work with students of the school, both in regards to mental health counseling, as well as presenting on counseling-related topics as part of an on-campus leadership seminar program and through safe-zone training (that is, training students how to create a safe space for fellow students who may have LGBT related concerns to talk). One of the biggest challenges of my internship has been managing a full caseload and finding the time to do my notes for each client, as I may see as many as four or five clients in a day and only have two hours to write my notes. One of the reasons I chose to do my practicum and internship experiences at SUNY Geneseo was so I could network with student affairs professionals, as my career aspirations are in this field. I have been surprised at how much energy those in my department, but especially my supervisor, have put into cultivating my professional development—I have had the opportunity to attend meetings with directors of various departments, and also attended a SUNY Residential Life Housing Administrators meeting with a Residential Life staff member. Since starting my internship here, I have considered pursuing counseling as a career. However, the various opportunities to interact with students outside of session have reinforced my passion for student affairs—I have seen my path double-back on itself and then continue in the direction it was originally headed. Finally, I think that Alfred has provided me the opportunities to connect with college students on our own campus and equipped me with information about the population that makes me effective not only as a student affairs para-professional, but also as a clinician.” — Eddie Brown

“I currently work in Dalton Elementary School, a K-5 school in the Keshequa district in Dalton, NY. With the full time school counselor, I provide services to approximately 350 students. To this point, my internship in Dalton has been a fantastic experience and I thoroughly enjoy going to work each day. The biggest adjustment has been adapting my work to younger students and tailoring the developmental levels of my interventions. As I was in a middle/high school for my practicum work, I had some alterations to make concerning my style. That being said, I have found myself surprised with how well my personality translates to the elementary setting. I had always assumed I wanted to work with older students; however, this experience has caused me to really consider working in an elementary school. The best part of the internship so far has been the relationships I have formed with the students, from those I see every day for counseling to those that simply update me on the previous night's Sabres score. I certainly feel as though I was well equipped to go on internship and the Alfred training has been invaluable. My one piece of advice to practicum students or anyone else, for that matter, is to never underestimate the power of enthusiasm.” — Brett Shufelt