

# Spring Student Newsletter

MARCH 2021

## *Letter from the Chair*



Lunar New Year, Valentine's Day and Mardi Gras in the same week? The celebration possibilities are endless! My husband and I have been overloaded with chocolate: I bought a box for him he ordered a different box for me, and a friend sent us a box of the most exquisite little orbs of chocolate. I'm not complaining, just commenting.

CPSY "celebrated" Lunar New Year by hosting our first virtual doctoral program interview day. While the interview day is always long, this Zoom version took its toll on everyone. The magic of bringing people together from all over the US, well, all over the world, and having almost no glitches amazing over the course of the day – amazing. All thanks to Dr. Ashley Hutchison and her right-hand assistant, Julian Sanchez, for bringing it all together. Now we get to sit on our hands and wait until the new cohort accepts our offer. This part is a true test of our patience.

A week later, and it was time for doctoral internship matches. Doctoral students already on internship are job hunting and finishing dissertations. In addition, masters students who have applied for doctoral programs are waiting for answers. Everyone else is just trying to keep their heads above water –students, staff and faculty alike.

A year ago, we were just beginning to watch our world shut down. At the beginning of March, BSU started sending out warning signals, and by mid-month the pandemic plan went into effect. By month's end, the majority of students had been sent home, and most faculty and staff were also working from home. Most of us were not prepared for a virtual existence, as evidenced by our general lack of competence and confidence with Microsoft Teams, Skype, and Zoom. It still didn't seem real, though; I remember telling my class that we would be going virtual within the next week, and would not see each other for the rest of the semester. One student immediately asked if they could get together for study groups and the like. Well, no. We were just not prepared for this. Internet access got tested in ways we didn't know possible, and we overstocked on the "necessities" like toilet paper, flour, and alcohol.

At the same time, the training clinic shut down. We couldn't see clients face-to-face because we were kicked out of the building, and most people didn't want to do so anyway for fear of spreading the virus. Students in external practicum sites or master's internships, or collecting data in face-to-face settings were suddenly frozen. People were frustrated, of course; research projects were severely inconvenienced, for one. There was a strong concern that clients were being abandoned, and future licensure applications might be affected. No one knew how this was all going to work out. But in our craziest dreams I don't think we expected it to continue beyond, say, June.



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## *Letter from the Chair*

Here we are, though, a year later. Still masking up and social distancing, still doing telehealth in the clinic and in many of our external sites, still holding classes via zoom or asynchronously. There are faculty and students I have not physically seen in nearly a year, and new students I haven't met at all. This is NOT what I signed up for, and I bet most of you would agree with me. I taught face-to-face in the fall, and we had several discussions about what we expected from the semester and the year. You all purposely chose main campus training programs, and now you are getting a hybrid education. Some may wonder when we will return to "normal," especially in relation to clinical work. Much of Indiana, and BSU specifically, remain mostly virtual. No more than 40% of BSU classes are face-to-face this year, and even those are blended.



I've heard some rumblings about our decision to remain mostly virtual – how can we train students to work with clients if we don't let you be in the same room with them? How do we get a quality experience in the classroom if we never leave our home office/bedroom/kitchen table? A year ago, if you had asked me about doing this virtual thing for a YEAR I would have never believed it. It has been a year since I had an in-person clinical session; when I saw my client in-person last week I almost didn't know what to do. Remember that the decision to do F2F or virtual interactions is complicated. Not only do we have to worry about the health of people directly IN the room, but by extension their families and others with whom they come in contact. Some of our classes are probably better suited to being F2F, sure, but that decision is not mine to make.

I have empathy for those who are frustrated with the delay in returning to an open world, but I also feel for the people still feeling cautious. In any case, we have learned to be resilient and resourceful. We read faces and body language in a very different way when we can only see people from the shoulders up. We deftly manage sudden technology snags, and show grace with the appearance of random kids and pets and parents in camera range. Telehealth and tele-education are here to stay; I don't see us going back to a solely in-person existence. I suspect the better trained you are to do the "tele" version the more competent you will be with in-person work (someone is going to have to do a research study on that!).

If you are as Zoom-tired as I am, find something else to do that does not require an electronic device. Pick up a board game or a puzzle, or find a good book. Take that random pet for a walk or a run (yes, I have seen cats on a leash). Oh, here's a good one – actually TALK to that other human in your house! And if you need something to listen to, try this TED Radio Hour presentation on gratitude by A. J. Jacobs, *What's the Power of a Simple Thank-you?* <https://www.npr.org/transcripts/969148456>

-Dr. Bowman



## *News from the Doc Program*

By the time this newsletter is published, it may very well be early to mid March – bringing us a full year around from when COVID-19 turned our lives upside down in pretty much every way possible. For me, its quite surreal to know this “new normal” is actually not so new anymore (anyone else reacting when characters hug on TV? Like, have an impulse to shout SIX FEET at them? No, me neither). In fact, I quite wonder whether – and how – we’ve become habituated to this distanced life, and its daily impact on our well-being. Given the year-long (and more) experiences of historical events across every facet of life, it seems like a good time to check in on something many are likely feeling, but very few are talking about – especially among psychologists / psychologists-in-training, IMHO.

The issue I bring up is burnout. No, not stress. Not irritability. Not being tired. Not lack of motivation. BURNOUT. Burnout goes beyond feeling tired, irritable, or generally stressed, and comes at the backend of chronic, extreme distress going unchecked. A recent talk I attended by Jeffrey Barnett focused on the issue of burnout among psychologists, and specifically how it has been amplified – perhaps outside of our awareness to a degree – during these multiple pandemics. Burnout is a sneaky, insidious process, in that in order for us to address burnout – or more ideally, prevent it in the first place – we have to be fairly self-aware. And the problem with self-assessment, at least in the realm of distress, is that research consistently shows that humans are fairly terrible at it, including those in the mental health field and psychology.

The antidote to burnout, is of course, self-care. I know, for some “self-care” is a loaded word (what does that even MEAN these days?) – I personally prefer the phrase “living my life,” but that’s a different conversation for a different day. For now, I simply call on those reading this to do yourself a favor, and complete a “burnout” check-up.

At the below website, are several checklists:

A self-care assessment

Warning signs of burnout checklist

Checklists for adaptive and maladaptive coping skills

List of general self-care ideas





## *News from the Doc Program*

<https://societyforpsychotherapy.org/distress-therapist-burnout-self-care-promotion-wellness-psychotherapists-trainees-issues-implications-recommendations/>

Take some time in your day (I know....I know) to peruse these checklists. Take your self-care and distress temperature, if you haven't recently. And perhaps maybe even more important, ask your colleagues, family, and friends how they've experienced you lately. Usually those we're closest to in our lives can see the burnout train coming down the tracks well before we do.

I wish I could leave you with a sense of renewed hope and some type of wisdom, but I'm going to take a page from my own attempt at self-care and not overthink this closing. Stay well people, and keep on persevering!

Dr. Hutchison





## *News from the Social Psychology Program*

Happy Spring Everyone! We look forward to sunshine, spring flowers, and Covid-19 vaccinations. In the meantime, the graduate students in our labs are working on creative and thoughtful projects. We've shared a brief summary of some of them below. If you are interested in learning more, please contact the students (or Dr. Thiem or Dr. Kite) to find out more.



### **Here are some current projects from Dr. Thiem's Lab**

**Leslie Remache:** Past research has shown that, for Black and Latinx women in STEM, having a same-race role model can help increase feelings of belonging in STEM contexts. My current research examines whether, for first-generation Latinx women students, sharing a racial identity with a role-model is enough to increase feelings of belonging in STEM or if sharing first-generation student status, in addition, is necessary.

**Michael Moses:** I am interested in whether a person's skin tone will impact how offensive a racial microaggression is judged to be. I predict participants are likely to judge racial microaggressions as more offensive when applied to individuals with darker-complexions. Currently, I am in the process of developing two pilot studies for this project.

**Gabe Beratio, Sam Fletcher, and Rachel Kubicki:** Stereotype validation occurs when negative group stereotypes are brought to mind after a person's stereotype-relevant performance (e.g., women and STEM courses). If the stereotype aligns (vs. doesn't align) with the person's performance perceptions, the person often becomes more certain in their performance perceptions. Thoughts held with certainty are resistant to change, which suggests that people will hold onto their negative, stereotype-validated performance perceptions even in the face of positive, objective feedback. We are testing the extent to which positive, stereotype-disconfirming feedback can reduce how certain a person feels in their test performance perceptions, particularly after negative stereotypes have caused a person to feel certain that they've performed poorly.

**Rachel Campbell, Claire Dugan, Katie Krupica, Teagan Wilson:** Stereotypes have been shown to affect people if a stereotype is activated after a stereotype-relevant performance. We are testing to what extent exposure to positive, stereotype-disconfirming role models can counteract the effects of negative stereotypes after a poor stereotype-relevant performance.



## *News from the Social Psychology Program*

Here are some current projects from Dr. Kite's Lab

**Emily Boswell Strain:** I study prejudice and discrimination toward sexual and gender minority individuals. I am currently focusing on the experiences of asexual individuals, as well as examining mental health clinicians' competence in working with asexual clients.

**Sam Fletcher and Teal Rousseau** keep us on track for a project that explores the current representation of gender and other demographic information specifically within counseling and clinical psychology journals from the most recent five years of publications (2015- 2020). We expect American and undergraduate participants to be overrepresented and that that female participants would be overrepresented due to the rise in women in postsecondary studies (and in psychology) in recent years. Data from a subset of coded articles, submitted to APA's 2021 conference, support these predictions.

**Sara Groth** coordinates our online advocacy and has taken on specific projects for the website [breakingprejudice.org](http://breakingprejudice.org). The website is devoted to breaking the habit of prejudice and discrimination via videos, podcasts, teaching activities, and assignments. In addition to keeping us on track with regular updating, Sara is translating a number of educational materials from English to Spanish, adding additional resource materials, and leading efforts to add more Video Diaries to both the website and our social media.

You can find our diaries at

<http://breakingprejudice.org/multimedia/video-diaries/>

We also maintain a Facebook page featuring positive news and stories about social groups.

<https://www.facebook.com/AHAAdvocates> Please like our page to learn more!

**Rachel Kubecki:** My current research focuses on examining how the precarious nature of manhood relates to certain outcomes that do not involve physical aggression. In the near future, I will be exploring how the concept of precarious manhood might apply to the experiences of transgender men. I am also working with other members of my lab on a classroom activity for high school and college students that aims to foster a more inclusive environment for gender-expansive students.





## News from the Social Psychology Program



**Imara Peralta:** I have been working on a pilot study on slut-shaming. Our pilot is designed to determine the language we will use in a Revised Slut-Shaming measure in future research. We started collecting data in the fall and will finish this spring. After analyzing the pilot data, we hope to submit it to a conference for Summer 2021.

**Teal Russeau:** This year in lab, I have taken the lead on revising our study on lesbian and gay hiring discrimination in the workplace. The purpose of the first part of this study was to collect data on the validity and believability of job application materials and interview skills of applicants with various sexual identities. These applications will ultimately be used to evaluate the level of discrimination of sexual minority applicants in the hiring process.

**Eric Wilken:** We recently investigated the relationship between future height and what people perceive a child will be like as an adult. Our findings suggest that anti-short bias plays a role in the negative perceptions of shorter individuals and that people view shortness as emasculating and as something that people would want to fix, if possible.

Eric and our former lab member (now PhD student) **Jeno Millechek** took the lead in creating the materials for a study on the double standard of aging, or the idea that older women are judged more harshly than older men. We plan to show participants faces that are morphed from young to old-age and ask them to judge when they believe that person to be categorically old. We expect this will occur at earlier point for female rather than male faces.

**Lizi Zhong:** I am currently working on a research project exploring the effects of accent bias on the psychological wellbeing of nonnative speakers. This quantitative research explores how accent bias are associated with individual's anxiety and self-efficacy from the perception of people who speak English with a foreign accent.





## *News from the Rehabilitation Counseling Program*

### Welcome back!

We want to welcome all RC students coming back from the semester break and wish you all a safe and healthy spring semester.

### Program Update

Continuing our success in the external practicum last spring semester, our current 1<sup>st</sup> year RC Master's students are again completing their respective practicum in our community. Two sites (Hillcroft & VA Marion VRC) are our community partners. This arrangement provides our students with more opportunities to work with people with disabilities in the community. It also allows our rehabilitation counseling students to have more direct counseling service experience. We want to thank the two sites and the on-site supervisors.

On December 4, 2020, the RC program held a joint information session with our other Master's programs (CMHC; SP) in the department.

### Professional organizations and conferences

Professional counseling organizations provide many resources and professional development opportunities. These organizations can be a valuable part of developing one's professional identity.

American Counseling Association (ACA)

<https://www.counseling.org>

American Rehabilitation Counseling Association (ARCA)

<http://www.arcaweb.org>

ARCA April 5-30, 2021 Virtual conference:

<https://www.counseling.org/conference/conference-2021>

National Council on Rehabilitation Education (NCRE)

<https://ncre.org>

NCRE Summer Virtual Conference





## *News from the Rehabilitation Counseling Program*

### Disability and Rehabilitation Awareness

International Epilepsy Day 2021 - February 8<sup>th</sup>

<https://www.epilepsy.com/make-difference/public-awareness/international-epilepsy-day>

World Hearing Day – March 3<sup>rd</sup>

<https://www.who.int/activities/celebrating--world--hearing--day>

World Kidney Day – March 11<sup>th</sup>

<https://www.worldkidneyday.org>

Parkinson's Disease Awareness Month– April 2021

### Graduation

Best wishes to our Spring and Summer RC Graduates! Please stay in touch. We would love to celebrate and share your many future accomplishments!

Dr. Chan



**#EPILEPSYDAY**





## *News from the Clinical Mental Health Counseling Program*



### **Welcome into Spring Semester!**

Dear Clinical Mental Health Counseling Students and CMHC and SP dual students, welcome back from winter break and I hope you have been able to adjust to the online classes and our Practicum Clinic's telehealth procedures. I know this is a lot to get used to. Despite these changes I hope you will have a good educational experience this spring and summer. For those of you graduat-

ing in May or July 2021: Congratulations and stay in touch!

### **Exit Survey**

I am in the process of developing an exit survey where those of you about to graduate will have an opportunity to express your perception of your training and preparation to enter the next step in your professional career, either the counseling field or to continue your education toward a doctoral degree. Also, know that we regularly send out surveys to our graduates to check on our graduates' professional life and preparation for their career.

### **Content Exam**

The content exam is administered twice over the academic year. The next administration will be **March 19th, 2021**. This is a reminder that all students in the Clinical Mental Health Counseling and Dual Programs must pass the exam before graduation. You may take the exam once you have completed at least 30 semester hours of coursework. Please stop by the main office or contact Barb Irvin our admissions coordinator about signing up.

### **Accreditation**

We are seeking accreditation from Masters in Psychology and Counseling Accreditation Council (MPCAC) for our CMHC and CMHC & SP dual programs. I submitted a self-study in spring 2020, and currently I am responding to additional inquiries they had about the programs. I hope and anticipate that they will plan for a site visit following their review of our self-study. Let's keep our fingers crossed! I will keep you posted.





## *News from the Clinical Mental Health Counseling Program*

### **American Counseling Association**

I encourage all CMHC and dual students to become members of the American Counseling Association (ACA). It is important for future counselors to be involved in a professional organization. An added benefit to membership in ACA is that it includes malpractice insurance, which we require all students to carry once they begin their practicum and internship activities. You can enroll through their Website at <http://counseling.org/membership/aca-and-you/students>.

### **Graduates**

We always enjoy hearing from our graduates. Please e-mail the department at [cpsy@bsu.edu](mailto:cpsy@bsu.edu) to let us know how you are doing in your careers and lives.

Thanks for keeping in touch, and best wishes for good health and safety,

Dr. Stef





## *Important Dates*

**March 19th:** Spring Content Exam

**March 23rd:** Study Day

**April 5th-30th:** American Counseling Association 2021 Virtual Conference

**April 14th:** Study Day

**May 4th-7th:** Final Exams

**May 8th:** May Commencement

**May 17th:** Classes begin for Summer Part of Term 1, 21 (First Half Term)

**May 31st:** Memorial Day – No Classes

**May 31st-June 4th:** Indiana Counseling Association 2021 Virtual Conference

**June 1st:** Deadline for to Apply for Summer Graduation

**June 18th:** Part of Term 21 Ends

**June 21st:** Classes begin for Summer Part of Term 22 (Second Half Term)

**July 5th:** Independence Day Observance – No Classes

**July 23rd:** Part of Terms 1, 22 End

**July 24th:** July Commencement

**August 12th-14th:** American Psychological Association 2021 Conference



## Keep in touch!

We love to hear what is going on in your life! Keep us in the loop with:

**Facebook:** [www.facebook.com/CPSYatballstate](http://www.facebook.com/CPSYatballstate)

**Twitter:** @CPSY\_BSU

**LinkedIn:** Counseling Psychology, Social Psychology, and Counseling at Ball State

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## Content Exam Information:

The next administration of the Content Exam will be on **March 19th, 2021**. You must have completed at least 30 credit hours to be eligible to take the Content Exam. Only Clinical Mental Health Counseling and CMH and Social Psychology dual students must take the Content Exam. An email has been sent out to those eligible to take the Content Exam with further information.

