



Chi Sigma Iota



**LOYOLA
UNIVERSITY
NEW ORLEANS**

**CHI SIGMA IOTA
ALPHA PHI CHAPTER
LOYOLA UNIVERSITY NEW ORLEANS**

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Calendar of Upcoming Events

July

- 4: University Holiday—Independence Day
- 10: CSI After Hours at Bruno's
- 17: NCE Registration Deadline
- 24-25: Final Exams

August

- 3: Practicum and Internship End
- 27: Classes Begin
- 31: Comps Applications Due

VISIT OUR WEBSITE:
css.loyno.edu/counseling
FRIEND US ON FACEBOOK:
Loyola Counseling
FOLLOW US ON TWITTER:
Loyola Counseling

Greetings Students, Faculty, and Alumni,

Our new Chi Sigma Iota executive board has already been planning so we can make sure that this school year is one of our best yet!

It may sound cliché, but the joining of the new board is so similar to the engagement phase of counseling. All sides come together to see how they might fit, and work, to ultimately create a really productive relationship. I've challenged myself, as well as our new board members, with increasing our engagement strategies for this school year. We're all told over and over again how important it is to build that relationship with our clients, and it should be no different with our colleagues, professors, alumni, community, et cetera.

One of our first steps in this process is to change our newsletter to a monthly publication in hopes of keeping everyone abreast of the most current events and news about everyone's comings and goings.

I hope that you'll join us in our attempts to increase engagement not only with each other, but also with other professionals in our field and our community.

Best,

Matthew Watson
Alpha Phi Chapter President, Chi Sigma Iota



2012-2013 CSI Board



President
Matthew Watson
mtwatson@loyno.edu



President Elect
Leigh Boyer
mlboyer@loyno.edu



Treasurer
Lisa Chew
lachew@loyno.edu



Parliamentarian/Historian
Mary DePartout
mdeparto@loyno.edu



Secretary
Katie Hancock
kahanco@loyno.edu



Alumni Member at Large
Stephanie Ducros
smducros@loyno.edu

Counseling Awards

Regina Matthews Oehmig Award
For Excellence in Counseling.....Heidi Molback
Counseling Clinical Excellence Award.....Stephanie D. Shorts
Counseling Research Excellence Award...Stephanie M. Ducros

Congratulations, y'all!

Join us on Tuesday,
July 10th at 8PM for CSI
After Hours at Bruno's!

Laughter is the Best Medicine!

During a visit to the mental asylum, a visitor asked the Director what the criterion was which defined whether or not a patient should be institutionalized.

"Well," said the Director, "we fill up a bathtub, then we offer a teaspoon, a teacup and a bucket to the patient and ask him or her to empty the bathtub." "Oh, I understand," said the visitor. "A normal person would use the bucket because it's bigger than the spoon or the teacup." "No." said the Director, "A normal person would pull the plug. Do you want a bed near the window?"

Call for Submissions

Is there a topic in counseling that you want to spread the word about? Here is your chance!

We are currently accepting article proposals for the next issue.
Send your ideas to Mary DePartout at mdeparto@loyno.edu.
We look forward to hearing what you have to say!



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Events and Announcements

Spring 2012 Graduation Celebration May 10, 2012



Congratulations to the
Spring and Summer 2012
Graduates!

Spring 2012:
Sarah Bodden
Stephanie Ducros
Viveca Johnson
Joanika Leblanc
Heidi Molbak
Julie Moss
Ariel Sheeger
Amelia Sherman

Summer 2012:
Rachel Levesque
Alexandra (Ali) Rivera





Events and Announcements continued



New Graduate Assistants Hired

Make sure to say hi to this goofy bunch when you stop by the Big Room!



Congratulations

to **Dr. Levitov** for receiving the Excellence in Teaching Award at the College of Social Sciences Honors Convocation and **Stephanie Ducros** for receiving the 2012 Ignatian Award for Outstanding Graduate Student at the Centennial Baccalaureate Mass. Both awards are extremely high honors and we are proud that their recipients graced our department!

Jill Glenney and Stephanie Ducros did a presentation for middle school students at Ursuline Academy in New Orleans on bullying and cyber bullying in May. Thanks for doing your part to minimize bullying, ladies!

Congratulations to Matthew Watson, Nelsie Stern, and Dr. Foster on the acceptance of their paper, *Helping Parents and Adoptees Through the Adoption Process Using Group Work*, from *The Family Journal: Counseling and Therapy for Couples and Families*



Ask Process Pete

Process Pete keeps a mailbox in the Big Room. You can ask him any question and receive an answer here.

Patty Mayonnaise asked: "Can I take the NCE during my Practicum semester?"

Yes, Patty, you may take the NCE during practicum as long as you have completed all of your core courses!





DEPARTMENT SPOTLIGHTS

New Student Spotlight

Lauren Finan was raised in St. Louis and attended the University of Vermont as an undergraduate. She returned home to the family she has in New Orleans in 2002. At UVM, Lauren majored in Philosophy with a minor in English. She was interested in teaching freshman English courses and looked into MFA programs for creative nonfiction. She spent several years working and owned her own business designing stationary and invitations.



Ultimately, Lauren decided pursue a degree in clinical mental health counseling after extensive self exploration.

She is currently enrolled in two elective classes: Introduction to Play Therapy and Thanatology.

When asked what she is struggling with the most, she stated that the workload for summer semester is heavier than she expected. However, she enjoys being around and developing bonds with people from different backgrounds.

Lauren is interested in working with adult female clients in her future practice.

Practicum Student Spotlight

Alison Phillips is doing her practicum and will do both of her internships semesters at Beacon Behavioral Health in Metairie. Beacon is an intensive outpatient center. It has 70 clients who attend three or four time per week for four hours a day, primarily in group. According to Alison, it has a very therapeutic environment and a positive vibe.

Beacon is not a site that Loyola students have previously done their practicum or internships at, but she discovered it by searching the Internet. She also applied to Trinity Counseling and Training Center, Family Service, and UNO for practicum.



At Beacon, Alison is learning a lot about a variety of mental health issues including bipolar disorder, depression, and anxiety.

She spends approximately 12 hours at Beacon each week and is there on Tuesdays and Thursdays from 9am—3pm.

Alison reported that it was very nerve racking to see her first client.

Alison has had the opportunity to co-lead groups, primarily for clients with schizophrenia, with her supervisor.

When asked what her biggest challenge is, she replied “working while in practicum!”.

What she enjoys the most is getting to know people suffering from severe mental illnesses and realizing that they are much more than their diagnoses. She has had to acknowledge her preconceived notions about certain mental illnesses as well.

Her advice to students is to keep an open mind and that whatever site you end up at, you will still get valuable experience even if it was not your first choice. She said that when you are in a room with a client, it doesn't matter which site you're at.



Student Submissions

Twin Loss

Fascination with twins and the bond between them exists in many cultures throughout the world. People understand twin relationships to be an almost magical bond, marked by extreme closeness, automatic understanding, and private languages. Researching twins and the relationship between offers scientists the unique opportunity to better determine the relationship between a trait, its heritability, and the effect an individual's environment has on the expression of that trait. As more women choose to conceive children later in life and the usage of fertility drugs increases, the prevalence of twins and multiple births also experiences a drastic increase. One in every five pregnancies to women over 45 years old will result in twins due to cyclical irregularity. Despite the increase in the twin population, little research exists regarding the effects of grief and loss on the surviving twin when one twin dies. As the twin population grows, the likeliness of counselors encountering a client who is dealing with the loss of a co-twin also increases. In order to help surviving co-twins, counselors must educate themselves

about this unique bereavement experience and the severity of the grief that can affect the way the surviving twins understand their personal identity.

Understanding the often enigmatic bond between twins and the meaning of twinship is crucial to helping bereaved twins cope with the death of their co-twin. Few people truly understand the twin bond, and even fewer people understand how to help and support bereaved twins who are dealing with the loss of that bond. In fact, researchers who study human loss often consider twins to be exceptions and irrelevant to empirical research studies; twins may even be excluded as a complicating factor. As twins become a more significant portion of the general population due to the increased use of reproductive technologies, the need for research regarding twin loss and how to help bereaved twins cope with this unique loss significantly increases. Counselors who are aware of the intensity of twin relationships and who understand the impact that the loss of a co-twin can have on the surviving twin's identity are better able to help bereaved twins cope with their grief and identity crises.

- Michelle Gay

Unearthing the Self with Sand Play

Sand play is not a radical new form of therapy, but has been with humanity for a very long time, providing us a medium for feeling areas of the self which no words can reach. Native Americans and Tibetan Buddhists have used a form of it to attract positive energy and dispel negativity or evil forces. A sand tray has a kinesthetic quality which promotes a here-and-now experience, which we know is therapeutic, in and of itself. Also, by circumventing dependence on verbalization, clients of all ages are



liberated to uncover their own symbolic language.

The vocabulary of the symbolic language develops as a therapist refers to prior sand play sessions. Eventually, elements from earlier play become the most appropriate way of describing what is happening. This typically requires photographic documentation, but the benefit is the evolution of a personal language, uniquely tailored for that particular client (Aite, 1978).

The modern version of sand play therapy originated in 1929, when Margaret Lowenfeld created the world technique, based off of H.G. Wells' *Floor Games*, a nonfiction publication in which Wells suggested building games as a means of enhancing a child's imagination (Monakes, Garza, Wiesner, & Watts, 2011). Jungian analyst Dora M. Kalff (Kalff, 1973) further explored sand play as means to allow children to express their deepest conflicts. When she duplicated the same positive results in adults, she concluded that sand play accesses a primitive, archetypal level of the unconscious mind (Mayes, Mayes, & Williams, 2004).

A sand tray is typically composed of a rectangular container with a blue-painted interior filled half-way with sand. Additionally, a variety of miniatures are added to represent good, evil, growth, decay, spiritual, taboo, and neutral ideas. (Monakes, et al., 2011). The sand tray can be understood as



Student Submissions, continued...

a physical manifestation of imaginative concentration, in which the client is faced with an empty space devoid of guidance. This is a lonely experience. Yet, the purely subjective nature of the therapy opens the door for personal fantasizing and unearthing hidden aspects of the self (Aite, 1978).

Sand play can complement a variety of theoretical orientations, including Adlerian, Jungian, and Cognitive Behavioral Therapy. Also, sand play is applicable to a variety of age groups and populations, including immigrant children, adults with substance abuse issues, criminal offenders with antisocial issues, and students of all ages.

In a study involving school administration graduate students, therapists noted that the graduating cohort utilized more figures and themes portraying the world as a threat than did the cohort of students just beginning the program. It was thought this could be accounted for by the fact that the students had become more familiar with the political hazards of the profession as they had progressed through the program, and were preparing to deal with them (Mayes et al., 2004).

A more recent sand play therapy study indicated positive results when working with immigrant preschool-aged children, who had been strongly affected by the combination of a tsunami in Southeast Asia, where their family originated, and the adversity experienced by most immigrant families. By repeatedly reenacting the tsunami during sand play, they were better able to develop spiritual and interpersonal connections; courage, and personal strength (Rousseau, Be-noit, Lacroix, & Gauthier, 2009).

Another study involving children and sand play examined the differences between a cultural tradition of sand play story-telling, called milpat-junanyi in Central Australia, and planned sand play therapy. In the natural setting, a child utilized traditional symbols of the culture, with the assurance that the content and meaning of the play was socially acceptable. A child in a planned play session, on the other hand, feels safe from having the meaning of play disputed but is completely responsible for developing the symbolic

language.

The child in the latter case would exhibit some hesitancy about acting in the "right" way. Similarly, in a separate study, adult criminal offenders were observed to hesitate over doing sand play the wrong way, but this fear subsided after two or three sessions (Eickelkamp, 2008; Monakes et al., 2001). In the Australian study, both sand play variations served to link the child's intrapsychic and interpersonal experiences, and Eickelkamp holds that both must have an integrative effect on the self. However, planned sand play therapy may be better suited to unravel psychic difficulties (2008).

The integrative effect of sand play is a gradual process, and in the initial stages, a client might be more focused on separate components of the sand play than on a unified theme. A therapist may be able to detect, for instance, that a client organizes the sand tray so that everything representing an ability to cope with reality is on the right, while the left might be reserved for more private concerns. Or, the client may place figures nearest to the self which best express what is projected in transference and place further away those objects which are less familiar to the self. The client remains unaware of these connections, at least during earlier sessions (Aite, 1978).

During later sessions, more conscious involvement can be detected. The sand will no longer be a mere vehicle for the figures, but a physical form with its own identity, to be shaped in three-dimensional ways that stand out. Spontaneous commentary and recalled memories will not be confined to a single aspect, but will begin to reflect the whole theme, while also reflecting a broader range of emotion (Aite, 1978).

Essentially, sand play therapy provides a physical medium for the expansion and integration of the psyche. The sand tray is a safe and secure place where the complexities of the inner world can be physically explored in a symbolic manner. It allows us to dissipate anger, depression, and anxiety while unearthing a deeper, seldom vocalized version of self.

-Gayle Guillory

*Using the Language of Grief*

Most of us have been raised to refer to someone's death in ways like "passed away," "lost," or "in a better place," but euphemisms like this can be ambiguous and confusing, especially for children. "Died" or "deceased" are clearer. In addition, the use of the phrase "committed suicide" is discouraged because it implies the execution of a crime. "Completed suicide" is an alternative, but "died by suicide" is preferred.

- Mary DePartout



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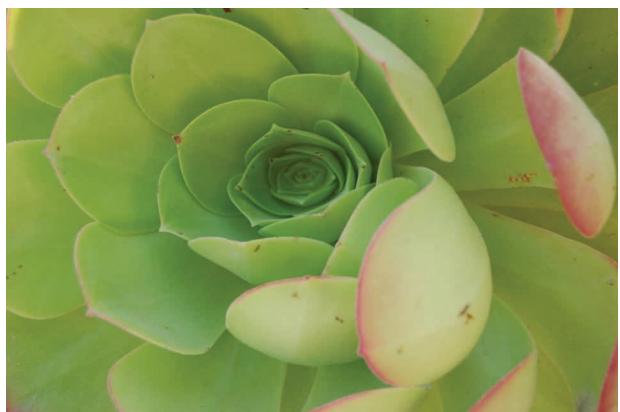


**LOYOLA
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Creative Corner



Christine Bagala snapped these photos during her restorative excursion to California this summer.



LCA—Lake Charles, Louisiana

October 7-9, 2012

L'Auberge du Lac Casino Resort

Advanced Registration (Deadline August 24, 2012)

Student/Retired \$120.00

Pre-Registration (Deadline 9/18/2012)

Student/Retired \$130.00

On-site Registration

Student/Retired \$130.00

One Day Registration:

Student/Retired \$50.00

The following people will presenting their research at LCA:

Dr. Ebrahim and Lisa Chew; Dr. Levitov and Alison Phillips; Matthew Watson and Stephanie Robinson; Dr. Foster, Caitlin Galjour, and Summer Keegan; Ari Evans; Jesse Roessler; Mary DePartout

Upcoming Professional Conference Information

ACA—Cincinnati, Ohio

March 20-24, 2013

Duke Energy Convention Center

Summer Registration (Deadline August 15, 2012)

Member Student: \$240.00

Non-Member Student: \$350.00

NARACES—Niagara Falls, New York

Lisa Chew, Mary DePartout, Dr. Foster, Jessica Alvendia

Congratulations and good luck to everyone whose presentations were accepted!



The National Alliance of Mental Health (NAMI) is an organization that strives to break the stigma of mental illness. They also provide mental health resources, education and support to families and individuals in

our community. Some of these resources include drop-in centers, peer-to-peer and family-to-family education support, and family support groups. What I find unique to this program is the family resources.

In addition to education, they offer a monthly support group for family members of individuals with a mental illness. This is a great opportunity for loved ones to receive the support they need. In all the education and support, the benefits of NAMI programs permeate throughout the family system and our community. In order to keep these vital resources, they need funding!! On October 13, 2012, NAMI is having their annual Walk.

This year, they have a college challenge where Loyola will be up against local universities to raise the most money and support. If (or shall I say when) we win, we could receive a big trophy and prizes! So visit namiwalks.org/neworleans to join the Loyola team! RIGHT NOW!! If you have any questions or would like to be more involved, contact Leigh Boyer by phone (337) 513-6886, email