The time has come again for the bi-annual MHCBM Insider! Every year, we feature submissions from faculty, alumni, and current students. We hope that this update finds you well.

We are moving into our 3rd year with CACREP accreditation. This year has welcomed one of the largest individual cohorts the program has ever seen. The expansion of diversity within the program as well, as the commitment to expanding the horizons of MHCBM, has resulted in five new international students attending the program. This makes the current cohorts the largest international student population to date, with new students from both China and India currently enrolled.

We would also like to honor three of our second year students for their great achievements this year. Congratulations to LaShay Shepard and Mary Walters for winning Martin and Ruth Levine Awards and to Andrew Robinson for being recognized as an Honorable Mention for the 2016 Corey/Ivey Graduate Student Essay Competition of the American Counseling Association (ACA)! We can’t wait to see the bright futures ahead of all of our second years.

We would also like to thank the fabulous staff for making learning so enjoyable. Not only do you keep us engaged, but retaining information is so much easier with all the positive memories you have provided!

Thank you, Alumni! Please contact us with your stories! We love to hear from you! Keep in touch!

Best wishes,
Your Student Representatives (2016-2017)
mhbmreps@bu.edu

The Boston University Mental Health Counseling and Behavioral Medicine Insider is always looking for contributing authors and photographers. Please reach out to us with any ideas for future articles, especially stories from beyond the halls of our great institution. All the Best!

We would like to offer our sincere gratitude to all of the faculty, core and adjunct, who have so patiently and lovingly helped us along on our respective paths. We have all grown a great deal since we first wandered into the program office, thirsty for coffee and guidance, and so much of that comes down to your willingness to go the extra mile on our behalf. Thank you!

Please contact us with your stories!

Your Student Representatives (2016-2017) - mhbmreps@bu.edu
# In This Issue

## Words from the Faculty

![Faculty Photos]

## What else is new?

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At this challenging time I wanted to make you aware of a wonderful letter BU President Bob Brown sent to our community some weeks ago. I think it captures the best of this University's commitment to diversity, civility and respect. I have selected various passages from this letter that captures our commitment to diversity and inclusion.

President Brown states.... “We have been witness to one of the most extraordinary presidential elections in our nation's history. We are, from various individual perspectives, contemplating changes in policy and philosophy that we anticipate will take place at the federal level and affect our lives. Some in our community will celebrate the outcome. Many are very disappointed. Many also are deeply anxious because of the corrosive and disrespectful statements about women, racial and ethnic groups, religions, and nations made during the campaign. In the months and years ahead we will learn where our newly elected government stands on the critical issues that will shape the future of our republic, our society, and our world. Boston University was founded in 1839 by a group of abolitionists who abhorred slavery. They secured a Massachusetts charter in 1869 in the immediate aftermath of the Civil War. The searing lessons of the Civil War were reflected in our founders’ commitment to open the University's doors to all students, regardless of gender, race, religion, or place of origin. This exemplary inclusiveness—at a time when such openness was extremely rare—is the bedrock on which we were built and on which we must continue to build”.

I also wanted you to be aware of some important work I have been personally engaged in to promote this culture of diversity and inclusiveness at Boston University.

In September, 2014, Boston University’s Board of Trustees ratified the statement: “We strive to create environments for learning, working, and living that are enriched by racial, ethnic, and cultural diversity.” Less than one year later, the University-wide Task Force on Faculty Diversity and Inclusion (which I had the good fortune to Co-Chair with Dr. Gene Jarrett from the College of Arts and Sciences) was established to achieve a goal: to ensure that BU faculty reflect the rich diversity of our society and our student body by suggesting specific ways of increasing BU’s proportion of underrepresented minority faculty. The 18-member Task Force, which included faculty from both the Charles River and Medical Campuses, has worked since its inception in September 2015 to promote constructive awareness of faculty diversity, gather information about practices at BU and its peer institutions, and propose ways of recruiting and retaining a diverse faculty while enhancing the University's culture of inclusiveness.

Our committee’s final report presents five major recommendations that I am thrilled have been accepted by the President Brown and University Provost Morrison and are currently being implemented: (1) the appointments of a University-wide Associate Provost for Faculty Diversity and Inclusion and equivalent administrative officers in each of BU's Schools and Colleges; (2) the creation of Implementation and Standing Committees focused on faculty diversity and inclusion; (3) the development of strategic plans for diversity and inclusion across all BU Schools and Colleges; (4) public and regular communication about diversity and inclusion at BU; and (5) the creation of doctoral-faculty pathways for underrepresented minorities. The report also provides recommendations for recruiting and retaining a diverse faculty and for fostering an inclusive environment, and concludes with a statement on student perspectives and the impact of the Task Force's recommendations on student education at BU.

Please keep the faith and have a wonderful holiday season once you aced all of your classes of course!

Regards,

Dr. Brady
Our 2nd Year Students have provided us with some much needed tips for how to survive a year at BU MHCBM.

SELF CARE TIPS: From 2nd Year Students

“Never underestimate the importance of a support system; it is great for therapist to see a therapist.” - Val

“Treat yourself, even to the little things.” - Natalia

“A clean room is a clean mind. Make sure you have a welcoming space to come home to!” - Madeline

“I’d definitely recommend yoga as often as possible. It’s very relaxing and healing. I had ankle pain for over a month and I decided to do some yoga and only two yoga sessions later the pain was completely gone. This proved to me that yoga is, in fact, magical. For some fun yoga sessions check out the ‘Yoga with Adriene’ YouTube channel- it has a lot of videos of different levels, lengths, and pose instructions!” - Stephanie

Liver Detoxifying Smoothie

INGREDIENTS

3 steamed baby beets OR 1 regular beet
16 oz organic carrot juice
1 cup mixed greens (baby kale, chard, spinach, arugula) OR plain spinach or kale
1 in piece peeled ginger
1/2 lemon juice
1 Tbsp chia seed

DIRECTIONS:
Place all ingredients in a blender and blend until smooth. For best benefits enjoy immediately!

I hope you love your smoothie, your liver certainly will!

Image: Gaurav Mishra
WHERE WOULD THEY BE:
The Faculty

A
Dr. Craigen

B
Dr. Brady

C
Dr. Freeburg

D
Dr. Navalta

E
Dr. BG

Can you match the faculty members above to their responses (Pg. 7) to the following question: “If you weren’t in Mental Health, where would you be?” (answers on bottom of pg. 7)
“I would own a bookstore-café, specializing in cookbooks.”

― Lailah Gifty Akita,
Think Great: Be Great!

“My wish would be to become a professional jazz musician, in particular an alto saxophonist. I started playing the piano and clarinet in elementary school and picked up the sax in high school so I could play in the school’s jazz band. I then played for my entire college career in the UCLA Jazz Ensemble. A few years back, I joined a local Boston area group, Roy Scott Big Band, but had to give up playing for ‘parenting duties’ (i.e., chauffeuring my younger daughter to her fencing practices). My fantasy would be to play various gigs in the jazz nightclub scene in Paris. Viva la France!!!”

“I love the performing arts and can imagine all sorts of careers in the theatre or performance including playwriting, dance, acting or directing. My first suspension from school was due to “creative differences” related to theatre. In the 8th grade I defied a teacher in my Catholic school and insisted on reading aloud a passage from the Greek tragedy “Antigone” where the word “damn” was uttered.... “damn this stinking whaling ship” was the line as I recall...by the way other subsequent suspensions were less lofty and involved the usual adolescent acting out...”

“I have two secret dream jobs. One, I’ve always thought that working in art restoration for a major museum would be amazing. Right now they are working on the only picture of Shakespeare that we believe he sat for; due to years of alterations to that painting but with the advancements of technology, we are going to see him an entirely new way soon! The ability to work with history in that way would be incredibly rewarding. Second, I’d love to be a private detective and have even researched the process to get licensed. Picture me in rental cars, wigs, and long lensed cameras doing stakeouts. Think Dog the Bounty Hunter would hire me?”
The Council for Accreditation of Counseling and Related Programs (CACREP) is an accrediting body that oversees and ensures that masters and doctoral level counseling programs are meeting the academic and clinical standards for preparation of students for the field of professional counseling. Our program sought CACREP accreditation because we believe in the standards set forth for the profession of counseling. The ACA considers CACREP accreditation to be the gold standard of training in counselor education programs. The MHCBM not only aims to meet the CACREP standards, but our goal is to supersede both curricular and clinical minimum standards in an effort to have the most robust and forward thinking program in the nation. Having incorporated CACREP standards into our program has lead to the development of a stronger training program which has helped produce a student body and alumni that are capable, competent, and clinically skilled counselors who are prepared to work in integrated healthcare, community, school, military, and residential settings.

As the profession of counseling continues to develop, evolve, and advance, ACA recognizes that graduation from a CACREP-accredited program provides a clear path to initial licensure.

- Thelma Duffey, Ph.D.
President, The American Counseling Association

SPECIAL SHOUTOUT:
THE MHCBM SRC WOULD LIKE TO EXTEND A SPECIAL THANKS TO MRS. MARK FOR ALWAYS KEEPING US ON THE PATH TO SUCCESS!
During my doctoral studies I was advised that the best way to secure a teaching job was to specialize in the CACREP core areas that senior faculty members tended to avoid just as much as students. The most common class, I learned, was that of research which with its heavy focus on quantitative reasoning was not parallel with the person-centered nature of the majority of the rest of the curriculum. I myself did not have what I will call an “inspiring” experience while taking my master’s level research course and decided that to overcome my deficits in research it would be best to specialize on the topic. To be honest, my biggest incentive was to learn what I had missed the first time around so I could successfully finish my dissertation, secure a job, and then wait for my opportunity to shift into teaching a different course.

Ten years later I could not fathom giving up teaching research. It is mine, and no one else can have it. Mine I say, mine. Teaching this course has been the source of my fondest memories in higher education. I see faces in my classroom that range from sheer fear to the confidently experienced quantitative appliers; but in the end, light bulbs turn on, smiles increase, critical thinking is displayed, and most importantly, students show me that they are not passive learners, just check out the awesome picture above. The greatest accomplishment for me is to see that students no longer believe that just because a research article has made it to print it does not mean the findings should be blindly accepted. They rise to the occasion to teach each other research designs, and delightfully, they teach me something new everyday.

I could not fathom giving up teaching research
- Dr. Freeburg

“”
I first learned to knit when I was 11, but never made anything other than very long, lumpy scarves that no one, including myself, wanted to wear. I started to diversify a little in college, and made slightly less lumpy hats and scarves that I gave to my friends and family for holiday gifts. It wasn’t until I started working as a mental health counselor at McLean Hospital’s OCD unit that my knitting actually became something I used every day. Knitting, believe it or not, can be a wonderful therapeutic tool, especially for those with trichotillomania (hair-pulling), excoriation (skin-picking), and other maladaptive behaviors or rituals that involve the use of one’s hands. For a person who pulls out their hair, picking up a pair of knitting needles whenever they have the urge to pull is a harm-reducing and productive form of habit-reversal. One of my patients recently taught me how to crochet (knitting’s slightly easier cousin that involves the use of a single hook as opposed to two needles), which has lead to the production of crochet stuffed animals. At this point, my mass output of yarn creations vastly outnumber the amount of friends I can gift them to, so I decided to open an etsy shop last year, which allows me to keep doing what I love and not feel overwhelmed by the build-up of stuffed animals and hats in my apartment. If anyone is ever interested in learning, I am always happy to teach, and am a firm believer that everyone should be able to experience the pride and joy that can come from the creation of a lumpy scarf.
FROM YOGA TO YOGI

I used to dislike yoga because of how sore I felt afterwards, the intense heat, and the spiritual mumbo jumbo associated with it. I did enjoy the fact that it simultaneously was, and was not, a workout. I did it a few times sporadically between high school and junior year of college. After a chance groupon encounter in 2012, I established a steady Hatha yoga practice and became hooked.

Yoga, for me, has been a wonderful step in establishing a mindfulness practice. Spending 75 to 90 minutes a week focusing on my breath and body has transformed my thinking. Moving through the poses focused my anxious energy into a feeling of active calmness inside my body and connected to the present. Yoga taught me to accept each moment. To meet my body where it is that day. To know when a pose will or will not serve me. Poses that are “too difficult” magically became doable after practicing a few weeks (or months or years). Those breakthroughs happened once I committed to showing for myself each week. Over time, my mind bounced around less. During class I could take a break from being overly critical of my body and just notice and trust it. Yoga has trained me to tune into little moments in my day-to-day life. This may mean relaxing my shoulder when I feel them tense or taking some slow belly breaths to soothe myself when I am clenching my stomach.

Luckily there is a huge, vibrant yoga community in Boston. A few events I would recommend are Yoga Around Town (flow yoga with different music themes, e.g., “Drake & Rihanna” that takes place in various club venues), National Yoga Day, Core Power Yoga, and Coolidge Corner Yoga. I treated myself to Glow Yoga the night before I was set to work on my personal statements for grad school applications. This class is a special mix of zumba, Powerflow Yoga, and core work done under black lights. Before the class, everyone is given neon glow-in-the-dark body paint to decorate themselves and each other. That was one of my highlights of 2015.

I do yoga at least once a week, even if it’s just alone in my room. One day I hope to complete a teacher training. For me, it is a hugely soothing and fun form of self care.

“Yoga has trained me to tune into little moments in my day-to-day life.”

-Lesley McGee

MHCBM 11
Entering my second year of this program there were some obvious changes. I walked into the first day of class knowing my cohort instead of walking in palms sweaty [knees weak, arms spaghetti]* and not knowing anyone. Internship requires greater responsibility (even though I still call it Practicum sometimes despite A LOT of differences between the two). At the end of the day though I have a greater appreciation for my cohort, I know there are people in my corner that will support and care for me when I can’t do that for myself. That is the main difference between first year and second year for me. You always assume your cohort and professors will be there for you in professional and personal times of stress but when you actually experience it first hand you’ll know.

“A Year In
Some Brief Thoughts

“Hope.”
“How much more coffee I drink.”
“We love each other more but see each other less.”
“Internship takes precedence always.”
“How much less time and energy I have to devote to class.”
“All work, no pay.”
“A change is gonna do me good.”
“That Dr. Craigen got somehow more perfect.”
“Rachel and I will eat any food left out in supervision without question of where it came from or when it was placed there.”
“By October meltdown, I think they mean fall semester avalanche...”
“More projects, less tests.”
“Less tests, more stress - but delayed til November.”
“I’m addicted to Cheetos now.”
“How much I could cry. Via text.”
“I still can’t remember what time Toro opens. We can sit in Mike’s until it does.”
THE RECIPE FOR BAKING A GREAT GROUP COUNSELOR

From leading discussions in Group Dynamics class to sharing thoughts in Process Group, first-year students spend lots of time in groups. This semester, we’ve learned group therapy skills that we can practice in our practicum sites, internship sites, and our careers. We’ve learned about the characteristics that a group counselor needs in order to create a compassionate environment and facilitate meaningful change. Check out this recipe to find out what goes into making a group counselor great!

4 cups empathy
2 cups comfortable silence
2 cups competence
2 cups competence
A dash bridging
Add self-disclosure to taste
A tsp of challenging
2:1 ratio of planning and improvising
½ cup time management
Preheat: 1 session
Cook on high: 8 sessions
Cool: 1 session
Enjoy the benefits
Serve 6 to 8 chilled or hot

(Recipe was created in a class activity led by first-year Grace Wei and completed by first-years Arrington McCoy, Ethan Pettyjohn, Jackie Untisz, and Morgan Walker)
What does it mean to be a graduate student at Boston University? It means we work hard and we play hard.

The top images are from our first year “Stress Management” presentations, where we learned all about the joys of pet therapy.

The bottom left image is from Process Group. BU MHCBM provides the unique experience of being a member of a real process group. A true interactive learning experience.

The bottom right image is from the first year Research and Design class’ “Students as Teachers” series. Don't be fooled by those “X's and O's.” They aren't hugs and kisses. The class is literally a part of research as they demonstrate the components of research designs. Making research fun is a huge part of encouraging students to go on and help expand the field of mental health counseling.
2nd Year Students celebrating at a local orchard (pictured top left) and digging deeper into their theoretical orientations (top right).

Congratulations to Dylan Fox and Andrew Robinson. (pictured on bottom with Dr. Craigen) Their presentation entitled “Integration of Spiritual Concepts in Master’s Level Counselor Education Courses” was recognized as part of the NARACES Excellence in Teaching Signature Series at the NARACES conference in Syracuse, NY.

2nd years advice: “Engage in everything you can. It’s worth it. Even if it’s not what you expected, you’re going to learn something relevant and valuable (because EVERYTHING is relevant to our work. EVERYTHING.) Nike was right. Just Do it.”
MHCBM Students reflect on the progress they have made towards career and life goals.

“How confident do you feel about a future in mental health counseling?”
“What do you think of the process of counseling?”
“What do you look forward to learning next?”
“Where do you see yourself in 5 years”

“Attending BU has built me up to a level of confidence where I know I will be able to be of service after graduation. It is no longer a question.”

“Counseling has always been a part of my life. My therapist was integral in my functioning and I can’t wait to be on the other side of the equation; giving back to the community what has been so helpful for me.”

“I can’t wait to learn more about the counseling theories out there. Discovering what feels right to me and how my core beliefs will guide the therapeutic process is exciting.”

“In 5 years I will be a licensed LMHC. Most likely in Massachusetts but I am looking keeping options open. I hope to either be opening my private practice or working on creating it by then.”
If you are interested in making a submission to the next issue of the MHCBM Insider, please reach out to mhbmreps@bu.edu. We would love to hear from you about your experience with the Mental Health Counseling and Behavioral Medicine program and how it has impacted your life after graduation.
If you're interested in Boston University, we'd love to show you more of it. Take just a minute to submit an Information Request Form online. We'll send you our Viewbook and other helpful publications. And we'll keep you informed with letters and emails that address your personal interests about BU. We'll also alert you to receptions in your area, scholarship opportunities and programs that may appeal to you.

Learn More About BU

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