

# THE DIALOGUE

NEWSLETTER OF COUNSELOR EDUCATION  
Spring 2021 • Issue 1



## A Path to Professional Life

by Grace Spring

One of the first things you'll notice about Sofia Jasani is her bright and infectious smile. She is one of those people who can light up a room with her presence, or in the year of coronavirus, a Zoom screen. I had the pleasure of first meeting Sofia during the 2019-2020 academic year. As a first-year

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## A Letter from the Department Chair

by Dr. Joel Lane

Greetings Counselor Education community! Thank you for reading this inaugural edition of *The Dialogue*, our new departmental newsletter. Please join me in thanking Dr. Javier F. Casado Pérez and our Department Graduate Assistant, Grace Spring, for their leadership in creating this newsletter. I am excited for the opportunity this newsletter will provide to increase the connectedness of the Counselor Education Department with our students, alumni, and others in our community.

This has been a challenging academic year for students, faculty and staff at PSU. I am impressed with how we all have adjusted to remote learning; particularly, during a year in which so much has happened in Portland, the U. S., and the world. I know we are all feeling stretched and stressed, and that remote learning is not always easy for anyone involved. Please, take a moment to congratulate yourself on successfully making it to this point, even if it feels like you are struggling. *Continued on page 11.*

graduate student who had just begun working as the new department Graduate Assistant, I remember feeling uncomfortable and unsure if I belonged. While there were many people who helped contribute to my budding sense of belonging in the program, Sofia Jasani stands out in my memory.

Sofia has always felt called to find a vocation that would fulfill her desire to foster healing and enact change in the lives of others. She explains that she was searching for the most effective way she could offer healing. This motivation led her to explore a variety of professions before finding her niche in Portland State University's Clinical Rehabilitation Counseling (CRC) program.

As an undergraduate at Goucher College, Sofia considered a future in medicine or law, but it was a service-learning trip to India that solidified her intention to work with individuals with disabilities. Sofia described how volunteering with disabled children in an orphanage in Calcutta was challenging, rewarding, and ultimately transformative. The experience highlighted some of her innate therapeutic gifts, like holding space and embodying hope when someone is suffering.



After graduating college, Sofia joined Teach for America, becoming a special education teacher in an elementary school in the south Bronx. She explained that, while the experience was rewarding, it was also where she became painfully aware of the effects of systemic racism in education. She switched gears to become a full-time yoga instructor and managed a studio in New York City. After meeting her future husband, the pair moved to the west coast and settled in Portland. Sofia worked as the education program director for NAMI, The National Alliance on Mental Illness, where she managed support groups for individuals and families. It was at this time that Sofia decided to pursue postsecondary education to become a professional counselor.



Since graduating from the CRC program in 2020, Sofia has become an adjunct professor in the Department of Counselor Education. She successfully opened her own private practice and is Founding President of the Oregon Association for Multicultural Counseling and Development (OAMCD). When asked about her transition from graduate school to professional life, she reflected on the surprising end to her final year in the program. The restrictions imposed due to COVID-19 meant that her graduating cohort was not able to celebrate in-person or truly commemorate their previous three years. Sofia said, “[we] missed out on some of those milestones and had to make them meaningful in our own ways.” After graduation, she took some much-needed time to rest before opening Making Meaning Counseling in November.

When asked if she had any advice on how to attract clients who align with your professional interests and abilities, she emphasized the importance of really knowing yourself as a clinician. *Where is your passion? What are you most knowledgeable about? What are your own identities?* Being clear with yourself and others about your strengths and limitations,

“If they don’t offer you  
a seat at the table,  
bring a folding chair.”

SHIRLEY CHISHOLM

you'll be able to attract clients you're excited to work with. Sofia's practice is oriented towards child-centered play therapy, disability and chronic illness, and racial identity and development. She uses her acquired skill set, personal identities, and existential-humanistic approach to provide counseling services for a unique constellation of client demographics. In a given day, she might have sessions with a child struggling with self-expression, a middle-aged man adjusting to life with a disability, and a young woman of color exploring issues surrounding identity and race.

Sofia's own racial identity development accelerated rapidly when she moved to Oregon five years ago. After living in a place as diverse as New York City, she experienced a shocking transition in coming to a predominantly white city like Portland. She explained how the relationships she established with other people of color became increasingly valuable and growth-fostering. As Sofia became more involved in counseling organizations like the Oregon Counseling Association (ORCA), she continued to notice she was often one of the only people of color in those professional spaces. As the first graduate student to hold a leadership position in ORCA, she used her power as Secretary to host the first annual Counselors of Color reception - currently in its third year.



Sofia was also awarded a Fellowship with the National Board for Certified Counselors (NBCC) and embarked on the prodigious task of creating an Oregon state branch of AMCD (Association for Multicultural Counseling and Development). Sofia shared that she was met with skepticism from her fellowship supervisor, who felt that the project was overly ambitious and unlikely to be successful. Sofia decided to pursue the project anyway and accomplished her goal. OAMCD now has over 125 members and is in the process of developing a monthly webinar series and informational newsletter. With her leadership, OAMCD also created a scholarship fund called *A Seat at the*



*Table* to help other counselors of color achieve their leadership goals by removing financial barriers.

Sofia highlights the many protective factors that helped her achieve her personal and professional goals. These included valuable relationships with mentors, a continued connection with personal meaning and purpose, and strong friendships and peer support (especially with other women of color). She expressed gratitude to her primary mentor, Dr. Rana Yaghmaian, who afforded her access to professional opportunities she may not have had otherwise. She also cited Dr. Joel Lane and Dr. Kimberly Jayne as mentors in the program. Sofia wants current students to know that mentoring works in both directions and is meaningful for both parties involved. She encourages students to “find a faculty member who is doing research that interests you or has experience in a certain field and inquire about opportunities to assist, collaborate, and learn from them.”

Sofia's advice for all current students and soon-to-be clinicians is to stay connected to friends and peer support groups. It can be easy to feel overwhelmed and isolated during this time of virtual learning. “Seek out those feelings of safety and connection to help address imposter syndrome, to help you feel like you belong and are valued. That works two ways too, make sure to support your friends as well.” She also recommends joining associations like ORCA, OAMCD, and ACA. Students have discounted membership fees and they'll be able to stay informed about the current counseling news and upcoming trainings. Connecting with like-minded people who share similar interests is an important part of developing a professional counselor identity.

*To learn more about OAMCD, visit their Facebook page (<https://www.facebook.com/OregonAMCD/>) and learn about upcoming events (<https://www.or-counseling.org/events>).*

# Counselor Education Department News

- The 2021 - 2022 internship application cycle is coming to a close for students from CMHC, CRC, and MCFC programs. We will be welcoming a few new agencies to our list of partners for the 2021 - 2022 academic year: Department of Services for the Blind (Yakima, Lacy, and Vancouver offices), Northwest Anxiety Institute, Family Ties Counseling Center, PSU Disability Resource Center, Dr. Sanderson and Associates, and Allies in Change. The virtual nature of service delivery this year has been a challenge, but has also created new, accessible opportunities for interns and clients alike. I am excited to support the 2021 - 2022 interns in the next stage of their journey and am extremely proud of the professionalism and grace they have shown during this challenging year. - *Kim Douglas, Practicum and Internship Coordinator*
- We recently completed our admissions process for the Fall 2021 cohort. We had a record number of applicants this year and conducted our first-ever remote admissions interview day. - *Joel Lane, Department Chair*
- Drs. Cor and Lane are conducting research through the Community Counseling Clinic. Practicum students observe Dr. Cor's clinical work while the research team tracks their clinical growth to measure the impact of observation. -*Joel Lane, Department Chair*

## The Counselor Education Department Welcomes its Newest Tenure-Track Faculty Member - Dr. Yi-Wen Su

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by Grace Spring

Dr. Yi-Wen Su joins the Viking family from California State University (CSU), East Bay, and Palo Alto University. Dr. Su is originally from Taiwan, which is where her interest in school counseling began. Her love of children led her to pursue a Bachelor of Education and become an elementary school teacher. During this time, she noticed many of the children in her classroom were experiencing personal barriers that caused problems for them academically. As a teacher, Dr. Su explained that there often isn't enough time to properly address these individual mental health issues in a classroom with thirty children. She recognized that her students needed more emotional support and individual resources. The desire to help students in this way motivated Dr. Su to pursue school counseling.

Dr. Su came to the United States in 2011 and received her Master of Arts in School Counseling from the University of Iowa. She went on to attain a Ph.D. in Counselor Education from the University of Florida. Dr. Su then moved to California, becoming an adjunct professor at CSU East Bay and Palo Alto

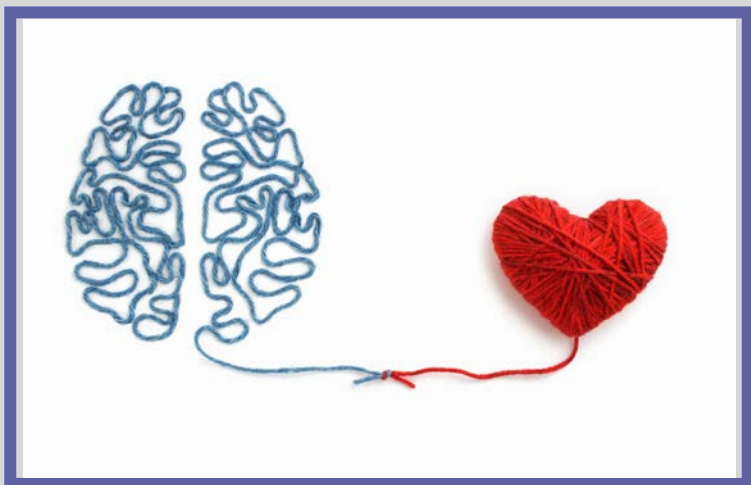


University. Today, she finds herself beginning the next chapter of her life in Portland as our department's newest Assistant Professor.

Dr. Su's experience in the department has, so far, not been a typical one. The COVID-19 pandemic has forced Portland State University to operate remotely for over a year. Having joined the Department of Counselor Education in September, 2020, Dr. Su has yet to physically meet other faculty and students. She has been teaching courses, getting to know students, working with other faculty members, and conducting her research entirely online.

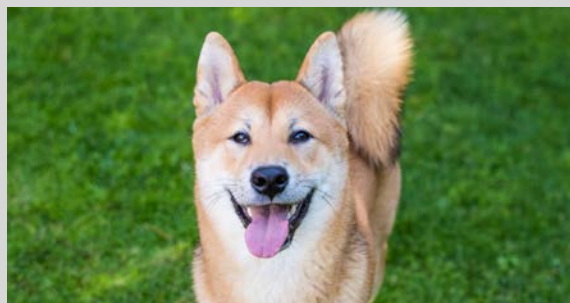
The pandemic hasn't been the only struggle the city has faced over the last year. Portland garnered national attention this past summer as demonstrations in protest of the police killing of George Floyd were met with violent retaliations from both state and federal law enforcement. Dr. Su discussed what it was like to move to Portland during this chaotic and concerning time. She explained that news of the violence in Portland had actually reached her family in Taiwan. They expressed worry when she told them she was planning to move here last September, but she felt optimistic about Portland's reputation for social activism.

When asked why she chose to accept a position at Portland State University, Dr. Su explained that she was attracted to the program's focus on equity and its integration of social justice issues in the curriculum. She went on to say that, as a person of color, she felt it was important to find a graduate program that champions diversity and centers multicultural counseling as one of its core values.



Dr. Su brings with her an extensive body of research, including a focus on cyberbullying prevention in youth, emotional regulation in counselors-in-training, attention problems and mindfulness in schools, collaborative models of supervision with international counseling students, and nature-based child-centered group play therapy. Dr. Su shared that she is currently exploring ways in which technology can help to

### **Fun Fact: Dr. Su has a Shiba Inu named Miso (like the soup)!**



bridge the divide between school counselors and students' families - a timely project in the world of telehealth services. Dr. Su is passionate about finding ways to make school counseling more accessible to those who traditionally experience barriers to services. She asks, "How can we use technology to help parents become more involved in their child's educational and emotional welfare?" She emphasized the continued relevance of such technology, even if students are now returning to in-person education. In a post-covid world, there will still be widespread need for technological resources that foster more open lines of communication between parents and school counselors.

I asked Dr. Su to share more about a recent study she published entitled "Emotional Regulation for Counselors-in-Training: A Grounded Theory." She explained that the study explored the skills and interventions that counseling students use to regulate their emotions. Dr. Su emphasized the importance of counselors-in-training practicing self-awareness before beginning a session with a client. It can be helpful to check-in by asking: "How am I feeling right now? Are there any emotions coming up for me in this moment? What thoughts do I have about the session that is about to begin?" Dr. Su's study theorized that by prioritizing a connection to self, both before and during session, counselors-in-training can become more attuned and effective clinicians.

When asked what she does for self-care and fun, Dr. Su shared that she has been enjoying all of the outdoor activities that Oregon has to offer. In her free time, she loves to go hiking and rock climbing with her husband. She said that Silver Falls State Park is one of their recent favorites. This summer, you'll likely find Dr. Su outside, exploring Oregon's many hiking trails and, hopefully, visiting Mt. Rainier National Park for the first time.

# Student Spotlight: Sarah Roundtree

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In 2014, Sarah Roundtree found herself throwing the winning shot in the Dr. Pepper Tuition Giveaway. At the time, she wasn't sure where she planned to end up professionally, but she knew she wanted to find a meaningful and impactful career. Little did Sarah know, her love for psychology and disability studies would lead her to attend University of Oregon for undergraduate study, relocate from Seattle to Portland for the Clinical Rehabilitation Counseling Program at Portland State University (PSU), and pursue a doctoral degree from The Pennsylvania State University (Penn State).

Her greatest accomplishment? Understanding the impact she has on the world and how to utilize that impact in the work of equity. During her time with PSU, Sarah has worked in the Visually Impaired Learners and Orientation & Mobility Programs, served as President of the Pi Sigma Upsilon Chapter for Chi Sigma Iota International, and collaborated on the Minoritized Faculty Life Project (MFLP) as lead student researcher. Sarah hopes incoming students will allow themselves to be curious and make waves during their time at PSU. "Others want to hear what you think and who you are," says Sarah, "So, don't hide that!"

This spring, Sarah is focused on finalizing data analysis for the MFLP and wrapping up publications, studying for COMPS and the CRC exam, and preparing to launch to Penn State. She is excited for this next chapter, where she hopes to focus her research on (a) living with disability in an ableist society, (b) expanding services for Deaf clients, and (c) the accessibility and readiness of counselor education in preparing Deaf counselors.

Sarah would like to thank Dr. Hanoeh Livneh for the Rehabilitation Counseling Scholarship, as well as Dr. Javier F. Casado Pérez for their mentorship and trust, and for recognizing her potential for scholarly and doctoral work.





## Meet Our Board

- President, Sarah Roundtree (she, her)
- Vice President/ President-Elect, Lauren Streeter (she, her)
- Treasurer, Kerrins Conroy (he, him)
- Secretary, April Dodson (she, her)
- Mentorship Chair, Véronique Nyounai-Herrera (she, her)
- Membership Chair, Sam Phillips (she, her)
- Cultural Chair, Wee Heavy Walter-Stern (they, them)
- Social Chair, Hope Hellwege-Bales (she, her)
- Professional Development Chair, Kerry Headley (she, her)

You can still join CSI!

Follow this link for information about how to join today:

<https://membership.csi-net.org/appinfo.aspx>

The CSI Board wants to acknowledge our graduating members:

- Sarah Roundtree, Kerrins Conroy, April Dodson
- Sam Phillips, Hope Hellwege-Bales, Kerry Headley

## President's Farewell Letter

It will come as no surprise to share that I couldn't have imagined half of my experience in CSI being remote, especially when the main purpose of our organization is to bring students together. At the same time, what I am most proud of is our board members, who maintained their roles as leaders and engaged in meetings and events throughout the pandemic. I am also thankful for the many students who continued to strive toward excellence and managed to build a sense of community from afar. I am happy to be leaving the organization in good hands and to see what you all accomplish moving forward!

Best,  
Sarah Roundtree



## Congratulations!

First, we would like to congratulate all new Chi Sigma Iota members inducted at the April 24th CSI Induction! Welcome to the Pi Sigma Upsilon Chapter! We also extend a heartfelt congratulations to Sarah Roundtree, CSI President, as she begins her doctoral studies at The Pennsylvania State University, and Dr. Kimberly Jayne, CSI Co-Chapter Faculty Advisor, who was awarded the Outstanding Chapter Faculty Advisor Award by Chi Sigma Iota International. The Outstanding Chapter Faculty Advisor Award was established to recognize outstanding members who mentor, lead, and support the new leaders of the profession through their university chapter of CSI. We are so proud of both of you!





## CSI First Annual Membership Scholarship

We are excited to share information about our first annual membership scholarship. The application process began on March 29th and ended on April 14th. Counselor education students who have completed a minimum of two terms in the program and achieved a 3.5 GPA were welcomed to apply. Recipients were announced at our CSI induction ceremony on April 24th. We offered four scholarships (two in each category) for students who exemplified counseling

- Emerging Excellence Award (first-time CSI members)
- Commitment to Excellence Award (returning CSI members)

The Pi Sigma Upsilon chapter is dedicated to increasing representation among our members and will consider minoritized identities and experiences in our selection process.

## CSI Book Share

CSI is working to build a book share program that will improve access to textbooks for students. We are seeking books from classes that students have completed and to which they are not feeling attached. If you have a book that you would like to donate, please set it aside and monitor your inbox for information about how, where, and when to donate your books in the near future.

## President-Elect's Letter

As we finish up the last few months of the school year, I'm feeling grateful for the ways our members adjusted to the constant unknown and confident that we will carry this resilience forward. My hope for next year is that our CSI chapter will continue to provide a sense of belonging, support, and leadership for the student community. In my role as next year's president, I want to highlight the passions and strengths of the students in the counseling program in order to facilitate meaningful connections and academic excellence. I anticipate a year of growth and renewed energy, and I am honored to represent CSI in the year to come!

Best,  
Lauren Streeter

*The CSI Board would like to thank our featured speakers for providing their time and expertise to our professional development events. Fall and Winter 2020 terms included events with Dr. Rana Yaghmaian on "Integrating Disability Justice and Racial Justice: Visioning Liberated Futures" and Alice Headley, M.Ed. on "What I Wish I'd Known About High Schoolers: A School Counselor's Inside Tips." We are so grateful for the opportunity to learn from you! Thank you for your thoughtfulness and commitment in providing these amazing events for the rest of our counselor education peers and colleagues. The CSI Leadership Team looks forward to coordinating more wonderful events during the Spring 2021 semester.*

## Spring Events

- Mindfulness Revisited - May 14th, 2021 at 4:00 pm  
Contact: [kheadley@pdx.edu](mailto:kheadley@pdx.edu)
- May 22nd Virtual NAMI Walk  
Contact: [hope8@pdx.edu](mailto:hope8@pdx.edu)







## Did you know?

School counselors provide many services to children k-12. You may not have met your school counselor as a young person because often we are placed in schools with caseloads of up to 700 students per counselor!

*Can you believe that? Talk about injustice!*

School counselors provide 1:1 counseling in crisis, brief and solution focused therapy skills, mindfulness and groups, and play therapy, as well as classroom guidance lessons. We run all kinds of groups in schools, from children who have a parent in prison, to kids whose parents have divorced, to how to develop friendship skills. School counselors are developmentally driven, in that they understand how children and young adults develop academically, physically, intellectually, and emotionally.

School counselors are on the front lines of counseling and see kids every day—sometimes for 9 years in a row!! Most mental health counselors only get 8-12 sessions with a client if they are lucky. *WE GET YEARS!!* We serve as preventative supports in schools for working with children that experience a parent's death, discover they have cancer or other illnesses, or are “coming out” as LGBTQI\*. School counselors help write letters for pubertal suppressants, provide support for ADHD screening, and teach mental health interventions to families. We are often the first person of contact for childhood sexual abuse, domestic violence, suicidal ideation and pregnancy. We partner with nurses, teachers, principals, case workers, probation officers and foster parents.

We are lucky to work with the families of our students. We share with students so much more than just their problems. We know who they hang out with and what subjects they like. We witness them do good deeds for each other and make great contributions to their community.

We know their hobbies, watch their games, and attend their plays because it is all a part of the job. There are SO many fun parts of being a school counselor.

Next time you do therapy with a parent or a child, ask if they have talked to their school counselor. Offer to help make contact. Remember, the children and young people that we work with are a part of a much larger system. We can assist them in understanding how to use that system. If you are a school counseling student, keep up the good work! Tell your friends if you had a school counselor that was helpful to you.



## Alumni Spotlight: *David Marcus*

David Marcus (2020) graduate of the School Counseling program and school counselor at Thomas Jefferson Middle School in Vancouver, Washington started Reflection Fridays to keep students, families, and school staff connected during Comprehensive Distance Learning and COVID-19. Prioritizing students' emotional and mental health, sense of belonging and connection, and equitable access to counseling supports, David invites students, parents, families, teachers, and school staff to submit video responses to prompts like "what are current self-care routines you have and practice at home?", "what are you thankful for?", and "what is your dream for racial equity and justice?" Students, staff, and families share their experiences and stories, which are compiled and shared into a bi-weekly community video. David states, "In this remote setting, it's made it really hard for our community to stick together - especially for sixth graders who are new to Thomas Jefferson - and feel connected to each other, so this was an idea we came up with to connect students, teachers, and community members." Check out more about David's work and innovative school counseling program at Jefferson Middle School!

# FACULTY ACHIEVEMENTS

## Book chapters:

**Cor, D.N.** & Guzman, A. (in press). Complicating the Intersections: Gender Expansiveness and Racial Identity on Campus. In *Expanding Classifications: Complicating Multiracial Masculinities in Male College Students*.

**Lane, J.A. & Cor, D.N.** (in press). "I am \_\_\_\_\_": Self-Awareness, Self-Efficacy, and Self-Motivation in Emerging Adults. In *Cultivating Student Success: A Multi-faceted Approach to Working with Emerging Adults in Higher Education*.

## Articles:

Benoist, L., **Casado Pérez, J. F.**, & Hunt, B. (2020). Teaching strategies for the Multicultural and Social Justice Counseling Competencies. *Journal of Counselor Preparation and Supervision*, 13(2). <http://dx.doi.org/10.7729/42.1350>

Helfrich, E. L., Doty, J. L., **Su, Y.**, Yourell, J. L. & Gabrielli J. (2020). Parent Views on Preventing and Minimizing Negative Effects of Cyberbullying. *Children and Youth Services Review*. <https://doi.org/10.1016/j.chilcyouth.2020.105377>

Ju, J., Merrell James, R., Coker, K., Ghoston, M., **Casado Pérez, J. F.**, Field, T. (2020). Recruitment, retention, and support of culturally diverse students in doctoral counselor education programs. *The Professional Counselor*, 10(4), 581-602. doi: 10.15241/jj.10.4.581

Prikhidko, A., **Su, Y.**, Houseknecht A. & Swank, J. M. (2020). Emotional Regulation in Counselor-in-Training: Grounded Theory. *Counselor Education and Supervision*, 59(2), 96-111. <https://doi.org/10.1002/ceas.12169>

Shaine, M.D., **Cor, D.N.**, Campbell, A., & McAllister, A. (in press). The Experiences of Trans Military Service Members and Veterans with Non-Military Mental Health Providers. *Journal of Counseling and Development*, 99(1).

**Yaghmaian, R.**, Iwanaka, K., Grenawalt, T., Chan, F., Reling, J., & Brickham, D. (2020). Psychometric Validation of the Meaningful Role-Functioning Questionnaire (MRFQ) in a Sample of 229 Women with Fibromyalgia Syndrome. *Rehabilitation Research, Policy, and Education*, 34(2), 127-138.

## Awards:

**Kimberly Jayne** selected for the 2021 Chi Sigma Iota International Outstanding Chapter Faculty Advisor Award.

**Rana Yaghmaian** selected for the Oregon Counseling Association's 2020 Leona Tyler Award.

**Rana Yaghmaian** selected for Portland State University's 2020 President's Diversity Award for Distinguished Faculty.

## Presentations:

**Casado Pérez, J.F.** (2020, November). Broaching matters: Settling myths & misconceptions. Oregon Counselors Association 2020 Conference.

Greenidge T., Smith, S. L., **Su Y.**, Cakmakci H. (2021, April). The lived experiences of school counselors and Telemental health during COVID-19. American Counseling Association (ACA), Online.

Greenidge T., Smith, S. L., **Su Y.**, Cakmakci H. (2020, September). Lived experiences of school counselors during COVID-19: Transformations and future directions. Association for Assessment and Research in Counseling (AARC), Online.

**Jayne, K. M.** (March, 2021). Gender identity and expression in play therapy: Supporting children across the gender web. Institute for Play Therapy, Texas State University.

**Yaghmaian, R.** & Locust, L. (October 2020). Disability and Ableism: Perspectives and Conversation from an Intersectional Lens. No Body Left Behind: Exploring Disability and Racial Justice as Frameworks for Our Collective Liberation. Portland State University College of Education Faculty and Staff Professional Development.

Russo-Mitma, G., **Yaghmaian, R.**, & Rosenberg, S. (November 2020). Shedding the Weight of Societal Pressure: Addressing Anti-Fat Bias Through a Disability Justice Lens. WACES Conference, Tucson, AZ, United States. (Conference cancelled, presentation deferred due to COVID-19).

Brickham, D., **Yaghmaian, R.**, Morrison, B., Bengston, K., & Tang, X. (July 2020). Mitigating Rehabilitation Counselor Trainee Stress and Burnout Through Self-Care Initiatives in Rehabilitation Counseling Programs. National Council on Rehabilitation Education (NCRE) conference, San Diego, CA, United States. (Conference moved to online format).

**Yaghmaian, R.**, Sharma, R., Huck, G., Umucu, E. (June 2020). New Career in Rehabilitation Education and Counseling. National Council on Rehabilitation Education (NCRE) conference, San Diego, CA, United States. (Conference moved to online format).

**Yaghmaian, R.** & Nielson-Smith, G. (May 2020). Dominant and subjugated narratives on mixed-race identity: Exploring the joys and challenges of being mixed-race. National Conference on Race and Ethnicity in Higher Education, New York, NY, United States. (Conference cancelled, presentation deferred due to COVID-19).

Jasani, S., Cypher, A., & **Yaghmaian, R.** (April 2020). The Intersection of Disability Justice and Racial Justice: Counseling at the Margins. American Counseling Association Conference, San Diego, CA, United States (Conference cancelled, presentation deferred to April 2021).

Johnson, E.T., **Yaghmaian, R.**, Flowers-Benton, S., Pete, J., & Hoffaman, D. From Fragility to Action: Strategies to Engage Privileged Populations in Social Justice Dialogue (April 2020). National Council on Rehabilitation Education Conference, San Diego, CA, United States (Conference cancelled, presentation deferred due to COVID-19).

*Continued from page 1.* By now, you may have heard about PSU's Open for Fall, Open for All initiative. PSU President Stephen Percy has communicated an intention for PSU to return to face-to-face classes in the Fall 2021 quarter. It is our hope that we will be able to safely resume on campus activities at that time, though we will continue to prioritize the health and safety of students, faculty, and staff. When we do return to campus, we will have a brand new building! Construction on the Vanport Building was completed in December, 2020. Though it feels rather anticlimactic given that most of us are not on campus currently, we are excited to make our new building feel like home when the time comes.

The Counselor Education faculty wanted to make you aware of several important pieces of proposed legislation in Oregon that could impact the counseling profession in our state. Most prominent is House Bill 2166, which would allow "alternate pathways" to becoming licensed as a teacher or school counselor without having the same level of training standards that are currently required, including accreditation or a degree. We believe this legislation would be harmful to the School Counseling profession. I would like to acknowledge and thank Dr. Kimberly Jayne for her advocacy regarding this bill. We are also aware of House Bill 2949, which, among other things, requires the mental health regulatory agency to establish programs to increase the BIPOC mental health workforce, including pipeline development, scholarships for undergraduates and stipends for graduate students, loan repayments, and retention activities. Some of us in the department have provided support and advocacy in favor of this bill and would encourage others to get involved too.

Thank you again for spending time with this inaugural issue of *The Dialogue*. We look forward to many more issues, which are slated to be released twice annually: once in the Fall and once in the Spring.



## ***Editors' Corner:***

We would like to extend a warm welcome to all our readers on behalf of *The Dialogue's* creative team. *The Dialogue* is the official newsletter of the Department of Counselor Education, and this is our inaugural issue! 'Dialogue' is defined as an exchange of ideas and opinions, as well as a conversation between multiple parties. We hope *The Dialogue* will provide a biannual window into the ideas, works, and accomplishments of the counselor education family, as well as a meeting place for ongoing conversations between students and student groups, alumni, program faculty, and departmental representatives. In this editors' corner, you can expect to find anecdotes and thoughts from *The Dialogue's* creative team, as well as information about the newsletter and calls for newsletter contributions and volunteer student writers—we are currently seeking volunteer student writers for the Fall 2021 Issue. We are thrilled to bring this inaugural issue of *The Dialogue* to you all and thank you for spending your time with us.

### **Meet the Team:**

Grace Spring, *Creative Director and Lead Writer*  
Javier F. Casado Pérez, *Acting Lead Editor*