

THE DIALOGUE

COUNSELOR EDUCATION NEWSLETTER

Spring 2024 • Issue 4

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Letter from our Department Chair

Greetings, all,

I am thrilled to share with you the latest updates and achievements from our vibrant Counselor Education community, including our incredible students, alumni, site supervisors, and faculty. This year, I want to honor our students' efforts and commitments to caring for one another and their community as they learn to navigate their intersecting roles as counselors and social justice advocates. Thank you for your continued dedication and perseverance, and I look forward to seeing the ways in which you grow as clinicians and advocates, whether you are about to graduate or progressing into the next steps of your education.

Wishing you a safe and warm spring/summer in Portland.

Dr. Rana Yaghmaian
Department Chair, Counselor Education



Instructor Spotlight: Nick Reguero



By Jake Sullivan



What was grad school like for you?

I went to PSU! I'm a Clinical Mental Health alum. When I got to grad school, I finally felt like I had a community, people who shared similar values and who wanted to talk about the same things I did. Nobody in my friend group wanted to talk about the change process, or what a cognitive distortion is. So I absolutely loved grad school.

What is the most unusual way you have used your counseling skills?

I was a karaoke jockey for the majority of my grad school experience. I would run karaoke in bars, Tuesday through Saturday night. And I loved it. I would be the guy to sing along with you and dance. Quite frankly, it was another use of my counseling skills, using empathy and trying to understand self-identified skillset, like self-confidence or self-efficacy. And finding songs to sing, but really helping people feel warm, welcome, and included.

From your years of client work, are there particular clients who stand out in your memory?

When you ask about clients, usually it's these very human moments that are representative of them, these archetypal expressions of who they are or who we are in relationship together. [Continued below]

There are a few clients that I still work with today that I've worked with for the last four or five years. And it's those clients that leave an impact because I've lived through so much with them. I've literally been a part of their life, a very small part, but one that also had a lot of intimate access to their life.

I've also had three clients complete suicide. And those, absolutely, I think of them every time I think of clients. I think we should, using professional boundaries and ethics, care about our clients. And when we lose them, either to death or leaving treatment, it affects us.

Do you have any advice for students navigating imposter syndrome?

For me, imposter syndrome started to subside when I began to embrace my fallibility. I'm going to disappoint people. I'm going to miss the mark with clients. The learning, and what drives counseling is the repair and reconnecting. Those moments of rupture can be so useful clinically. So I think embracing the fact that we're going to make mistakes and to be kind with ourselves and to, when needed, seek support and affirmation.

And then, quite frankly, the other factor is time. With more experience I could clearly see the ways in which the relationship or how I was showing up was affecting clients' change. I was like, oh wow, this stuff can work, and I can do it!

What kinds of support were useful to you when you were an associate?

I am part of a group of counselors who graduated from PSU the same year as me. We've called ourselves everything from a consultation group, to a book club, to just some friends hanging out at a bar on a Monday night. And those are people I've been able to be authentic with, to talk about my ups and downs, and who share my experience and struggles.

We've essentially been friends for the last 10 years - people that I graduated with that I still talk to. And those people were imperative in helping me not give up in the counseling field, and knowing that I'm not alone in this. There are a lot of other people with the same imposter syndrome and these same kinds of client struggles, and it might happen at different times for different people. It goes back to that authenticity piece, whether it's your friends or counseling friends, find those people that you can be authentic with.

What's one way your thinking has changed since becoming a counselor?

I have an ACES of 5 and growing up I had a lot of really maladaptive beliefs about my worth. So what's different now is some form of self-love. I have learned to accept myself more. Life is precious, and I think counseling helped me see that. I've just become a fuller me, who I believe I am and who I feel myself to be.





Student Spotlight: Michael Namkung

By Amanda Mercer

Michael Namkung is a second-year student in the Marriage, Couple, and Family track. When asked about important identities to him, Michael first listed being an artist, a writer, a dad, and an athlete. These identities (among others) inform his work as a counselor in training. Michael works with visual art, poetry, storytelling and live performance to create large-scale drawings while under physical strain. His interest in counseling is intertwined with his belief that all that human interaction and exploration of our psyches and intimate relationships informs our own sense of ourselves and our capacity to be fully alive.

Michael sees counseling as a sacred container that allows us to witness the most unknown and most creative parts of ourselves. He explained that he engages the world primarily as an artist, and sees counseling as a co-creative process between therapist and client. His counseling training helps him to be more in tune with the emotional world and inner landscape of himself and others, and this in turn pushes him as an artist and helps him bring more creative energy to counseling space.

For Michael, being an artist has meant cultivating a relationship with fear, with vulnerability, and with the unknowns in himself, in others and in the world. He tends to be suspicious of theories that value individual and intellectual sense-making over shared and embodied ways of relating. Michael explains that he used to numb his emotions and escape into his head (and suffer for it), and now, it's important for him to let the raw sensations of his lived experience guide him towards language, theories, and practices that align.

To Michael, being an athlete has meant cultivating a personal and intentional relationship to physical pain and understanding how it's connected to growth. While he recognizes that most people want relief from pain, he is more interested in listening to it and understanding it. He explains that for athletes, pain is a normal and expected result of approaching, reaching or surpassing a physical limitation or edge. As a therapist, he wants to help others expand their capacity to feel and metabolize their emotional pain. He believes this is where profound growth happens, where empathy and self-compassion and resilience are nourished and where the heart breaks open and allows more of life in. Which makes more room for joy, too.

While being an artist and an athlete have been significant for Michael on his journey, becoming a father was what really drew him to counseling. Michael describes how it wasn't until he saw his own hidden emotions mirrored back to him through his children that he began to appreciate how little he understood about himself and those around him. He says it's not just a one time thing—his kids are always changing and growing and challenging him to change and grow with them. It doesn't seem to matter how much he knows about stages of development theory [Continued below]

or what other parents tell him about what to expect, the growth process is always a little heartbreaking, if not painful. In his words, he wants to approach counseling with the same humility he does as a parent, as much an apprentice to the pain of loss as to the joy of expansion and to the delights of new growth.

When asked about what populations he is interested in working with, he shared about the groups he already facilitates for teens in recovery, using meditation, poetry, creative writing, and drawing as therapeutic mediums. He also facilitates trauma-informed writing groups for adults as a form of healing. He wants to continue working with groups and with youth, as well as facilitating dedicated BIPOC spaces. He shared that even with these interests, though, coming out of his Practicum experience, he is excited about working with all kinds of people with varied identities.

In terms of frameworks and theories, Michael has been exploring decolonial and anti-racist frameworks, and is inspired by the book *My Grandmother's Hands*, which explores racialized trauma in the United States and how that trauma lives in different ways in differently racialized bodies. He is most aligned with existential ways of looking at the world and thinking about how we make meaning. He is most informed by the idea that we are actively creating and co-creating our worlds and experiences through our interpersonal relationships, and is drawn to questions such as, what am I doing and why am I doing it? What's possible? What gives one freedom or inhibits someone on both an individual level and systemic level? He sees this not as a theory, but a way of investigating. For the most part, Michael is not interested in using one particular counseling theory and is hesitant to apply one theory to many different people. He explains that in our Western world, we're very "heady," and we try to hook everything into our pre-existing theories, which can end up being disempowering to clients and therapists if it's not a good fit for their experiences. He thinks we need to create our own theories based on our own experiences, and that the artist's point of view is to be in a state of play with the world, to discover what happens in that play, to make something new, and then learn from that, to experience life fully and feel pain and joy.

Michael also explores Shamanic and yogic practices that draw from deep traditions of healing. He believes in looking beyond empirical knowledge and what we think we know. He explains that there is so much we don't know about how we're connected and how we heal, and this encourages him to remain humble about how he can support people in healing.



ALUMNI SPOTLIGHT

MEGAN MANCINI

By Amanda Mercer



Megan Mancini entered into the field counseling the way many of us do: through her own healing journey. In her thirties, she made some big life decisions, including starting her own therapy, moving out of the restaurant industry, and becoming a yoga instructor. In her work teaching yoga, she had experiences with students where it became clear that they wanted more from her in terms of healing support than what she could offer through a yoga pose. Megan explains that she had a lot of healing to do after childhood, and recognized that what she went through is something she can share and use to support other people.

Megan is a transracial adoptee in a white family and has had to face the pain and hurt associated with being the only person of color in her family. She also got sober from alcohol, and her sober identity is a part of her practice. Many of her clients are fellow transracial adoptees, and in addition to this community, she sees couples and many queer and trans people of color. Most of her clients are on the Oregon Health Plan (OHP), and she remarked that despite OHP being a chore to learn, it's amazing to be able to serve these populations, and have OHP pay for it.

Megan uses Internal Family Systems (IFS) and somatic practices in her work as a counselor. She doesn't just use these modalities with her clients, but with herself too, including while she is in sessions. Her own awareness of herself in session is the bottom line, as she explains using IFS language: "how do my parts interact with clients' parts? How is that helping or not helping? How can I be Self-led rather than parts-led?"

Megan is committed to being a student, and just finished an IFS Level 2 training on a compassionate approach to treating eating disorders and addictions. She is planning to complete an EMDR training this summer [continued below].

When I asked Megan what advice she might give to counseling students, her number one suggestion was to not be a stranger and to make as many friends with your classmates as you can. She described building community as the gold of PSU's program, and that maintaining relationships has been a huge part of building her practice. Megan, and many other people in private practice, say it can feel really lonely. She explained that building community and practicing self-care help her to not feel so alone in her practice, and that the amount of energy and effort you give to cultivating awareness of yourself is exactly what you'll be able to give your clients. She said she's working on slowing down as a part of that self care: when you have really powerful and potent tools to help others or yourself, it's easy to go really fast, and it's radical to decide to slow down.

When asked what she'd like to see change in our field, Megan mentioned the importance of paying counseling interns. She would also like to see trainings become more accessible, both in terms of space in the trainings themselves and cost. Megan also thinks that as a field, we are transitioning away from the idea that therapists aren't human in the room, and that acknowledging humanness and the real experience of therapists can be therapeutically relevant. This allows clients and therapists to meet each other where we are and make therapy a collaborative experience. Megan believes that we are not there to "save" clients, or even necessarily help them to heal – this is something they do for themselves and that we, as therapists, get to witness.

For fun, Megan likes yoga, running, hanging out with her friends and dog, and playing ultimate frisbee. She is starting a Grand Masters ultimate frisbee team named "Glamour Shots;" the ultimate frisbee community is an important facet of her life where she gets to run fast in an open field and collaborate in a different way than in her work as a therapist.

I feel lucky I got to know Megan through the process of interviewing her for this article. She is doing exciting things in our field and is an example of how I might like to model a practice one day.

Internship Spotlight:

Roza Skenderova and Sawyer Salameh at Portland Therapy Project

By Amanda Mercer



Roza



Sawyer

I met with Roza and Sawyer at Portland Therapy Project (PTP), an internship site for PSU Counseling students to learn about their model for internship.

What are you doing at PTP?

[Sawyer] We felt the need in the community for more clinicians who take OHP and are somatically trained. With the pandemic, that need became amplified. We look at it as a triangle: we feed the community, we feed our interns, and we feed ourselves. We want to give clinicians the ability to start their own private practice and do the work they want to do, which is working with OHP so that they can make something closer to a true living, so that they don't get burnt out, and get a really good education.

[Roza] It's hard being a therapist sometimes. We've seen colleagues who became therapists at the same time as us leave the field, and it's a big loss. We saw big gaps in training and internship experiences, and came together to address what we thought was missing from our own experience. Internship is where counseling students really jump off.

When I graduated from my program, it seemed inconceivable to start my own practice. Just the business plan felt so out of reach, I couldn't conceive of where to start. Even though my training was great at helping me grow as a clinician, it wasn't great at teaching me documentation or diagnosis. I couldn't access OHP clients without more training. My school did not offer training on the business side of private practice. What we can do is start new clinicians off with a good skill set and training so that they can go out and make money for themselves instead of earning money for an agency. Everyone who has graduated from us has started a private practice.

[Sawyer] There are no mentors in private practice and then as a business owner. That's what we're trying to do: provide nine months of training with people who can scaffold. It's not just training on how to be a clinician, but how to work with OHP and how to open a private practice. The training can seem intense, but that way in nine months when the scaffolding goes away, you know you've been doing it for nine months and have the foundation needed to do it yourself. That's what feeds us – the education and teaching part is so important for both of us. One day, we'd like to expand PTP to be more of an education center [continued below].

[Sawyer] Everything that we've done at PTP, we've had so many conversations. We have talked about every single part of PTP. We're constantly checking each other and every decision we've made we've talked about tons. That's really important to us – how can we intentionally set people up and make sure our interns feel like everything is checked?

How did you come up with your model?

[Sawyer] We got a lot of help and inspiration from Owls' Nest North, where we both worked. The owner there gave us all our paperwork, continues to be our mentor, and paved the way for us. I was there until I was fully licensed, and was set up well to start my own practice. It was very community-minded and was one of the first queer agencies in Portland.

[Roza] We've adopted some ways that we think about OHP: it's bureaucracy and we learn to work within it, but it's a broken system. Let's leverage it so we can use it for important work, and be careful not to collude with it. We have had to learn how to translate what OHP says. We've taken a lot of what we learned at Owls' Nest North, and added a somatic side and then the two of us leading collaboratively together. Not all agencies lead as collaboratively as we do, but we wouldn't want to do it any other way.

[Sawyer]: How can the two of us be collaborative so that we can be more collaborative with our interns? We really love each other, and basically had a baby [PTP] together. We've clashed, had conflict, and repaired. I think our relationship is a strength to PTP.

[Roza] We've had to individually and together grow out of those edges, which has rippled into PTP.

What do you like about your job?

[Roza] I love what we do. It can be hard, but in the end it's satisfying. There's something about being a support at this juncture for people's growth and being a part of that process.

[Sawyer] I remember what it was like being an intern, and I was wearing suits.

[Roza] I wore heels once! I haven't worn a heel since then except maybe to a wedding.

[Sawyer] That anxiety of "I have to be a professional and an expert!" Getting to create a space to make mistakes, wear whatever you want, be whoever you want.

[Roza] Find the therapist that you are. Don't be the therapist that I am.

[Sawyer] In this moment when you're starting to figure out who you want to be, getting to see all these different ways to show up. We get to be humans in the room too. We get to be a part of that and help you figure out, what are the hard spots you're running into while you're doing therapy? Help you move without shame or judgment. That's really cool to be a part of. And it's so exciting that it's so somatically based, because that's what we're both really passionate about. It's how we show up in the world, and it's exciting to get to show up how we are too.

[Roza] I love that it's experiential learning. A lot of what we do is, "what did you experience? What did you feel in the room?" Really digging into the experience of things, and then transitioning into theories. A lot of our trainings we do are experiential based; let's have an experience and then discuss.

What's hard about your job?

[Sawyer] Starting an agency is hard. We didn't know what we were getting into.

[Roza] I think learning that we're bosses. I went into it thinking I'd be a trainer, educator, and supervisor. But I didn't conceive that I was going to be a boss or leader. That's a very different dynamic to be thoughtful about. There's also the logistics of both being so anti-bureaucracy, but then being in the lion's den of OHP bureaucracy, and asking myself, "why am I here when I know the lion's teeth are sharp?!" [Continued below]

Learning how to have a relationship with bureaucracy that is sustainable. We have to ask ourselves: are we actually helping, or are we colluding with the bureaucracy? We've had to learn how to traverse this huge system.

[Sawyer] And keeping dedicated to reminding ourselves what we're doing this for. When we started, we had so many late nights of just reading the same paragraphs over and over, trying to understand what OHP documents were asking us. Then asking interns to speak in this specific way, perpetuating it and constantly having to remind ourselves of why we're doing this. You can write a beautiful treatment plan that is so attuned to the client, and then we go: "take all that out and be a robot." We're constantly trying to find a balance.

[Roza] It can be easy to be taken by the tidal wave of intense detail and rigidity. Keeping perspective is hard. We're asking people to be very attuned and human, and then work in this system. Somatics and being human and this system do not naturally work together. It's a language we have to switch into.

Why are both of you passionate about somatics?

[Roza] Because everything is somatic. There's nothing else! To me, there isn't a place where somatics starts or ends. It just is; whether you choose to focus on it or not, it's happening, because we are bodies, and somatic processes are already happening, so why not acknowledge it? It expands what's possible within the self.

[Sawyer] When you have a client who will follow you somatically, and will expand into their whole self, the difference that you experience is amazing. We can actually be here together, and be real and genuine. It's impressive how quickly it can happen; by the end of the session a client can feel what they've been saying in their body.

[Roza] Culturally, we're like, "I'm a head with a meat sack, and it's so inconvenient to drag it around." I come from the perspective of, you don't *have* a body, you *are* a body. You are it. To do deep healing, and not include that somatic process that's already happening, there's a limit to how far it can go.

What are you feeling hopeful about for our field?

[Sawyer] I feel super hopeful in how each generation gets better and better. It's really cool to see where it took us seven years to get to; hopefully you can start that much closer. What the next generation gets to create, and how the therapy world will shift further away from white supremacy. The fact that we're not stuck exclusively in the CBT world; what is going to happen and shift?

[Roza] I feel hopeful that there can be foundations laid so that people who start in their field want to stay in the field, and it's sustainable to live a life and also be a therapist. Some people who have been in the field have the mindset of, "I went through this, so everyone else has to pay their dues." That's not evolving. Just because I suffered, why should you?

What do you wish you had known when you were a counseling student?

[Sawyer] Mess up! I kinda wish I would have messed up more. I was in my suit, trying to be the expert. This is the time and place to really mess up because that's when you're really gonna learn. There might be "oops!" that's not the right thing to do, but you had an experience and you're gonna learn from it. Experience as much as you can. In school, there's this expectation that supervisors will come in and you'll just share about a client. Really, you share about your life and what's coming up for you. An intern will share about a client, and then the next question as a supervisor is "what happened to you? What happens when you share this right now?" Our job is to hold your anxiety and all the things that are happening for you, because that affects your clients directly. A good internship should allow you to put it all out there. Try things, share everything that's coming up for you. Not so we can take care of you, but so that you can grow. We will hold the space for you, but how will you expand? What will you do?

[Roza] We're the instruments of our work. We're going to bump into our own stuff, our own edges and patterns, and that is part of being a therapist. It's also okay to not know. The learning is getting comfortable with not knowing.



Chi Sigma Iota

Letter from the President

My name is Senna, and I am this school year's CSI Pi Sigma Upsilon chapter president. Chi Sigma Iota is the international honor's society for professional and student counselors. Our chapter aims to foster a sense of community within our counseling program that meets the needs of our peers, while creating a space where counseling and advocacy intersect. As we transition into a Portland spring, I'm thinking about how spring is a time for growth. A time for the seeds we planted last fall to begin to bloom. To my fellow third years, those seeds we planted in the fall of 2021 are soon to blossom! For the second and first year classes, savor the growth and the connections you're making; it is our student community that will support you throughout this intrepid process.

Our board is made up of second and third year students across cohorts, who bring their care, lived experiences, and dedication to our program. This past year CSI has made it a goal to connect students. Through our quarterly mentorship mixers and end of term socials, we created spaces for students to come together. Elections for next year's board are just around the corner, and we can't wait to see what the future holds!



2023-2024 CSI Board

- President: Senna Dillsi, dillsi@pdx.edu
- Vice President/President-Elect: Becca Day, reday@pdx.edu
- Secretary: Amanda Mercer, merceram@pdx.edu
- Treasurer / Fundraising: Stephanie Doig, smdoig@pdx.edu
- Faculty Liaison: Megha Angros, angros@pdx.edu
- Membership Chair: Ash Wyatt, awyatt@pdx.edu
- Mentorship Chair: Korie Cochran, kcochra2@pdx.edu
- Professional Development Chair: Kiel Tatum, ktatum@pdx.edu
- Social Chair: Jeannie Balenger, jbal2@pdx.edu
- Community Engagement Chair: Rach Junard, junard@pdx.edu
- Chapter Faculty Advisors: Dr. Lindsay Vik, lvik@pdx.edu & Dr. Katherine Friedman, fried25@pdx.edu



ANNOUNCEMENTS

- CSI membership invitations have been sent out, and we encourage students to check their email for that invitation
- CSI Board elections will begin in May. Students should keep an eye out for our self-nomination form in their emails



FACULTY ACHIEVEMENTS

Dr. Yun Shi

In September 2023, Dr. Yaghmaian and I provided a workshop on **What's your superpower? Identifying your strengths to foster community wellness** at PSU College of Education State of the School 2023, Portland, OR.

In October 2023, my team and I presented on **Supervising for wellness as anti-oppression: Moving beyond self-care at** Association for Counselor Education and Supervision (ACES) Annual Conference, Denver, CO.

In October 2023, my team and I presented on **Navigating teaching and student engagement in a post-COVID, post George Floyd climate** at Association for Counselor Education and Supervision (ACES) Annual Conference, Denver, CO.

In December 2023, my team and I presented on **A phenomenological analysis of novice counselors conceptualizing mental health needs of bilingual East and Southeast Asian clients** at National Board for Certified Counselors (NBCC) Foundation 2023 Mental Health Connections: Advancing Global Health Equity Conference, Virtual.

In April 2024, my Counselor Round Table Mandarin team and I hosted a webinar in Mandarin on Individualized counseling: Using client feedback to improve psychotherapy outcomes as an ongoing effort to provide high quality free training for Mandarin speaking counselors around the world. Over 25 counselors attended from China, Malaysia, and the United States.

Dr. Yi-Wen Su

Publications:

Doty, J. L., Barlett, C. P., Gabrielli, J., Su, Y., Yourell, J.*, Waasdorp, T. E. (2024). A theory-derived model of proximal processes of cyberbullying. *Journal of Social and Personal Relationships*. Advance online publication. <https://doi.org/10.1177/02654075241227394>

Chen, S. Y., Chen, C. C., Su, Y., Hyun, J. H., & Pietrantonio, Z. (2023). Content analysis of child and adolescent counseling outcome studies in counseling journals. *Journal of Child and Adolescent Counseling*, 9(2), 84-100. <https://doi.org/10.1080/23727810.2023.2232140>

Liby, C., Doty, J. L., Mehari, K. R., Abbas, I., & Su, Y. (2023). Adolescent experiences with online racial discrimination: Implications for prevention and coping. *Journal of research on adolescence*. <https://doi.org/10.1111/jora.12875>

Greenidge, T., Smith-Adcock, S., Cakmakci, H., & Su, Y. (2023). A Transcendental Phenomenology of School Counselors' Lived Experiences Transforming Remote Counseling Services During the COVID-19 Pandemic. *Professional School Counseling*, 27(1). <https://doi.org/10.1177/2156759X231161524>

Presentations:

Pietrantonio Z., Chitiyo J., Su, Y. & Chen S. (2024, June). Inclusive Education Training: Competence of Pre-Service School Practitioners. The University of West Bohemia, Czech Republic.

FACULTY ACHIEVEMENTS CONT.

Su, Y. & Li, D. (2023, October). A mediation analysis of Adverse Childhood Experiences (ACEs), bullying/cyberbullying experiences, and positive feelings about schools: Implication for counselors and counselor educators. Association for Counselor Education and Supervision Conference (ACES), Denver, CO.

Greenidge, T., Smith-Adcock, S., Cakmakci, H., & Su, Y. (2023, October). A Transcendental Phenomenology of School Counselors' Lived Experiences Transforming Remote Counseling Services During the COVID-19 Pandemic. Association for Counselor Education and Supervision Conference (ACES), Denver, CO.

Chen S., Chen C.-C, Su, Y., Hyun J. H. & Pietrantonio Z. (2023, September) A 10-Year Content Analysis of Child and Adolescent Counseling Outcome Studies in Counseling Journals. Association for Assessment and Research in Counseling (AARC) conference, Nashville, TN. (Proposal accepted.)

Su, Y. & Luo Y. (2023, March). Mindfulness for Mental Health Professionals: What and How. American Counseling Association (ACA), Toronto, Ontario, Canada.(Proposal accepted.)

Service:

Elected as The Member-at-Large for Diversity, Equity, Inclusion, and Antiracism (MAL-DEIA)-Elect of Association for Counselor Education and Supervision (ACES)

Dr. Rana Yaghmaian

Presentations

Johnson, E., Yaghmaian, R., Coddington, E., & Wells, R., (May 2024). Beyond the Transactional: A unifying framework to center disability justice in the academy and beyond. National Conference on Race and Ethnicity in Higher Education, Honolulu, HI, United States.

Siuty, M. & Yaghmaian, R. (April 2024). Interrogating college student support spaces: Examining the experiences of disabled students of color using critical disability race spatial analysis. American Educational Research Association Conference, Philadelphia, PA, United States.

Publications

Saia, T., Yaghmaian, R., Cuesta, R., Mueller, C., & Pebdani, R. (2023). A call to action for disability and rehabilitation research using a DisCrit and Disability Justice framework. *Disability and Rehabilitation*, E-Pub ahead of print.

Yaghmaian, R., Zeidan, A., & Pebdani, R. (2023). Intersectionality in CACREP accredited rehabilitation counselor education: An analysis of multicultural counseling syllabi. *Rehabilitation Research, Policy, and Education*, 37(3), 188-203.

Service

National Conference on Race and Ethnicity in Higher Education, National Advisory Board, Accessibility Committee Member (2023-2026)

Honors and Awards

Researcher of the Year (2024). College of Education, Portland State University

FACULTY ACHIEVEMENTS CONT.

A hello from Dr. Cor from their time on sabbatical in Portugal:

Olá de Portugal! My family and I are loving the warm weather, delicious food, and generous hospitality of the people we've met here. While I am here at the University of Porto, I will be lecturing about sexuality and gender identity to students in psychology undergraduate and master's programs. The course subjects include Social Systems and Deviance, the Psychology of peace, conflict, and violence, Models of Psychological Interventions, and Intro to Sexology. It's been really interesting learning about how the country and the clinical programs navigate gender expansiveness. I'll culminate my experiences at U.Porto by offering a seminar for "International Day Against Homophobia, Biphobia, and Transphobia".

At the beginning of May, we will hop over to Edinburgh, Scotland where I am collaborating with the University of Edinburgh Counselling and Psychotherapy programme. Here is a [link](#) to the first talk I will give. Along with a few colleagues and doctoral students, we will also offer a training [workshop](#) on Ethical Counselling with Queer and Gender Expansive People. I'll wrap up my time in Scotland by giving one last talk to a local queer [counselling](#) organization.

I look forward to sharing all about what I'm learning as I teach across cultures. See you in September!

Meet the Team:

Amanda Mercer, *Creative Director*
Dr. Rana Yaghmaian, *Lead Editor*