

A photograph of a campus scene featuring a red brick building with white window frames and a large tree with green and yellowing leaves. A black lamppost stands in the foreground. A large, semi-transparent circular graphic is centered over the image, containing the title text.

THE FOCAL POINT

STEPHENS
COLLEGE

Stephens College Counseling Program
Spring 2022 | Issue 1

School of Health Sciences | May 2022



INSIDE THE ISSUE

Faculty Members
Alumni Spotlight
Conference Presentations
School of Health Sciences
Campus Events
Student Spotlight
Tell me More...
Community Matters

Message from the Director

The Spring 2022 semester marks my first two years as the Director of Counseling here at Stephens College. In this short time, I'm pleased to report that the counseling program continues to grow and thrive. To continue highlighting the many talents of our students, faculty, staff, and alums, I'm excited to introduce our official counseling program newsletter, *The Focal Point*. This inaugural volume of *The Focal Point* profiles student and faculty activities, examines current trends & issues in counseling, and allows for an ethically appropriate (of course!) peek inside the personal lives and successes of students and faculty alike. On that note, don't miss our "Tell Me More..." feature on the therapeutic aspects of animals and our collage featuring the pets of our students and faculty! Welcome to *The Focal Point*. Enjoy!

--Dr. Kissinger

FACULTY MEMBERS

Clinical Mental Health Counseling

Dr. Dan Kissinger

Director of Counseling and Associate Professor



Dr. Kissinger has served as the director of counseling and associate professor for the Stephens College Counseling program since 2020. Dr. Kissinger completed his B.A. in Psychology from the University of Wisconsin-Eau Claire, M.S. in Kinesiology at the University of Nevada-Las Vegas, M.Ed. in Counseling and Guidance from Clemson University, and Ph.D. in Counselor Education from the University of South Carolina. His clinical experiences include working with adult and adolescent populations in public and private mental health organizations, college counseling centers, and private practice. In addition to his administrative role, he teaches courses in the core and clinical mental health counseling areas. His research interests include wellness/wellness counseling, student-athletes/identity/sport culture,, and issues surrounding the therapeutic/supervisory alliances. Dr. Kissinger is a licensed professional counselor and board-approved supervisor in Missouri.

Dr. Sarah Irvin

Assistant Professor of Counseling

Dr. Irvin received her Ph.D. in Counselor Education and Supervision from the University of Holy Cross in New Orleans. She received her M.Ed. in Clinical Mental Health Counseling from Delta State University and her B.A. in Educational Psychology from Mississippi State University. Dr. Irvin is a Licensed Professional Counselor who specializes in working with clients coping with severe mental illnesses. She is also the Program Chair of the Law and Ethics in Counseling Conference held annually in New Orleans. Dr. Irvin enjoys presenting at state and national level conferences on topics such as forgiveness, self-care, and counselor supervision. Her research interests include counselor wellness and self-care and counselor supervision.



Dr. Sean Travis Clouse

Associate Professor



Dr. Clouse earned his B.S. in psychology, an M.A. in human development and family studies, an M.A. in counseling psychology and a Ph.D. in counseling psychology, all from the University of Missouri-Columbia. A member of the Stephens faculty since 2006, he teaches courses in the education, psychology and counseling programs. His courses focus on life span development, multicultural aspects of learning, social justice issues and counseling. He also serves as the certification officer for the early childhood and elementary education and school counseling programs. Clouse is a licensed psychologist in the State of Missouri and focuses his clinical work on adolescents and young adults.

Dr. Kendra Shoge

Assistant Professor of Counseling

Dr. Shoge received her PhD in Counselor education from Marietta College. She received her M.S. in Mental Health Counseling as well as her B.S. in Psychology from Missouri State University. Dr. Kendra Shoge will be joining us this Fall.



FACULTY MEMBERS

School Counseling



Carolyn Roof

Instructor

Carolyn Roof, M.Ed. has been a counselor educator at Stephens College since 2009. She has taught School Counseling Practicum/Internship, Foundations of School Counseling and Behavior Strategies/Classroom Management. She has also served as an adviser for school counseling graduate students. She is a former Coordinator of Elementary School Counseling for Columbia Public Schools as well as a former school counselor at Mill Creek Elementary School in Columbia. She continues to work part-time as an elementary school counselor. She started her career as an Elementary Learning Disabilities Teacher before becoming a school counselor. Roof completed her graduate and undergraduate degree at Northeast Missouri State University (now Truman State). Roof has served as president of the Missouri School Counselor Association Governing Board as well as other positions. She has also served as Midwest region vice president of the American School Counselor Association Governing Board. She continues to work as a consultant and facilitator for the Missouri Department of Elementary and Secondary Education School Counselor Section. Roof has been recognized as Missouri School Counselor Association Outstanding Counseling Director/Coordinator of the year and American School Counselor Association Elementary Counselor of the Year. Roof enjoys working for Stephens College and loves educating and training future school counselors.



Ann Landes

Instructor

Ann Landes has been a counselor educator at Stephens College since 2008, teaching mainly school counseling-related courses, as well as practicum and internship. In addition, she is an academic advisor for the school counseling students. Landes graduated with a B.S. in Education from the University of Nebraska and earned her M.Ed. in Counseling from the University of Missouri-Columbia. She worked as a school counselor, director of school counseling, and district coordinator for secondary school counseling over a period of 31 years. She retired in 2009 from Columbia Public Schools, but continues to work with CPS students and staff as the coordinator of secondary summer school. In 2009, Landes was named Outstanding Counseling Director/Coordinator by the Missouri School Counselor Association. She has remained active in that organization, completing a three-year term as post-secondary vice president on the MSCA Governing Board. While Landes did not attend Stephens College, she comes from a family that includes five Stephens alumnae, dating back to the 1930s. This family connection has made working at Stephens College especially rewarding.

Adjunct Faculty Members

Dr. Bragg Stanley (Career Counseling & Development)

Andrew Taegel, M.Ed., LPC, CRADC

Dr. Bob Reitz (Research Methods)

Dr. Tara Vossenkemper (Internship; Ethics, Foundations)

Kate Weir, Ed.S., M.Ed., LPC-S (Child & Adolescent Counseling)

Alumni Spotlight

The Counseling Department is proud of the successes of our alumni! Here you will find brief bios and professional updates with Stephens Counseling alumni, sharing their current experience and showcasing their diverse background and skills

Rena Barkema, LPC, LMFT

I graduated from Stephens with a BFA in theater in 1985 and then I came back again in 2009 and graduated in 2012 with M.Ed. in Counseling.

Through the Burrell Integration Department, I am currently the Stephens College Counseling Clinic Supervisor. I manage the clinic, provide therapy to Stephens College undergraduate students and provide clinical supervision for the practicum students in the Counseling program.

The Stephens College Counseling Program was a great experience, with small classes that allowed for excellent interaction between students and professors. Along with learning important skills, it connected me with other professionals in the field and gave me the confidence to practice in any type of setting, private or community mental health which is where I began my career and where I have chosen to stay.

Stephens was like coming home for me but I really liked the focus on counseling skills and hands-on training. I could have gone the LCSW route but felt that I didn't need to. With an M.Ed. in Counseling, you can be in leadership in any organization if that's what you want to do. The skills I learned and the training I received at Stephens in the Counseling program allow me to do it all!



Terrence Walker, M.Ed.

My name is Terrence Walker, I am a proud Stephens College graduate. I attended Stephens College January 2015-August 2017. I graduated with a Masters of Education in Counseling, with an emphasis in K-8 School Counseling and Licensed Professional Counseling.

I currently work for Columbia Public Schools as an Elementary School Counselor where I serve students kindergarten through fifth grade. My role consists of leading a Comprehensive School Counseling Program that meets all students Social/Emotional, Academic, and Career Developmental needs. I meet these needs through Classroom Curriculum, Responsive Services, Individual Student Planning, and System Support. Lastly, a big part of my role as a school counselor is advocating for students, teaching, and modeling new skills, as well as collaborating with all stakeholders involved in the student's life. I also consult and collaborate with fellow school counselors, attend professional development, and refer students and families to outside resources as needed.

I also, work as a Mental Health Coordinator for Rainbow House Columbia. In this role I work with youth aged from birth-17, that need emergency crisis, state, or respite care. In this role I work with staff to help the youth build social/emotional developmental, and problem-solving skills. I also work with youth one-on-one to assess their current development, behaviors, and/or past traumatic experiences. Lastly, I provide Brief Solution Focused Services to our youth in need, as well as provide training opportunities to help staff feel confident in their everyday interactions with our youth during their stay at Rainbow House.

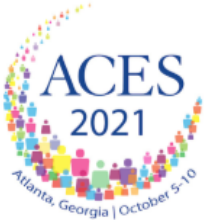
As I've stated before I am a proud graduate of Stephens College. When I started as a graduate student, I did not have the worry of there being few male identifying individuals in the program or University. My focus was to meet my educational goals, start a program that was clinically based, and have a hands-on experience. What I hoped for is exactly what I got. At Stephens the professors are working within their field of expertise or have a way of gaining insight to bring into the classroom setting. Through-out my experience there were many opportunities to hear stories, listen to speakers, write papers, study new information, role play and gain hands-on practicum experiences. Lastly, during my time in the counseling program I learned the importance of networking, collaboration, consultation, and advocacy. I learned that it is important to be a part of counseling organizations, not only for support, but to continue as a lifelong learner.

In conclusion my advice for future Stephens College students is, research what type of program you're interested in, visit the school, ask questions, and never shy away from a program because it is considered primarily a female school. When you start a program, your personal goals and aspirations are what truly matter. Find the school/program that best fits your needs, and go for it, and no matter how tough things get never give up or lose track of what you want for yourself.

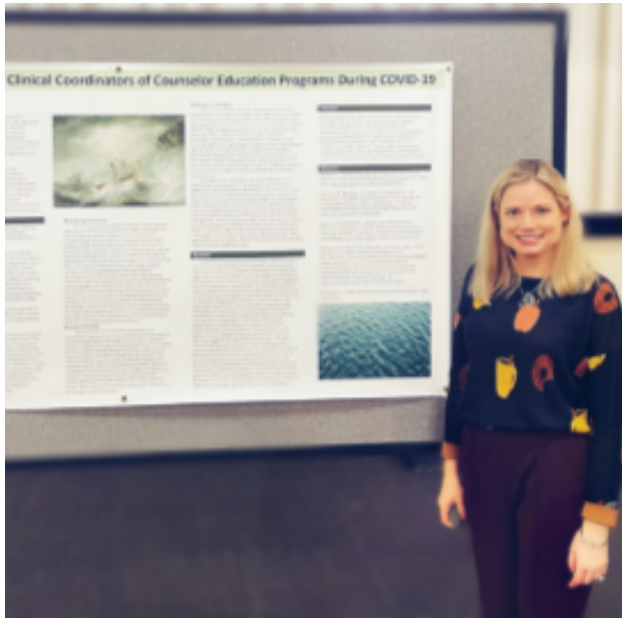
-Terrene Walker, MEd (He/Him/They)

Conference Presentations

Association for Counselor Education and Supervision (ACES) Fall 2021 Conference - Atlanta, Georgia



The ACES conference is a bi-annual conference which highlights research and best practices in supervision and counselor training. Dr. Irvin and Dr. Kissinger attended the Fall 2021 ACES conference and presented their research.



Dr. Sarah Irvin presenting a poster on the Experiences of Clinical Coordinators of CES Programs during COVID-19. Not pictured: Co-author Alexander Becnel



Dr. Dan Kissinger and Dr. Lindsay Vik (Dr. K's former GA) presenting a poster on the Wellness and Resiliency Implications of a Wellness-Based Cancer Support Group.



Pictured: Dr. Sarah Irvin and Dr. Theodore Remley

7th Annual Law and Ethics in Counseling Conference 2022 - New Orleans, Louisiana

The annual Law and Ethics in Counseling Conference looks at recent trends and developments in the area of law and ethics in counseling. Dr. Sarah Irvin serves as the Program Chair of the Law and Ethics in Counseling Conference along with the Conference Director, Dr. Theodore Remley. Dr. Remley is a widely published author in the area of legal and ethical issues in counseling. He is the author of the textbook used in our course Ethical and Legal issues in Counseling.

Stephens College School of Health Sciences

Spring Health Science Research Conference



Stephens College School of Health Sciences presents

Spring Health Science Research Conference

Stephens College's School of Health Sciences is comprised of undergraduate and graduate programs which focus on making a difference in the community. The School of Health Sciences hosts a research conference each year. The 2022 spring semester was the first instance Counseling graduate students participated in the annual School of Health Sciences Research Conference. We are so proud of our students who presented their research at the Spring Health Science Research Conference and represented the Counseling Program. Students, Hayley Smith, Cassandra Malcom, and Catherine McNeely showcased poster presentations on their research.

Hayley Smith and co-authors, Cassandra Malcolm and Dr. Sarah Irvin, presented a review of empirical literature surrounding the ethical, historical, and cultural factors of touch and how touch impacts therapeutic outcomes. Hayley and co-authors provided an overview of the various ideas and rationales for using or not using touch through influential psychological theorists. The researchers concluded with research findings about the use of touch in counseling and provides guidelines for using touch in current counselor education programs.

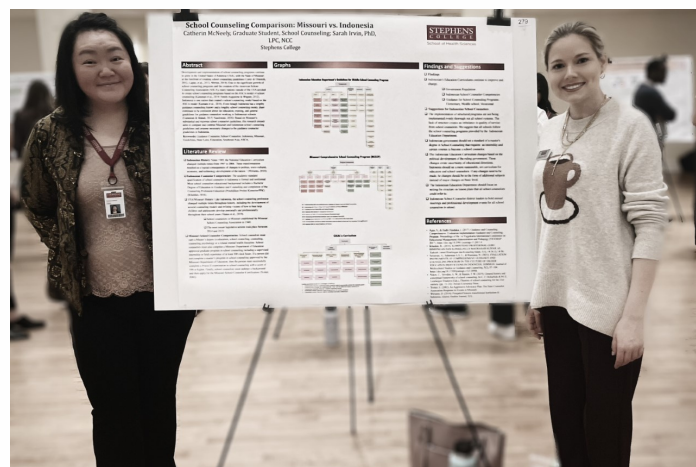
Catherine McNeely and co-author Dr. Sarah Irvin highlighted the differences and likeness of Missouri and Indonesian school counseling guidelines. Additionally, Catherine and Dr. Sarah Irvin proposed necessary changes to the counselor guidelines in Indonesia.



Pictured: M.Ed. in Counseling students Hayley Smith, Cassandra Malcom, Catherine McNeely, Jen McIntyre, and Michelle Haas



Pictured: Hayley Smith and co-authors Cassandra Malcolm and Dr. Sarah Irvin presenting poster on the Implications for Guidance on Touch in Counselor Education Programs



Pictured: Catherine McNeely and co-author Dr. Sarah Irvin, presenting poster on School Counseling Comparison: Missouri vs. Indonesia

Campus Events



Pictured: Dr. Julia Moffitt (Dean of the School of Health Sciences), Dr. Dan Kissinger, Wally Funk, and Dr. Sarah Irvin

Stephens College alumna and aviation pioneer Wally Funk boarded Jeff Bezos' Blue Origin New Shepard in July, 2021 and became the oldest woman to rocket into space. Wally learned to fly at Stephens, and in 1959 was a member of NASA's Mercury 13, a group of women selected to train as the country's first astronauts. Although NASA decided in 1960 that only men could join the space program, Wally made space flight her lifelong dream and ambition. She continued to be a trailblazer for women in aviation, and became the first female Federal Aviation Administration inspector.

Dr. Julia Moffitt, Dean of the School of Health Sciences, interviewed Wally on December 8th, 2021 at a public presentation. That event was followed by a special students-only gathering with Wally.

Developing Awareness

The Center Project is an organization in Columbia which serves members of the LGBTQ community throughout mid-Missouri. Students enrolled in our Multicultural Counseling course completed a BRITE training provided by The Center Project. The training educated students on current issues which impact LGBTQ community. The goal of BRITE trainings is to create welcoming, safe, and supportive spaces for individuals in the LGBTQ community.



This is a BRITE space.

Building Respect and Inclusion through Training and Education

We are committed to creating respectful and affirming spaces where LGBTQIA+ people are supported and celebrated. We practice allyship by educating ourselves and others, challenging assumptions and stereotypes, and advocating for inclusive environments. We are dedicated to making our space welcoming for all.

Provided by The Center Project

Picture of BRITE Light training certification



Dayln Collin's baby: Evelyn Louise



*Emily Kingsolver's baby:
Stevie Bethany Kingsolver*



*Michelle Hass's baby: Scarlett F.
Lindeman*



*Emily Kingsolver's baby:
Lester Chad Kingsolver*

Congrats to our Graduates!

The Faculty and Staff of Stephens College would like to congratulate our Spring 2022 Graduates



Spring 2022 Graduates

Madison Burke (CMHC)
Lorena Hardman (CMHC)
Rebecca Herrington (SC)
Taylor Humble (SC)
Christina Ball (SC)

Congratulations OUTSTANDING CMHC & SC STUDENT AWARD winners!

Nanci Nikodym (CMHC)
Misty Werkmeister (SC)

Welcome Fall 2022 cohort!

Geneveive Gomez-Lince
Michelle Sears
Jenna Young
Alberta Blair
Cassondra Martin
Natasha Jenkins

Whitney Leadbetter
Abigail Hoer
Madison Smith
Unique Allen
Jessica Hager
Shannon Beck

Tell Me More...

“Animals are such agreeable friends—they ask no questions; they pass no criticisms.”

-George Eliot

Including Animals in Therapeutic Interventions

By: Nicole Snow

Counselors are lifelong learners who remain actively engaged in reviewing and integrating evidence-based research into their counseling practice. One area that continues to gain traction among researchers and practitioners alike is the use of animal assisted therapy. Another avenue of animal assisted support services involves the use of "emotional support" animals (ESAs).

Specifically, ESAs refer to an untrained animal that provides support to an individual with a mental or emotional disorder.

ESA's are legally recognized with a letter written by a medical or mental health professional that advocates the individual's need for the animal (Carroll et al., 2020). As such, professional counselors are expected to know the legal aspects of ESA's and assessment tools for evaluating an individual's benefit from human-animal interaction. For instance, after evaluating multiple qualitative studies, Brooks et al. (2018) noted there are multiple ways pets can contribute to an individual managing a mental health condition.

Hicklin and Piazza (2018) also highlight a variety of possible positive health effects of human-animal interaction, including decreased levels of cortisol and lower blood pressure and a reduced sense of loneliness.

More recently, a 2021 national survey published by the Animal Pet Products Association found that 90.5 million households in the U.S. own a pet. This overall number is broken down by pet type within a household as follows:

- 69 million (76.24%) households own a dog
- 45 million (49.72%) households own a cat
- 14.4 million (15.91%) households own a fish
- 9.9 million (12.94%) households own a bird
- 6.2 million (6.86%) households own a small animal
- 5.7 million (6.30%) households own a reptile
- 3.5 million (3.87%) households own a horse

With the growing number of animals being claimed as ESA's and the number of households in the U.S. that own pets, counselors must remain aware of the potential therapeutic influence of animals and how support animals could be integrated into a client's treatment plan (and life).

To that end, our first iteration of our ongoing "Tell Me More..." series, we created a short survey to explore pet ownership among current students in the Stephens Counseling program. The results of the survey finding can be found on the following page.

Continued on next page.

The results of our survey are as follows:

Stephens College Counseling Students Involvement

45 students in Stephens College Counseling program were offered the opportunity to complete our survey via Qualtrics.

- 23/45 (51.11%) counseling students completed the voluntary survey

Pet Ownership Among Stephens College Counseling Students

- 22/23 (95.65%) of respondents reported having a pet
- 1/23 (4.35%) of respondents reported not having a pet

Pet Ownership by Pet Type

- 15/23 (65.22%) of respondents reported having a cat
- 14/23 (60.87%) of respondents reported having a dog
- 2/23 (0.09%) of respondents reported having a fish and/or reptile
- 2/23 (0.09%) of respondents reported having a small animal

We requested the students submit pictures of their pets and include the pets name, to include in this newsletter. The submitted pictures, along with pictures of Stephens College faculty and staff pets, can be found on the following page.

Suggested Readings

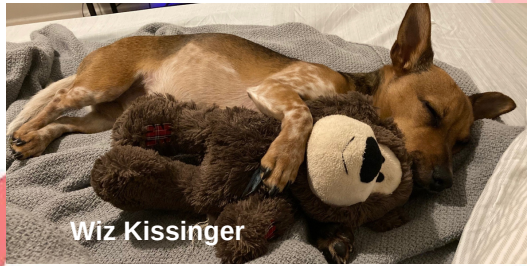
Emotional support animals: A framework for clinical decision-making - Ferrell & Crowley
Emotional support animal assessments: Toward a standard and comprehensive model for mental health professionals - Younggren, Boness, Bryant, & Koocher
Emotional support animals: An overview of practical and legal issues for social workers - Hahn, Hinton, & Hallyburton
Companion animals as buffer against the impact of stress on affect: An experience sampling study - M. Janssens., E. Janssens, Eshuis, Lataster, Simons, Reijnders, & Jacobs

Suggested Videos

Animal-assisted therapy: Engaging the human-animal bond - UVic
Animal assisted therapy - AllCEUs Counseling Education

References

- Animal Pet Products Association. (2021). 2021-2022 APPA national pet owners survey [Data set]. https://www.americanpetproducts.org/press_industrytrends.asp
- Brooks, H. L., Rushton, K., Lovell, K., Bee, P., Walker, L., Grant, L., & Rogers, A. (2018) The power of support from companion animals for people living with mental health problems: A systematic review and narrative synthesis of the evidence. *BMC Psychiatry*, 31. <https://doi.org/10.1186/s12888-018-1613-2>
- Carroll, J. D., Mohlenhoff, B. S., Kersten, C. M., McNeil, D. E., & Binder, R. L. (2020) Laws and ethics related to emotional support animals. *Journal of the American Academy of Psychiatry and the Law*, 48(4), 509-518. <https://doi.org/10.29158/JAAPL.200047-20>
- Hicklin, T., & Piazza G. (2018) The power of pets: Health benefits of human-animal interactions. *NIH News in Health*. <https://newsinhealth.nih.gov/2018/02/power-pets>
- Therapy Dogs. (2018, July 1). A history of therapy dogs for depression. Alliance of Therapy Dogs. <https://www.therapydogs.com/animal-therapy/>



Wiz Kissinger



Roxie Collins



Bailey Wright



Bentley & Denali
Motta



Omar Smith



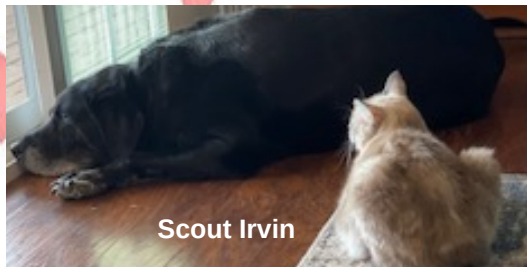
Kitty Irvin



Rylee & Luna Collins



Cayenne Motta



Scout Irvin



Luci & Bodi Pescaglia



Bentley Motta

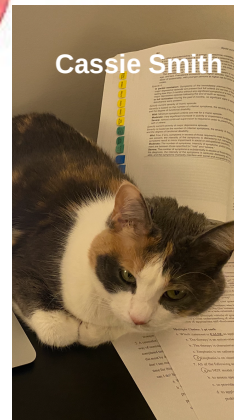


Zeke & Xena Marti



In Aliana's heart furever

Frodo Young



Cassie Smith



Olive & Luna Burke



Estelle Snow



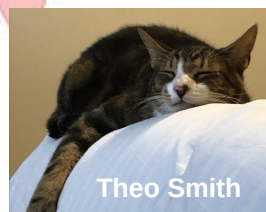
Naboo Smith



Azula Smith



Jethro & Kazuchika
Smith



Theo Smith



Sunshine &
Ella Malcolm



Wiz Kissinger

Counseling Student & Faculty Pets

COMMUNITY MATTERS

Children's Mental Health and Covid-19

By: Kate Weir, M.Ed., Ed.S., LPC-S, RPT-S

Children thrive on routine, consistency and predictability. These things make children feel safe and create environments and “containers” in which children can explore the world and develop physically, emotionally and intellectually with a sense of safety. When COVID struck, everyone’s worlds were turned upside down, including those of children. Because of this, the pandemic has taxed children emotionally, socially, and educationally.

Educationally, The Constitution and Campaign Reform (2000) cites that millions of children are behind in math and reading and that lower-income minority communities, who were denied in-person learning for the longest time, will suffer the most long term harm.

In addition to academic consequences, lockdown and school closures led to a loss of interactions with peers which is likely to have long lasting impacts on social and emotional development. This loss of peer interaction can negatively impact the development of social skills and could potentially increase the chances of children experiencing social anxiety (Brown & Pezzella, 2021).

Children’s mental health has also taken a toll. A study performed in China showed that rates of pediatric depression before the pandemic were estimated to be 13.2% increasing to 22.28% after the pandemic. Those most vulnerable prior to the pandemic due to issues at home and with family showed higher levels of anxiety and depression. (Hafstad et al., 2021). This is attributed to loneliness and isolation in lock-down (Brown & Pezzella, 2021) and increased use of social media, not to mention actual or feared death or illness of family members (Listernick & Badaway, 2021).

Kate Weir, M.Ed., Ed.S., LPC-S, Registered Play Therapist-Supervisor, is the Director of Kindred Collective, LLC in Columbia where she and her colleagues serve children, adolescents, and families. Kate also serves as an instructor for Heartland Play Therapy Institute. She is a member of the Association for Play Therapy, The American Counseling Association and PEO International, Chapter NC.



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Despite the consequences of the pandemic for children, we can have hope. Research has been ongoing for four decades about children's resilience and protective factors gives us insight into how to increase a child's chances of healthy development and positive life outcomes (Bartlett & Rivrette, 2020).

These protective factors include:

1. Sensitive, responsive caregiving. This can include intentional, quality time spent with children (even short spurts) (Bartlett & Rivrette, 2020).
2. Using the 3 R's: Reassuring children about their safety and the safety of loved ones; maintaining Routines and teaching children how to Regulate (Bartlett & Rivrette, 2020).
3. Emphasizing positives, including stories of resilience and hope (Bartlett & Rivrette, 2020).
4. As we learned from Fred Rogers: We can train children to "look for the helpers" in all situations by pointing out the scientists, health-care professionals and teachers who have been helping us.
5. Allow children to process and express their feelings through play. Play is how children make sense of the world and tap into hope and healing (Landreth, 2002). It is beneficial to provide children with "toys" that symbolize the pandemic such as: disposable or cloth masks; doctor toys; computer toys symbolizing online learning, etc.
6. Provide children with opportunities to write, draw, use clay, make music and play with puppets in any way that feels good to them in order to process feelings.
7. Don't be surprised if children revert to habits or behaviors from an earlier time in their development. This often happens during times of distress. Simply nurture children right where they are.



"The most important thing is that we are able to be one-to-one, you and I with each other at the moment. If we can be present to the moment with the person that we happen to be with, that's what's important."

-Mister Rogers



Upcoming Events

May 18: Family Fun Fest - Bee Kind to Your Mind @Cosmo Park

June 10 & 11: MAPT Annual Conference

June 11: The Center Project - Rainbow Ride

June 15: Family Fun Fest: Juneteenth Jamboree @Cosmo Park

July 14: Introduction to Systemic Racism

Stephens College Counseling Center

The Stephens College Counseling Center (SCCC) is Stephens College's campus counseling center and the counseling program's dedicated training clinic. Each semester, counseling students in the CMHC practicum course provide counseling services to Stephens College's full-time undergraduate and graduate students** under the supervision of a licensed professional counselor.

At the SCCC, Stephens College students are afforded free, confidential individual counseling services covering a range of emotional and psychological issues that include, but are not limited to: adjustment issues, depression, anxiety, grief and loss, relationship issues, abuse and trauma, and substance use.

**It is important to note that Stephens College Counseling students are not able to utilize the SCCC for services. This is done to maintain professional boundaries given the SCCC's status as the program's training facility. Counseling students who are unable to access professional counseling services through their employer or other means should email Dr. Kissinger, who will assist in identifying and facilitating a connection with local professional counseling services.

For more information, please contact counselingcenter@stephens.edu.

The College does not discriminate in its admissions practices (except as permitted by law), in its employment practices, or in its educational programs or activities on the basis of age, color, disability, gender expression and identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status and all other classifications protected by law

Stephens College
School of Health Sciences | Counseling Department



Stephens College