Welcome to the fall 2015 semester! As we begin a new year, I would like to thank all of the students who participated in last year’s Counseling Center Wellness Survey. The results were overwhelmingly positive. More than 1,000 Roosevelt students participated and won great prizes from our generous donors, including the Dining Center, Athletics, University bookstore, Chicago Bears, and Chicago White Sox. Most important, we gained valuable insight into the smart and healthy decisions Roosevelt students make. Here are just some of the things we learned:

- 90 percent of students describe themselves as healthy.
- About 70 percent of students exercise for 20 to 30 minutes at least once per week.
- About three in five students make food choices based on nutritional content.
- More than half of students who drink alcohol choose to drink in moderation.
- Four out of five students have never smoked marijuana.
- More than 80 percent of students who are sexually active always verbally establish consent with sexual partners.

Key components to college success are self-care and balance. Based on our survey results, Roosevelt students are meeting those needs and making healthy choices at a higher rate than national averages for college students. We are thrilled that our students have created a culture of wellness at Roosevelt. Let’s keep this momentum rolling in the 2015–16 academic year and strive to maintain Roosevelt as a safe, happy and healthy campus. If you want to know more about the 2014 Wellness Survey, you can find it at roosevelt.edu/counseling or by contacting me at tesposite@roosevelt.edu.

Taylor Esposito, PsyD
Coordinator of Clinical Services
HOME AWAY FROM HOME

KRISTEN ADAMS, MEd
Homesickness often happens after experiencing a major life transition, such as starting college or graduate school. The separation from home and familiar surroundings such as family, friends and community can be jarring and cause distress, a hallmark feature of homesickness. People may have recurrent thoughts about home and long to be back in their familiar environment. They may feel sadness, anxiety, isolation, loneliness and/or decreased concentration as well.

It’s easy to think that homesickness happens only when living away from home or being in entirely new surroundings. While this is often the case, people who are living at home while attending college may also experience homesickness in the same way an international student might.

Attending college or graduate school for the first time exposes people to many new and different experiences. Students create their own schedules, manage their own time, and meet new people from all over the world. At the same time, they must navigate a new range of academic disciplines housed in a new set of buildings, potentially within a completely new and foreign city. Everything is new and different. And that is what contributes to feelings of homesickness—the loss of familiarity and the acquisition of things that are no longer comparable to what we once knew.

College is a time when people assume new identities and responsibilities. It is normal to yearn for a little piece of home and wish for grandma’s cooking after a long, hard day. It is okay to get frustrated about sharing a room with someone or miss the days when you could snooze your alarm for an hour straight without waking anyone. It’s even true that you might dislike the added sense of responsibility that coming to college awards, while simultaneously reveling in it. But, while these feelings and experiences are common and normal, it is important to be mindful of when feelings of homesickness become overwhelming and unhealthy.

Typically, feelings associated with homesickness should begin to wane after a few weeks. If thoughts about missing home continue to consume daily life beyond this point and are accompanied with intense feelings of sadness, withdrawal and physical complaints such as headaches and stomachaches, it is important to reach out for help. Confiding in a friend, family member, professor or mentor can be a helpful first step. It can also be helpful to connect with others by joining suitmates for dinner or participating in a special interest group on campus. A lot of the time, homesickness can be cured by developing strong connections with your new environment and with those who inhabit that space as well.

When to seek help?
If you have tried all of these things and still cannot shake the thoughts and feelings associated with homesickness, ask for help. Counselors at Roosevelt University’s Counseling Center are willing and available to talk with you about what you’re going through and how you can resolve these feelings. You can visit or call RUCC to schedule an initial appointment, or drop in between 3:30–4:30 p.m., Monday–Thursday to meet with a counselor during consultation hour.

Resources
acacamps.org/sites/default/files/images/research/connect/documents/CARE%20Homesickness%26Separation.pdf
campspirit.com/files/2012/05/HS-in-University_JACH_2012.pdf
cnn.com/2010/HEALTH/08/16/homesickness.not.about.home/
scu.edu/wellness/topics/homesickness/adjustment.cfm
timeshighereducation.co.uk/news/homesick-students-need-help-from-universities-study-says/2007551.article

GROUPS AT THE COUNSELING CENTER

In group therapy, a small group of students meets weekly with one or two group therapists. Groups are often the best way for people to receive counseling services. In groups, members have the opportunity to share concerns and listen to each other, give and receive feedback, offer support to one another, express feelings, and learn more about how they interact with others.

How do I join?
Call the Counseling Center at (312) 341-3548 or stop by AUD 470 to schedule an intake appointment. When you meet with the intake clinician, indicate your interest in group counseling. Groups are held on various days and times throughout the week.
Autism has been a popular topic in recent years, as there have been a rising number of individuals diagnosed. Colleges and universities also have seen a growing number of students with autism spectrum disorder (ASD), the official name for autism, which includes what was previously considered two separate diagnoses, Autistic Disorder and Asperger’s Syndrome. Chances are that you may interact with someone who has ASD at some point in your time at Roosevelt.

Many college students with ASD have a successful experience and excel in the university environment. Others may struggle with navigating interactions with professors, learning to live independently in a residence hall, and forming connections with peers. Some aspects of being a successful peer to college students with ASD include showing empathy, being open, striving to understand their experiences, being willing to ask questions and start conversations (including about what support they may want), respecting requests regarding areas in which they do not want support, thinking critically about how and why you make decisions about how to act in social situations, and not making assumptions about lack of interest, emotions or capabilities.

There can be a lot of confusion about what autism is exactly and how it is experienced by individuals and their communities. Increasing your awareness may improve your ability to interact with and support your peers. Read the following frequently held misconceptions about ASD to take your first step in increasing this awareness.

Myth: I feel awkward sometimes. I think I might have ASD.
It is true that individuals diagnosed with ASD can feel or be perceived as awkward in social interactions. However, anyone can struggle with social interaction for a number of different reasons, such as anxiety, lack of exposure to specific social situations, or having an introverted personality. Individuals with ASD have specific difficulties in two main areas.

First, they struggle with social communication and interaction. This can include difficulty reciprocating social interactions, struggles with nonverbal communication, and difficulties maintaining friendships. It can present itself in struggles to make appropriate eye contact, a tendency to speak in a monotone voice, trouble understanding others’ emotions, and trouble maintaining conversation.

Additionally, to meet criteria for ASD, an individual must also show restricted, repetitive patterns of behavior, interests or activities. This may include moving in repetitive ways, repeating phrases, difficulty with transitions, inflexibly adhering to routines and rules, concrete thinking, strong interests in particular subjects, and being either insensitive or overly-sensitive to sensory input such as sounds and physical sensations.

Myth: Individuals with ASD are intellectually disabled.
The inclusion of the word “spectrum” is a very important component of this diagnosis. This refers to the concept that individuals who have been diagnosed with ASD have strengths and challenges that manifest in a variety of ways. In other words, not all individuals with ASD have exactly the same difficulties or the same level of functioning. Individuals with ASD have a broad range of intellectual abilities. While it is possible for individuals with intellectual disabilities to also have ASD, many children and adults with autism are not intellectually disabled. In fact, the individuals with ASD who you may interact with in the college setting likely have strong intellectual abilities.

Myth: All individuals with ASD have amazing memory and mathematical abilities.
As previously noted, the symptoms of ASD present across a spectrum. The specific characteristics of the disorder vary greatly from person to person, and one individual’s strengths and limitations do not give any indication of another’s. While some individuals with ASD have specific skills that are above their general ability level, many individuals do not have those skills.

Myth: ASD is caused by vaccinations.
The symptoms of ASD tend to become noticeable in the toddler years as children have more social interaction with other children. The fact that this happens to be around the same time that children typically receive a number of vaccinations has led to the misconception that vaccines cause autism.
Numerous studies have indicated there is no scientific evidence that vaccines cause ASD. Research suggests that ASD is caused by a combination of genetic and environmental factors. Studies using identical twins demonstrate the strong impact of genetics in the development of ASD. Environmental factors, such as family medical conditions, parental age, and complications during pregnancy and birth also appear to be connected with the occurrence of autism.

**Myth: ASD is occurring more frequently than in the past.**

It is true that the prevalence of ASD is increasing. As of 2009, 1 in 110 individuals were diagnosed with autism spectrum disorder compared with 1 in 1,500 in 1975. However, this does not necessarily mean that autism is occurring more frequently than in the past. Due to increased awareness from parents, teachers, and medical and mental health professionals, children who may have met criteria for ASD but remained undiagnosed in previous years are now more likely to receive a diagnosis and therefore qualify for appropriate services and support.

**Myth: Individuals with ASD prefer to be alone and are uninterested and incapable of maintaining relationships.**

Individuals who are diagnosed with ASD vary in their level of social skills and ability to connect with others. Many do struggle to connect in ways that neurologically typical individuals expect to connect. However, individuals with ASD are capable of creating and maintaining strong close relationships with others. Furthermore, while some individuals with ASD struggle to understand friendships and are uninterested in social connection, many crave social interaction. During childhood, friendships can consist of more side-by-side play, but social relationships become much more important in adolescence. During this time, many teens with ASD become painfully aware of being different from their peers. They may be bullied or experience hurtful interactions because of these differences, potentially leading to anxiety related to social situations. Additionally, individuals with ASD often struggle to know how to interact with others. They may have difficulty noticing and responding to emotions, understanding jokes, and picking up on subtle cues in conversation. Despite being interested in friendships, the combination of their previous experiences of rejection and their struggle to interact often causes individuals with ASD to isolate themselves.

**Myth: Individuals with ASD don't feel emotions.**

Individuals with autism spectrum disorder do feel emotions, likely in the same variety of ways that any neurologically typical individual experiences emotions. ASD often results in a struggle to express these emotions, and individuals with ASD may communicate their emotions in different ways than others.

**Myth: ASD can be outgrown or cured.**

There is no “cure” for autism. Children who have been diagnosed with ASD (or those who have gone undiagnosed) will likely continue to struggle with nonverbal communication and emotional interaction into adulthood. With early intervention, some children may be able to improve their skills such that they do not meet criteria to be diagnosed with ASD. As they move into adolescence and adulthood, individuals may learn strategies that improve their social and communication skills. While it is not realistic to expect individuals with ASD to have no symptoms of the disorder as they get older, intervention and support is vital throughout their lives in order to encourage continued growth and respond to the emotional struggles that may come with their experiences.

All individuals with ASD can become contributing, successful members of society. Just as with any neurologically typical individual, their ability to do so is related to the support they receive from others, including academic institutions, families, peers, and other community organizations. By increasing your awareness of struggles that your peers with ASD may face, you may be better able to support them as part of the Roosevelt community.

**References**


STUDY TIPS TO MAXIMIZE SUCCESS

MICHAEL MCPARTLAND, PsyD

The beginning of a new school year is an exciting and energizing time filled with new experiences and opportunities. However, this time of year can also be filled with stress, pressure and increased responsibilities. Students often find themselves juggling classes, homework, social activities and (often) a job. Although it is tempting to put studying for exams or writing term papers due months away on the back burner, maintaining a consistent and effective study schedule throughout the semester is crucial. A great deal of stress and sleepless nights cramming or writing can generally be avoided by following these study tips.

DAILY HABITS

1. **Take good notes.** Always write notes for a particular class in the same notebook, and date each entry/lecture in your notebook. Your notes should help you recall the ideas and concepts that were presented in a way that is meaningful and understandable to you. Taking the time to write out information in your own words helps you remember the information.

2. **Be involved in your classes.** If your instructor is moving too quickly or you do not understand what he or she is saying, say something. If the professor does not adequately answer your question, approach him or her after class and ask if they can further explain the concept to you. Also, don’t be afraid to ask peers in your class for help.

3. **Review your notes every day.** Spend 30 minutes or so each day going over notes from each class. Research has shown that reviewing new material within 24 hours of being exposed to it greatly increases your retention of that material. It is also an excellent way to reduce the time necessary to prepare adequately for exams. Reviewing notes between classes enables you to identify areas of confusion or gaps in your notes. You can then ask questions during the next lecture to clarify or fill in that information.

4. **Keep up on your reading.** It becomes increasingly difficult to catch up on reading the farther behind you get. Reading consistently throughout the semester helps you better engage with the material and helps you identify ideas you might not understand and need additional study time for.

5. **Don't just highlight when reading or taking notes.** We often tend to overestimate our ability to remember information, especially when we are just highlighting sentences. Therefore, it is very important to take the time to construct outlines or flashcards for important concepts in each
The Counseling Center will be conducting mindfulness sessions this spring. The sessions are open to all and will focus on learning and practicing mindfulness for self-awareness, stress management, meditation and general well-being.

12:15–1:00 PM | Various Locations
1st and 3rd Thursday of every month

The sessions are drop-in and open to all, so there is no need to sign up in advance. Just check our website at roosevelt.edu/counseling or call us at (312) 341-3548 for updated locations and information about upcoming sessions.

EXAM PREPARATION
1. **Use and interpret information as much as possible.** Strive to be an active, not passive learner. Making information meaningful and thinking about it in multiple ways will help you remember it. Make charts, diagrams, graphs and lists.

2. **Ask your professors how they design exams.** It is important to know the format of exams. An essay exam can feel very different than a multiple choice exam. As a student, you have every right to know how tests will be structured.

3. **Prepare a self test.** This is one of the most effective ways to engage with the test information and identify areas that need more time for studying.

4. **Do not wait to prepare until the night before an exam or assignment deadline.** Not only do you run the risk of getting a poor grade and/or losing out on sleep, you will not remember the information as well in the long-term even if you can remember it the next day.

WELLNESS HABITS FOR STUDYING
1. **Eat a balanced diet and get plenty of sleep.** Even if you are prepared for an exam, you will probably not reach your full potential if you are hungry and/or sleep deprived. Sleep deprivation and hunger can drastically impact one’s ability to concentrate.

2. **Exercise regularly.** Exercise reduces stress, increases well-being, and allows your mind to take a break.

3. **Save everything until the class is finished.** It may be tempting to throw out old assignments, but you may wish you had them when studying for a test or writing a paper. It is also a good idea to save notes after the course ends if a new class will build on that material.

4. **Stay calm and take a deep breath.** Many students feel anxiety about test-taking and exams. In fact, anxiety can block successful performance when taking a test. Before and during an examination, gain temporary control of your anxiety by practicing relaxation techniques such as deep breathing (concentrate only on your breathing for 60 seconds), muscular tensing (tense specific muscles in your body starting with your feet and moving up for 20 seconds each) and visualization (envision a relaxing and carefree place in your mind for two minutes).

Using these tips throughout your career at Roosevelt will greatly increase your chances of academic success. If you find yourself needing additional help, you can always contact your professor or use resources on campus like the Academic Success Center, the Writing Center, or tutoring. Links to these resources can be found on the back of this newsletter.

If you believe there may be emotional or interpersonal issues preventing you from concentrating, attending class, or enjoying school, schedule an appointment at the Counseling Center to address these concerns.

The Counseling Center will be conducting mindfulness sessions this spring. The sessions are open to all and will focus on learning and practicing mindfulness for self-awareness, stress management, meditation and general well-being.

Let’s Be Mindful

References


ILLUMINATING THE GENDER SPECTRUM

JULIA KAMENETSKY, PsyD
If you have recently filled out a job application or another type of official form, you might have noticed that in some forms, the check boxes under gender have expanded from “female” and “male” to include “transgender.”

Although some feel this is a step in the direction of trans inclusion, the third box perpetuates the idea that gender can be categorized—in this case female, male and transgender. The notion that gender is a continuum rather than distinct categories is an idea that permeates critical identity studies, gender studies, and queer studies discourse. It is an idea that people who identify as trans, gender variant, gender non-conforming, agender, or gender-queer might grapple with in a personal way. And given that the culture of higher education often lends to such personal and academic explorations, people contemplating these ideas and their identities might find themselves feeling validated, supported, dismissed or invisible.

Feeling recognized and accepted for who you are is thought to be at the core of mental health and overall wellness. For people who are cisgender (those who identify with the gender assigned to them at birth), daily life activities afford a considerable amount of recognition and validation of their gender identity. Ordinary interactions such as being addressed as “sir” or “ma’am,” seeing the “women’s” or “men’s” section of a clothing store, and using a bathroom in most public establishments will reinforce not only a cisgender identity, but also a binary understanding of gender. Although many cisgender people do not give this much thought; for trans, agender, genderqueer, and/or gender non-conforming people, these are daily reinforcements of an absence of their representation in society. It is a lack of a reflection of their experience in the world.

The opportunity to create space and include people of all genders begins with our use of language. The words we use are the building blocks of our reality; therefore, language is a powerful tool for facilitating understanding, inclusion, and a sense of visibility. Consider the often-used term “opposite sex.” The idea that one sex is opposite to another reifies a distinctly binary notion of sex and gender. In comparison, the term “other sex,” lends to the idea that we are talking about another sex that is different from one sex, but that there are not just two possibilities. Centering on the idea that there are more than two categories of sex and gender is a helpful reminder to not presume the pronoun use of a new person we meet. This idea might take some getting used to, as our society and cognition are generally wired for separating people into one of two categories. But considering that approximately 700,000 people in the United States (about 0.3%) are transgender, it is helpful to simply ask a new acquaintance with which pronoun(s) they identify. The response might be he/his, she/her, they/them, or ze/hir, as some possibilities. Note that asking with which pronoun one identifies is different from asking someone’s pronoun preference (the latter implying leniency).

Beginning a conversation with respect and thoughtfulness can establish those essential building blocks of creating an environment of learning, understanding and visibility. It is within such an environment that we can forge relationships with others and gain understanding of what another person’s concept of gender means to hir/Them/her/him. Just as the term woman might mean vastly different things from one person who identifies with this identity to another, the terms man, genderqueer, agender, transgender, and gender-nonconforming might mean different things to different people. The start of a conversation can be as simple and as vast as asking with genuineness and respect, “What does being [fill in the blank] mean to you?” Asking these kinds of questions allows people to tell a story, which ultimately helps make the full spectrum of gender and our other critical identities visible.

References
Our world is more connected now than ever before. We can share thoughts and feelings with friends with a few keystrokes, we can share our experiences and insights with a quick post or photo, and we can even write personal manifestos in 140 characters or less.

Though the world may be more connected, we often yearn for intimacy in our lives. Online dating bridges our relatively newfound digital connectedness with our desire for intimacy. Online dating expands the pool of potential partners and greatly assists in our search for intimacy. However, it can also lead to some negative experiences. This article aims to help navigate the world of online dating and offer some basic facts and tips.

**Online dating history**

Online dating formally began in 1995 with the website Match.com, which is a popular dating site still used today. Along with Match.com, there are an estimated 2,500 online dating sites in the U.S. alone, with new sites popping up each year. They can be general matching sites like Match.com, but there also are sites specific to interests, types of relationship, religion, racial or ethnic background, and even farming experience. With the increasing amount and types of dating sites and applications, the revenue from dating websites is about $1.25 billion, which is an average of $239 per customer annually.

It’s no surprise that online dating industry has grown exponentially. It’s fast, easy and convenient. There are approximately 54 million single adults in the U.S. searching for a partner, which can be an occupation in itself. Online dating allows people to narrow this pool and ease the search process by answering a few questions, adding a picture, and spending some time viewing profiles. This also eases the pressure of approaching people in person, which can be challenging for those who are introverted or shy.

**DIGITAL DOWNFALLS**

With all of the benefits of online dating, there are some aspects that can lead to negative experiences. To begin with, online dating allows people to fabricate their identity, which can be deceptive in some cases. A recent study showed that 54 percent of online daters felt that someone else misrepresented themselves in their profile. This can lead to feeling lied to, disappointed and other negative dating experiences. Not only are “fake” profiles an issue, but online dating can sometimes foster harassing behavior. A research study shows that 28 percent of online daters have said they have been harassed or have felt uncomfortable by someone while using a dating app. Being harassed by others online can be highly distressing and can become a serious problem in some cases.

**FINDING YOUR MATCH ONLINE**

Online dating can be a useful tool to meet potential partners, but there are some negative aspects as well. If you choose to try online dating, here are some basic tips when getting started:

- **Be honest in your profile.** Connecting with people who like the true you typically leads to more meaningful and healthy relationships.
- **Have an idea of what you are looking for.** Entering into online dating with a general idea of the characteristics that match well with your personality and preferences can bring clarity to the process.
- **Rid yourself of the notion of perfection.** It’s great to understand your criteria for a partner, but as humans, we all have our flaws. Sometimes we can idealize a person based on their profile and think they are “perfect.” This can cause people to miss true connection, place undue pressure, and cause disappointment. Connection, trust and acceptance are the name of the game.
- **Take your time.** Begin discussing small, general things about the person’s life such as work, friends and social life. Clarify anything that seems unclear. Too much too soon can be overwhelming.
- **Be open and genuine.** While you want to take your time, you also don’t want to be closed off. By sharing about yourself, you provide opportunities for connecting.
- **Watch for warning signs.** Does the person pressure you to reveal more than you want to? Do they seem reluctant to talk about themselves? These may be signs that they are not pursuing a healthy connection. If you feel harassed, block the person and report it to the site.
- **Share your experience with those you trust.** Sometimes friends or family can give you helpful thoughts and insights about your interactions online. But mostly, tell a trusted person if you are meeting an online date for the first time in person and the details of the date. Be accounted for.
- **Go with your gut.** You can’t see facial expressions, tone of voice or body language online. Your intuition can help to make up for these missing elements.
- **Make connections and have fun!** That’s what this is all about, right?

**References**


NEW FACES AT THE COUNSELING CENTER

HANNA CHANG, MA
PSYCHOLOGY EXTERN

Hanna Chang is currently pursuing a PhD in counseling psychology at Loyola University Chicago. She received a master’s degree in mental health counseling from Boston College and a bachelor’s degree in psychology from the University of Illinois at Urbana-Champaign. Prior to working at Roosevelt, Hanna provided therapy at Malcolm X College and at an inpatient/outpatient substance abuse rehabilitation program. She has experience working as a crisis hotline volunteer and as a residential counselor for adolescents and adults with cognitive disabilities. Some of Hanna’s clinical interests include: mindfulness, stress and anxiety management, depression, relationships, identity development, life transitions and substance abuse. Hanna is a student affiliate of the American Psychological Association (APA) and a member of the Asian American Psychological Association (AAPA).

SEAN SERLUCO, MA
PSYCHOLOGY EXTERN

Sean Serluco is currently pursuing a PsyD in Clinical Psychology at Midwestern University. He graduated with a Bachelor of Arts in Biology and Pre-Medicine at Augustana College, and earned a Master of Arts in Clinical Psychology at Midwestern University. He most recently completed a therapy externship at Psychological Consultations, a private practice setting, where he conducted clinical intakes, individual therapy, group therapy, and neuro-emotional assessments. As a former diagnostic extern at Linden Oaks Hospital, Sean conducted psychological assessment in outpatient, partial hospitalization, and inpatient settings. Throughout his clinical experiences, Sean has had the opportunity to work with adolescents and adults who have a wide array of diagnoses and come from a culturally diverse set of backgrounds. Some of Sean’s clinical interests include self-identity, anxiety, mindfulness-based interventions and LGBT-related issues. In his free time, Sean enjoys exploring Chicago’s restaurants and neighborhoods.

ELLA YUNG, MA
PSYCHOLOGY EXTERN

Ella Yung is currently pursuing a PsyD in Clinical Psychology at Adler University. She graduated with a Bachelor of Science in Psychology and Communications Sciences and Disorders at Northwestern University and earned a Master of Arts in Clinical Psychology at The Chicago School of Professional Psychology. Ella is a licensed professional counselor in the state of Illinois. She has experience conducting cognitive, personality and risk assessments in an inpatient psychiatric hospital. Ella also has provided individual and group therapy in community mental health centers to individuals from a diverse set of backgrounds. Ella’s clinical interests include trauma, identity development, adjustment to loss, and mood disorders. In her spare time, Ella enjoys photography, travel, trying new food and being outdoors. She is looking forward to working with the Roosevelt University community and providing support where it is needed.

ANN DIAMOND, PSYD
POSTDOCTORAL FELLOW

Dr. Ann Diamond completed a doctorate in clinical psychology at The Chicago School of Professional Psychology. She received a bachelor’s degree in psychology from Northern Illinois University. The majority of her clinical experience has been in university counseling centers, in addition to working within community mental health. She completed a pre-doctoral internship at Miami University in Ohio. Dr. Diamond enjoys the opportunity to collaborate with those working within university settings to promote the mental health of students, in addition to providing supervision/training, outreach and consultation. Some of Dr. Diamond’s other interests include sexual orientation and gender identity development, women’s issues, interpersonal relationships, family of origin concerns, and trauma.

MICHAEL MCPARTLAND, PSYD
POSTDOCTORAL FELLOW

Dr. McPartland received his PsyD from The Adler School of Professional Psychology. He also has a master’s degree in counseling psychology from The Adler School of Professional Psychology and a bachelor’s degree from The University of Iowa. He completed a pre-doctoral internship at Michigan State University in August of 2014. He has provided clinical services in community mental health, college counseling and inpatient psychiatric hospital settings. Dr. McPartland enjoys the range of available opportunities working within a university setting, including individual and group therapy, supervision/training, consultation and outreach. His clinical interests include interpersonal struggles, identity development, life transition and adjustment, LGBT concerns, family of origin issues, mood disorders and trauma. He has worked with children, adolescents and adults from diverse backgrounds with a wide range of clinical issues.
RESOURCES FOR ROOSEVELT STUDENTS

Roosevelt has many resources to help students achieve their goals. Check out roosevelt.edu/currentstudents for a comprehensive list.

UNDERGRADUATE ACADEMIC ADVISING
roosevelt.edu/advising
Chicago Campus, WB 1M11
(312) 341-4340
Schaumburg Campus, Room 125
(847) 619-7922

ACADEMIC SUCCESS CENTER
roosevelt.edu/asc
Chicago Campus, AUD 124/128
(312) 341-3818
Schaumburg Campus, Room 125
(847) 619-7978

CENTER FOR STUDENT INVOLVEMENT
roosevelt.edu/csi
Chicago Campus, WB 323
(312) 341-2015

CENTER FOR CAMPUS LIFE
roosevelt.edu/ccl
Schaumburg Campus, Room 126
(847) 619-7940

CAREER DEVELOPMENT
roosevelt.edu/career
Chicago Campus, WB 1M11
(312) 341-3560
Schaumburg Campus, Room 125
(847) 617-7921

COUNSELING CENTER
roosevelt.edu/counseling
Chicago Campus, AUD 470
Schaumburg Campus, Room 114
(312) 341-3548

OFFICE OF CONFLICT RESOLUTION AND CONDUCT
osccr@roosevelt.edu
Chicago Campus, AUD 356
(312) 341-2004

REGISTRAR
roosevelt.edu/registrar
Chicago Campus, WB 1M14
(312) 341-3535
Schaumburg Campus, Room 125
(847) 619-7950

RESIDENCE LIFE
roosevelt.edu/reslife
Chicago Campus, WB 1311
(312) 341-2005

STUDENT SUPPORT SERVICES/PROJECT PRIME
projectprime@roosevelt.edu
430 S. Michigan, AUD Room 104
312-341-3875

VETERANS SERVICES
roosevelt.edu/veterans
Chicago Campus, WB 324
(312) 341-2472