



MISSION OF NHSCA

The mission of the NH School Counselor Association is to promote standards of excellence in professional school counseling by advocating for the role and programs of professional school counselors, providing meaningful professional growth and development opportunities, and giving energetic, resourceful, and dedicated leadership in developing services and programs for its members.

No Limits - ASCA Annual Conference 2022

Submitted by Alison Memoli— John H. Fuller Elementary, Elementary Vice President

ASCA’s annual conference, No Limits, was held in Austin, Texas this past July 9-12, 2022. This conference had ASCA’s largest attendance in history with over 6,000 school counseling professionals and administrators joining together (both in person and virtually) for professional development, learning, and networking. In addition, it was a time to re-energize and celebrate

ASCA’s 70th birthday at Roots & Boots.

The conference showcased many learning and networking opportunities. Sessions ranged with timely topics to include: diversity, equity, and inclusion; college / career pathways; leadership; data collection and program goals; use of technology; legal and ethical issues; and strategies to support school counseling at all levels.

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Apply to Become an ASCA Annual Conference Ambassador

Submitted by Michaela Thomas—Littleton High School, Membership Chair

This past July, I had the pleasure of representing ASCA and the great state of New Hampshire at the Annual Conference in Austin, Texas. And let me tell you - if you haven’t had the chance to attend an ASCA conference in person yet, there’s a whole world out there waiting to be explored! Idea sharing, networking, adventuring around a new city - oh the possibilities! But I know what you’re thinking: *Michaela, how am*

I going to cover the costs, or better yet, convince my administration to.

Well, not to fret. There’s a fantastic opportunity to attend the conference for free as an ASCA Annual Conference Ambassador. You read that right!

Each spring, ASCA opens up an application for School Counselors and School Counseling Students to submit their reasons why they think they’d

make a great addition to their Ambassador program. If selected, your

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2022—2023

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President's Message

Welcome back NH School Counselors!

As we head back to school, I would like to take this opportunity to wish you great success this school year. What might your successes look like? It might be a school counselor implementing a new lesson for the first time, or a counseling program collecting data to inform curriculum, or making connections with students. For NHSCA, success will take the form of a debriefing meeting to discuss a (successful) fall conference and to begin planning for winter professional development opportunities. NHSCA will continue work on the reorganization of our association, making sure our organization is nimbler and more adaptable moving forward. We have an exciting year ahead, and we look forward to supporting NH School Counselors.

To highlight membership support, I am ecstatic to announce that the 2022 NHSCA Fall conference will be IN-PERSON! You read that correctly—we will gather at St. Anselm College in Manchester to

hear from fellow professionals and to connect with our school counseling peers! We hope the conference is a day for each of us to Revive|Refresh|Renew our practice. The keynote speaker, Matthew Berry, is a 2021 ASCA school counselor finalist. Registration is now open. We cannot wait to SEE you all there!

I wish you a smooth opening and encourage you to reach out to any NHSCA Board member with questions or a desire to be part of the work NHSCA does on behalf of its members.

— Heather Machanoff,
NHSCA President



Benefits of NHSCA Board Membership

- Networking - building school counseling connections throughout the state.
- Opportunity to keep abreast of State & National trends
- Be a leader in your profession.
- Discounted and free participation in NHSCA professional development events as well as Regional and National Events.
- Mileage and child care costs are reimbursed for in-person NHSCA meetings.

Contact Heather Machanoff at hmachanoff@orcsd.org for more Information.

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JONATHAN GOWIN
DIRECTOR, TUITION BREAK
JGOWIN@NEBHE.ORG

EMAIL: TUITIONBREAK@NEBHE.ORG | PHONE: 857.284.4879

Continued from page 1—No Limits

Carolyn Stone, Ed., presented, with others from the ASCA Ethics Committee, the updated ethical standards for school counseling ([ASCA Ethical Standards - 2022](#)). Noticeable updates include both changes to dual relationships and updates to support virtual school counseling.

Next summer, Atlanta, Georgia will host ‘Dream Big’ for ASCA’s 2023 conference ... hope you can join in the learning and fun!



NHSCA Board Members: (L-R) Alison Memoli, Michaela Thomas & Heather Newman

Continued from page 1—Ambassador

commitment is to work the conference part-time in exchange for free registration and lodging. Oh, and ASCA provides you with a t-shirt to wear each day of the conference, so you’ll basically have a whole new wardrobe by the end too!

Here’s a quick re-cap of my Ambassador experience. Ambassadors arrive at the conference two days early to get to know one another, pack swag bags, and to get trained in our respective areas. During the conference, I worked the morning sessions at the first-time attendee lounge, where my job was to hang out and talk with new conference attendees (which was super fun and clearly not a job at all). An additional duty Ambassadors have is to introduce a handful of speakers throughout the conference. After this “job” was finished each day, I attended afternoon sessions like everyone else and had the evenings to myself to explore the city with friends. To wrap it all up, ASCA treated all of the Ambassadors to an evening reception thanking us for our efforts. It’s truly a great opportunity that I’d recommend for a student or first-time attendee.

So, if you want to make an appearance at next summer’s ASCA Annual Conference in Atlanta, Georgia, consider keeping an eye out for the Ambassador application and continue representing New Hampshire on the National stage!

Self-Awareness

Submitted by Sharon Nix—NHSCA Admin/Business Mgr.

What is Self-Awareness?

Self-awareness is how you focus on your inner self. It’s knowing whether your thoughts, actions and emotions align with who you really are. If you are self-aware, then you can interpret your feelings and emotions and know and understand how you or what you said is perceived by others. It’s important to see and understand what kind of effect you have on others. As well as make it easier to see someone else’s perspective on things.

By being self-aware, you can influence outcomes, you’re more self-confident, you understand many perspectives, it helps stop you from being biased and make assumptions, you build better relationships, you’re better able to handle your emotions, you have less stress and you’re happier.

Ways to Increase Self-Awareness

- Start journaling. Write down your feelings and thoughts in an objective manner. Do not judge yourself.
- Keep track of how you respond or react to thoughts that show up throughout the day.
- Take note of what was happening at the time to elicit this response.
- Be aware of how emotional you were to these thoughts.
- Try analyzing why you reacted or notice common threads that cause the reactions.
- Start a mindfulness practice such as yoga or meditation.
- Get an outside perspective to help you clarify your strengths and weaknesses.

These are just a few things to help you on your self-awareness journey. It does take some time and practice, but it’s well worth it in the end.

Jo Hayslip Memorial Scholarship

By Alicia Langille – Hillsboro-Deering H.S., Scholarship Committee Chair

Student members of the New Hampshire School Counselor Association who are in their final year of graduate course work are invited to apply for the Jo Hayslip Memorial Scholarship of \$2,000!

This scholarship is awarded to a student who demonstrates academic success, a vision for school counseling practice, and financial need. The scholarship is in memory of Jo Hayslip, Professor Emeritus at Plymouth State University. Dr. Hayslip was a leading force in current school counselor practices, including comprehensive guidance, and was active at the local, regional, and national level.

The deadline for the \$2,000 scholarship is **November 30, 2022**. The application must include the following items:

- Verification that the applicant is:
 - ◊ A matriculated graduate student and a New Hampshire resident in a New Hampshire state certified School Counseling Program
 - ◊ A student member of NHSCA
 - ◊ In the final year of his or her graduate program
- Written statement of financial need
- Work resume
- Written statement describing your vision of the way you will practice as a school counselor (one page minimum)
- Transcript (unofficial is acceptable) of graduate course work to date



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Please email your scanned scholarship application and supporting documents to: Alicia Langille, NHSCA, at alangille@hdsd.org. Applications must be received by **November 30, 2022**.

Believe you can and you're halfway there.

~Theodore Roosevelt

Message From NHHEAF

By Shelby Miuzzo— NHHEAF VP

Welcome back, School Counselors!

Here at the **NHHEAF Network's Center for College Planning (CCP)**, we provide services for college and career exploration and planning to all New Hampshire students of diverse backgrounds, abilities and interests, including adult learners. As we start a new school year together, we are pleased to share we will continue to offer **in person and virtual services**, including presentations, appointments and events for students, families, and counselors. We are looking forward to supporting you and your school community in whatever way works best for you.

We have several areas of focus heading into the fall. One crucial piece of college and career planning is **financial aid**. We are proud to continue helping students and families understand the importance of financial aid, including the **Free Application for Federal Student Aid (FAFSA)**. As part of our FAFSA awareness work, we offer presentations, webinars and individual FAFSA filing appointments. Please visit our website, www.nhheaf.org, or reach out to us directly to learn more.

We are also offering **free career and aptitude**



assessments, powered by YouScience. We are committed to supporting this important step in future planning for students, and helping fulfill the requirements set by SB 276. Students can schedule an individual appointment, or counselors are welcome to request bulk licenses, as well as virtual or in person classroom activities.

In addition, we are committed to supporting the critical work that all of you do. We are thrilled to announce the new and improved **School Counselor Professional Development webinars** on how you can work with students through the college & career planning process. More details coming soon so please watch your email for an invite!

Finally, in an effort to learn more about how we can support you, we would appreciate your feedback in our new **School Info Questionnaire**. Please take a moment to scan the QR code and fill the survey out.



Visit our website to schedule your presentations for this year. And remember, you can always reach out to your CCP counselor with questions and feedback about how we can support you and your school community, or email us at collegeplanning@nhheaf.org.

Take care,

Shelby Miuzzo, MSW
AVP, College Planning & Outreach
smiuzzo@gsmr.org

What Is A School Counselor?

There are many roles of a school counselor. These roles go beyond just the responsibilities of the job. Here are a few that really stand out.

- **Counselor** – Help students find their strengths, abilities and interests. Advise students on academic and career choices.
- **Mediator** – Assist students to be able to navigate uncomfortable situations.
- **Social Skills Teacher** – Create and teach social skills to the students so they are better equipped to deal with everyday life.
- **Friend** – Be there as a friend to the student in a professional capacity. Be a mentor, advisor, supporter, listener and believer.
- **Disciplinarian** – Be the point of contact when the student misbehaves. This includes deciding the next course of action.
- **Psychologist** – Be there for the student who is experiencing some form of trauma and possibly help remedy it.
- **Teacher** – Help the classroom teacher out or create and deliver meaningful and engaging lessons to the students.
- **Consultant** – Work with school staff and administrators to provide good school counseling programs.

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Balanced Choices and Values

Submitted by Beth Corkum—Bow High School, Capital Region Chair

*In the past, jobs were about muscles,
now they're about brains,
but in the future they'll be about the heart.
~Minouche Shafik.*

Many years ago when I started in this role as a high school counselor, I would engage with my students when talking about their future by asking questions such as;

“What do you want to be when you grow up?”
“What will your major be in college?”
“What do you want to study?”

Over time, and as my awareness and mindset grew and shifted, I began to not focus on a specific job/title/major but tried to look more holistically at a student's goals for the future. My questions shifted to;

“What problems do you want to solve?”
“What are your goals?”
“Do you have a dream job in mind?”

These questions dug more into talents and interests but still focused on a destination or final outcome. One day, while scrolling through social media, I stumbled upon the image in this article shared by Adam Grant and once again questioned my approach to engaging with students.

Instead of focusing on a final stop or destination, I would like to shift to helping students recognize the value of their choice.

But how do we best teach students about choice? They will want to know things like;

“What is the best choice?”
“How do I know if it is a good choice?”

But the answers to these questions will come from their lived experiences and in order to best prepare students with the skills to make choices it is important to help teach students the value of self reflection and allow them many opportunities to make choices.

This past spring, I was introduced to Anush

Hansen, Certified Career Counselor and owner at Balanced Card Sorts, who has created two simple and engaging card sort tools for students: the Student Career Values Card Sort and the Student Wellness Card Sort. These hands-on resources support students in reflecting upon personal wellness and career values. Throughout these activities, students are making choices, sorting cards with brief statements into categories such as;

“Extremely Important to Me.”
“Kind of Important to Me.”
“Not Important to Me.”

With statements such as;

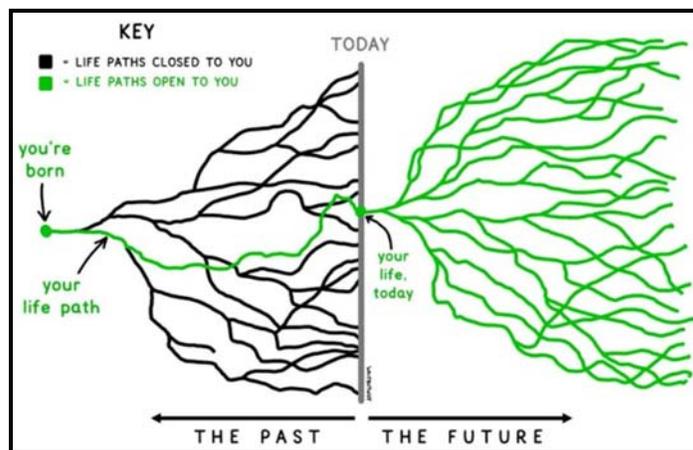
“Being the boss/being in charge.”
“Working in a calm and/or relaxed environment.”
“Working somewhere that promotes diversity, equity and inclusion.”

These statements provide students with both opportunities for self reflection and choice.

After the student sorts the stack of cards they are then guided through a structured set of questions and activities, with absolutely no right or wrong answers, that helps them identify, process and talk about their core beliefs, values and priorities as they pertain to both their career path and personal wellness.

While working with a group of camp counselors using the Career Values Card Sort this summer, one of the counselors reflected:

“This activity is great, it allows me to think about things I now know are important but wouldn't have thought of on my own, I give it a 10/10.”



With an activity such as the Balanced Card Sorts, there are no right or wrong answers. There is not a final destination or outcome. It provides us an opportunity to engage with students and support their ability to make choice and self reflect which in turn will help provide the opportunities and experiences for students to recognize that their future is going to be a web of multiple pathways and that by accessing and exploring their hearts they will be best prepared for the jobs of the future.

Nominate your Favorite School Counselor

Submitted by Julie Lichtmann—Windham High School, Professional Recognition Chair

It is with great pleasure and anticipation that the NH School Counselor Association enlists your help in providing outstanding candidates for the 2022-2023 NH School Counselor of the Year Award, in conjunction with the NH Excellence in Education Awards.

The winner will receive:

- An award presentation at the recipient's school
- A feature article in the NHSCA newsletter
- Welcome speech at the NHSCA Fall Conference
- Recognition at The "ED"ies, NH Excellence in Education Awards in June 2023
- An all-expense-paid trip to Washington DC to participate in the ASCA Counselor of the Year Festivities

The School Counselor of the Year Award honors the best of the best - counselors who are running a top-notch, comprehensive school counseling program at either the elementary, middle or high school level.

Are they leaders in the field, diverse in their professional development or passionate about a particular program or cause? We want to hear why your school counselor should be nominated for the NH School Counselor of the Year.

Supervisors, colleagues, community members, parents or students can make nominations for this prestigious award. To nominate a counselor, visit <http://www.nhsca.schoolcounselorawards.org> and complete the required contact information for yourself and your counselor. Counselors must be NH certified, be full time counselors, be a member of NHSCA and have a minimum five years' experience at their current position.

Once you have nominated your candidate, the selection committee will contact your nominee to congratulate them on their nomination and to ask them to forward other necessary information, i.e., resume, copy of certification, etc.

Nominations must be submitted by **Monday, December 19, 2022.**

School Counselors will then have until January 20th to submit their application materials.

Thank you in advance for recognizing and supporting your School Counselor. If you have any questions, please feel free to contact Julie Lichtmann (SCOTY Chair) at jlichtmann@windhamsd.org.

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Practicing Self-Care and Boundary Setting as Graduate Students

Submitted by Emily Haight—Graduate Student Liaison

Hello! I'm Emily and I am the new student Liaison on the board of the New Hampshire School Counselor Association. I am entering my final year as a graduate student at Plymouth State University during which I'll work as an intern in both an elementary and a middle school.

Internship is such an exciting time for graduate students because it gives us a firsthand experience of what our lives may look like as future school counselors. However, as exciting as internships can be, it can also be a time of significant stress as we learn to balance added responsibilities at our school sites, completing necessary graduation requirements, and of course, navigating the job search process. After coming out of my practicum semester, where I worked in a high school setting in addition to holding three part-time jobs, completing several classes for school, and studying for and taking the CPCE, self-care and boundary setting were topics at the forefront of my mind.

As graduate students, I think it is often easy to forget about our personal needs or push them aside as we strive for excellence in our programs and professional lives. While this drive for success can be positive, it can also lead to feeling overwhelmed and burnt out—not something we want to be feeling as we prepare to enter into the professional world of school counseling.

As graduate students, I think many of us feel the need to consistently have a full schedule as we love to take advantage of the myriad of opportunities offered to us. While I'm excited that there is so much enthusiasm for enhancing ourselves professionally, personally, I know that I have a bad habit of biting off way more than I can chew.

I think many of us can relate to starting off the school year with unrealistic expectations and unlimited ambitions. However, I think we could all take some time to step back and reflect upon what is actually feasible. Our capacity to be the best version of ourselves as students and as professionals differs from person to person and while it is easy to compare what we're doing to what our peers are doing, it is imperative to keep in mind that it is okay if your capacity to work, be a student, and be a person differs from others.

Recognizing our limitations is key to mitigating feelings of burnout and ensuring we can be the best version of ourselves professionally, academically, and personally. For many of us, finding these personal boundaries comes from the process of trial and error. There is no one-size-fits-all approach for determining where your capacity for work and life begins and ends. However, as we look into the upcoming school year, there are small things we can do for ourselves that may make finding these boundaries less stressful.

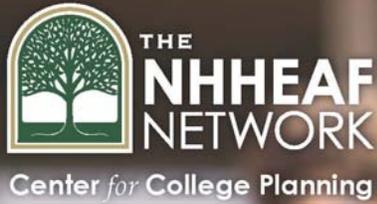
One thing that has helped me find my boundaries has been stopping and giving myself space to think before responding to opportunities that present themselves. As students and interns, I think many of us have this initial reaction to say "yes" to any professional development or resume-boosting opportunity that arises (which is something I've done numerous times). However, this knee-jerk "yes" response can contribute to feeling overwhelmed and burnt out because we haven't considered how this opportunity may fit into our already busy schedules and if participating in the opportunity may make it so we have to take time out of something else (something self-care related) we may enjoy or even need to feel like a functional human being.

Nevertheless, I understand that actually taking the time to think about opportunities is much easier said than done. Sometimes when things come up an immediate response is needed. I think it is important to mentally prepare our boundaries and explore what our limitations are (in terms of over-extending ourselves) at the beginning of the school year in an attempt to minimize feelings of exhaustion and burnout.

I am by no means perfect when it comes to recognizing my boundaries and saying "no" to opportunities that come my way—I know that this is something I will continually work on for the entirety of my professional life. However, here are some things I have found that help me stay within my boundaries:

- Make a list of non-negotiables in terms of what you need for self-care. For me, I have to make time in my busy schedule to exercise at least four times a week. This helps me so much mentally and puts me in a better headspace, allowing for more clarity when it comes to decision-making and work. Maybe for you, a non-negotiable is getting outside in

Continued on page 12—Care



Welcome Back to School with NHHEAF Network's CCP!

Coming this year:

- FAFSA awareness campaign
- All your favorite presentations and events
- Career exploration services

Writing Letters of Recommendation

Thursday, September 22, 2022 at 3-4pm

Scan the QR code to register



The NHSCA Fall Conference will be IN-PERSON this year!



Come Join Us!

NHSCA is proud to present the 2022 Fall Conference IN PERSON on October 11th! The conference will be held at St. Anselm College in Manchester, NH. In addition to a dynamic keynote speaker, attendees will have the opportunity to take part in a wide range of breakout sessions throughout the day. St. Anselm College will offer campus tours and a variety of vendors will be available.

Early registration is now open!

Continued from page 10—Care

nature. Make space in your busy schedule (physically put it into your calendar) to get outside and do the things you love so that your own mental well-being doesn't fall to the wayside as the school year ramps up.

- Set aside a specific time in the day just for yourself. This could be ten minutes or an hour. For me, I have gotten in the habit of waking up earlier to feel less rushed in the mornings and so that I can have time to sit with my thoughts (and my coffee). By creating this time, I've noticed that I have much more energy as I begin each day and I also feel more productive and optimistic as I head into work or class. Maybe the time you need for yourself is a long shower at night or curling up with a cup of tea and a good book. Find something simple that allows you to take some time for yourself to be alone with your thoughts (and away from your phone).
- Practice saying "no." For me, this is the hardest thing to do in terms of self-care. I find it easier to say no over email rather than in person. However,

the more you practice saying "no" to things you don't have the time or mental capacity for, the easier it becomes (both over email and in person). I first started saying "no" to things I didn't have the capacity for about a year ago and while it's still not easy by any stretch of the imagination, I have gotten more comfortable with it which has allowed me to maintain personal and professional boundaries more easily.

Overall, as I look ahead to the school year and think about all of the opportunities, obligations, and potential that is to come, I feel a sense of optimism about striving for that work-life balance so many of us desire. I know that maintaining boundaries will be challenging at times and that we will all inevitably overextend ourselves at some point (because that is how boundaries are found and reinforced). However, I hope that by continually reminding ourselves to create space *for* ourselves, we will be able to start the school year off on the right foot and be able to be the best possible versions of ourselves both personally and professionally.



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THOMAS GERTON '22

Major: Biotechnology

Outcome: Thomas works as a research assistant at Brigham and Women's Hospital in Boston while also pursuing his master's degree in biotechnology at UNH Manchester.

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Life Sciences & Public Health

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Biotechnology: Industrial and

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Public Health, M.P.H. and Certificate

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Dealing with Change

Submitted by Kristen Burke—Conway Elementary, Secretary

As I begin my 23rd year as an elementary school counselor, my school is faced with many changes: a new principal; veteran teacher retirements; new teacher assignments; a change to multi-grade level teaching; new curriculums; incoming and outgoing students; an impending change from a K-6 to a K-5 school; a potential school closing. While school counselors are used to dealing with change, even a veteran school counselor can feel anxious about this much change. For school counselors just starting their career, everything is new and exciting, but at times overwhelming. School counselors help staff and students through changes in family, changes in life circumstances, and changes within the school itself but may not always recognize their own needs. However, understanding how to help students, staff and oneself through life challenges is vitally important.

Change can bring up feelings of frustration, anger, distrust, loss, sadness, and stress. Change can throw us off balance and take us away from comfortable routines. Dealing with change can be hard and many do not adapt or respond well to impending changes. Perceived lack of administrative support and lack of professional development only compounds the level of stress felt by staff. For students, trauma, poverty, addiction, family dynamics and lack of support can affect their ability to deal with change. As school counselors we recognize when students and staff are struggling to cope but it is just as important to recognize when *we* are struggling. Rhonda Williams (2007) wrote in her ASCA article titled *Superhero or Super Stressed*, “in our effort to be super counselor, we overlook our own kryptonite – avoidance of our own emotional reactions and need for support.” She stresses the importance of finding the balance between helping yourself and helping others.

Bruce Feiler, author of the book entitled *Life is in the Transitions: Mastering Change at Any Age*, states that throughout our lives we will experience “disruptors” involving love, identity, beliefs, work, and body. Feiler created a “Deck of Disruptors,” or a list of common changes that occur throughout peoples’ lives. These disruptors could be minor, like a sprained ankle, or “major life quakes” like divorce, death of a loved one, a serious medical issue or the recent global pandemic (Feiler, 2021). Or they could be somewhere in between like a change in workload or responsibilities. When these disruptors occur, we enter a period of transition where we are forced to adapt to the changes around us. According to Feiler, “life transitions are a skill that we can and must master” (2021).

However, change is hard. School staff often become overwhelmed, frustrated, and angry when too many changes occur at once. The challenges of working through a global pandemic have taken a toll on staff and students alike. Many of life’s changes and challenges are out of our control. Phyllis L. Fagell (2020) suggests that you may not be able to fix things that life throws at you, but you can “aim for acceptance by focusing your energy on things you can control” and “on what you can do to improve your situation.” It is important to identify what you are feeling about the changes that are happening. Acknowledgement and acceptance of one’s emotions are important to moving forward. Focusing on your strengths, activi-

ties that provide you with energy, joy, or calm, and seeking support from those you trust, all can work to reduce feelings of isolation, anger, and depression. Feiler (2021) states that when faced with life challenges (“disruptors”) it is important to re-think and reevaluate how you want your life to be; transitions can be an opportunity to “rewrite your life story.” As school counselors, we need to frequently assess our need for self-care so that we can effectively be there for others.

Of course, students need us too, which is why we must know how to help them through difficult changes and circumstances. Much of what was discussed above can be adapted to working with students. School counselors can provide students with a safe space to express and work through their emotions. School counselors team up with families to support their child through difficulties. While students may feel helpless in certain situations, school counselors can help increase students’ ability to cope, focusing them on their strengths, reducing self-blame, providing them with connections and positive outlets within the community. Building student resilience will help them through life’s future challenges.

Change is inevitable. The more we can learn to effectively manage change, the better we will be at helping others.

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