



Counseling and Human Services Department Newsletter

VOLUME 3, ISSUE 2

SPRING NEWSLETTER 2012

Special edition: Professional Identity

A note from the Department Chair, Dr. Lee Ann Eschbach

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In the Counseling and Human Services Department we continuously refer to ourselves as “professional counselors” and “professional counselors-in-training”. My faculty colleagues and I value the notion that we are professional counselors and we are preparing professional counselors. This issue of our department newsletter focuses on professionalism and professional development. To me, the two go hand in hand...

“Professionalism” is one of those words that is hard to define. One of my favorite quotes emphasizes: “Professionalism” It’s NOT the job you DO, it’s HOW you DO the job.” (Anonymous). To me this so highlights the approach that all on the fourth floor of McGurkin share every day in our work and interactions with others. Professionalism consists of certain attitudes, beliefs, and behaviors sometimes known collectively as character. Our attitudes and behavior are produced by our beliefs; also, it is important to choose our attitudes and beliefs. Thank you to CHS department students and faculty for demonstrating passion and going beyond requirements in our everyday work.

Steven Covey’s 7th habit for highly successful people, *Sharpen the Saw*, clarifies our counseling professions’ commitment to professional development. Covey stresses the need to take time to build capacity through personal renewal, and maintain balance in different aspects of our lives. To be vital and professional we need to improve and renew ourselves constantly. It is our professional responsibility to take advantage of training for new techniques, strategies and programs that impact client success and holistic development. Faculty in our department role model professional development through conferences, workshops, and venturing other new learning opportunities. Part of taking care of ourselves is engaging in ongoing professional development activities. This, in turn, helps us to share as the competent professionals we are.

During this hectic pace we all adopt at the end of the semester, I hope you pause and reflect on the professional approach others share with you and how professional development enhances your self-development and your counseling career.



Covey, S. R. (1989). *The seven habits of highly effective people: Powerful lessons in personal change*. New York: Free Press.

Community Counseling

It is most fitting to begin our discussion on professional identity as it relates to the Community Counseling field by reflecting on what is set forth in the code of ethics by the National Board of Certified Counselors. According to the NBCC we should be focused on the development of our profession through the use of evidence based best practices. We are encouraged to make the public aware of the value of quality counseling practices, and the possibilities for people to improve their lives. Lastly, act as leaders and advocates in the profession to grow into a professional that we can be proud of, and grow from— on all levels.

Dr. Banner, the head of the community counseling department, and Char Conklin, a current practicum student discuss how they view and develop their professional identity in the following passages.

Dr. Banner: Professional identity is all about one's philosophy of and approach to their profession. To me, professional identity as a counselor means identifying yourself as a counselor first and a community, school, or rehab counselor second. This is important because many of those outside our profession do not know what counselors do or how counselors differ from other mental health professionals. Even worse, some within our profession cannot answer these questions, either. Thus, we must identify as a cohesive group who draw upon developmental and wellness concepts to conceptualize and address the struggles of human life.

The primary way that I model professional identity to my students is to talk about its importance with my students whenever possible. In addition, I maintain the National Certified Counselor certification and am in the process of becoming a Licensed Professional Counselor in the state of Pennsylvania. Further, I ask my students in Professional Issues to read, think, and talk about counselor professional identity and to engage in an act of advocating for the profession as a class assignment. Also, I pay attention to the way that I discuss clients and work to ensure that it is in a developmental and wellness-oriented way. Like many incoming counseling students, I wasn't 100% clear on the counseling philosophy and how it differed from other mental health approaches. With each course, it became more clear to me and my excitement about the profession just kept growing. During my work at the master's level, I struggled with the realities of managed care policy and its incompatibility with the counseling process and its goals. This struggle deepened my commitment to the counseling professional identity and inspired me to learn more. As I continued to read, talk, and write about counseling, I became more of a counselor and became more passionate about what we have to offer our clients and the world. For me, counseling is much more than a career, it's

a way of being. At this point in my life, it's difficult to separate my personal identity from my professional identity, and I like it that way.

Char Conklin is a full time student, and a full time mother. Her professional identity is intrinsically connected to her family as pictured to the right. She took the opportunity to further describe her development in an interview.

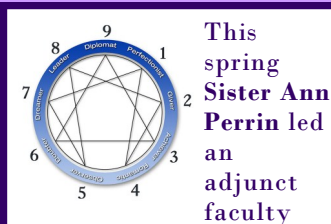
"Professional identity is the growth and development of oneself in the counseling field. It not only involves the development of knowledge but personal growth as well.

Becoming a professional counselor involves developing ones knowledge base of both theory and practice. The continued growth and development is essential to ones professional identity.

I continue to develop my professional identity through practicum and courses as well as in my reflection on what being in the role of a counselor means to me."



Dr. Banner's Fall 2011 Professional Issues class advocated for the profession through this billboard located on the corner of Ash and North Washington during November.



This spring **Sister Ann Perrin** led an adjunct faculty retreat using the Enneagram as a spiritual tool to recognize patterns within, that hold us back from experiencing the freedom of choice.





The National Rehabilitation Association's core values dictate our professional identity through our work to value all people. Included in the NRA's mission statement it is stated that counselors are passionate in our belief in the independence of persons with disabilities and committed to advancing the profession of rehabilitation as one with ethical and enlightened practice. Our strength lies in the diversity of our members and their work in the full range of rehabilitation fields the association represents. We take pride in what people with disabilities accomplish every day. The relationships with each other and those we serve are based on trust, transparency, and integrity. Lastly, we believe in the importance of lifelong learning for professional and personal enrichment.



Dr. Dalgin sees professional identity as the answer to the question, "What lenses do you see things through?" The lenses through which Dr. Dalgin sees herself are that of Rehabilitation Counseling Educator, and Rehabilitation Counselor. Rehab Counseling is connected to many levels of her life, particularly her work and who she is as a person.

Dr. Dalgin currently acts as the Vice President of the Pennsylvania Rehabilitation Association, and recognizes her professional identity is connected to her participation in several professional organizations. She demonstrates her professional identity to her students by inspiring them to become involved conferences and other professional activities. She believes that student participation as a key component to teaching her stu-

dents to witness and appreciate the wider lens of counseling. As such, she encourages active class participation and allows for ample networking opportunities.

Alyssa Esposito is a second year rehabilitation counseling graduate student. Her professional identity is an ongoing development, which allows her to grow in understanding the profession as well as herself. She believes that becoming a professional counselor involves a combination of experience, education, and involvement. "Being in practicum right now I have the opportunity to be involved with all three at once. I not only had the opportunity to work in individual counseling sessions through the Counselor Training Center, but also with individuals in the community at the Leahy Center." These experiences have helped, and continue to help, shape Alyssa as a professional counselor. The development of Alyssa's professional identity has been influenced by multiple sources including her professors, supervisors, mentors and peers. Her "professional identity has also grown due to being involved in organizations and activities such as Chi Delta Rho, being a graduate assistant, a student member of PRA and being a part of a summer program for Rehabilitation Counseling with Deaf and Hard of Hearing Adults at Western Oregon University."



CRC Important Dates

Registration Deadline

May 15, 2012

October 15, 2012

Test Date

October 5-13, 2012

March 1-9, 2013

Results Date

November 19, 2012

April 15, 2013

National Rehab Association Conference

When: August 24-26, 2012

Where: Chicago, Illinois

School Counseling



"How are students different as a result of what school counselors do?"

A timeless question in the School Counseling field is: What is it that School Counselors actually do? Recognizing that what we do isn't the important part of our responsibilities, we've been compelled to address the far more pertinent question of: How are students different as a result of what school counselors do? Thankfully, this is the current trend of our profession. The American School Counseling Association has developed a national model to guide school counselors in the development of a comprehensive program. A properly formed and practicing school counseling office benefits students across three primary domains: Academic, Career, and Personal/Social.

A Professor's Perspective on Professional Development

Dr. Kevin Wilkerson describes his professional identity as having a clear understanding of who you are and where you stand within your role as a counselor educator. For him, this also includes what you do to support your profession, move it forward, and share the information with others. It is developed by being engaged and involved and by seeking opportunities to clarify values and beliefs one holds. In demonstrating his professional identity, Dr. Wilkerson explains that words and actions need to work in concert with one another. Actions speak louder than words and when the two are not compatible, the message can get confusing especially to students.



Student Perspective on Professional Development



Kebra Schaller explains her professional identity as the way you portray yourself as a professional and the environment you create for yourself in the workplace. It stems from professional code of ethics, legality, school-based policies and environment, and personality and personal philosophies. She explains that becoming a professional counselor is a process of self-discovery and self-awareness, and finding what works best for you. She's developing this identity by becoming more aware of herself and her surroundings in the workplace and how others react to her. In building her professional identity, Kebra utilizes self-reflection in order to ensure she is becoming the professional she wants to be.

This semester **Mark Brier, Kelly Calabrese and Erin Judge**, three graduate students went into a field placement education class to bridge the knowledge gap of the role of school counselors to emerging teachers into the profession. The presentation was a huge success!

Counseling and Human Services



As an undergraduate student in the field of Counseling & Human Services and Tau Upsilon Alpha Honor Society President, **Lily Castro** believes that professional identity is an ongoing process for individuals to demonstrate their commitment to high standards in their occupation. Lily states that a way she's helped build her own personal identity is "to better understand myself and my own inner workings."

Lily is forming her professional identity by "fostering lifelong learning, leadership, and development; and to promote excellence in service to humanity" stated under the National Organization of Human Services. While coming to the CHS major Lily has found that she has a true passion for working with people. Some of her most memorable experiences were conversations she's had with peers in her internship classes when discussing their different internship sites and duties. Throughout her studies, she's Realized that others have a similar passion for working with people, which creates a tight-knit CHS community; a community of which she states she "will always be a grateful member."

American Counseling Association:

The American Counseling Association (ACA) states that they are "dedicated to growth and development of the counseling profession and those who are served." They help encourage future counselors to uphold this concept as advocates to the counseling profession. They also state that their mission is in part to encourage, "development

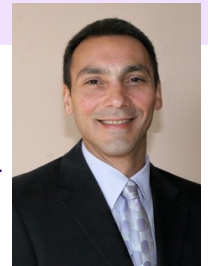
of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity." The ACA supports all counselors to develop their professional identity



AMERICAN COUNSELING
ASSOCIATION

Dr. Paul Datti is the Director of the Undergraduate Counseling and Human Services Program. He teaches in both the undergraduate and graduate programs in the Counseling department. He defines his professional identity as a counselor with a specialty in rehabilitation. Professional identity, to Dr. Datti, involves advocacy, alliance, and allegiance. He exudes passion for the profession of counseling and describes being an ally to his profession in order to propel it. Dr. Datti also describes how his personal identity and professional identity overlap, especially given the nature of the counseling profession.

As an undergraduate professor, Dr. Datti instills the concept of professional identity into his students from the early stages in their academic career. He does this by first asking his students "what does counseling mean to you?" and asks students to consider their professional identity and how it develops, especially during the latter part of their program. Students are thereby able to formulate their own opinions and ideas about how they view it, and how they can contribute to the counseling world. Dr. Datti also demonstrates his own professional identity through his involvement in several National and State Counseling organizations, in some of which he holds board positions. In addition, Dr. Datti presents at a minimum of 2-3 conferences each year.



CHS Undergrads had plenty of opportunity to examine their professional identity this year, including the most recent lecture on professionalism given by David Notoraris, the Director of the PA Bureau of Blindness and Visual Services.

Freshmen: Don't forget to hand in your paper to the Dean- It's due

MAY 11, 2012!



DEPARTMENT ACHIEVEMENTS

This year our Faculty and Students have been excelling in the field. We're so proud of their accomplishments, and to recognize them here!

Professor Geri Barber was recently awarded the Sursum Corda (Lift up your heart). This award recognizes those members of the University's staff who have made outstanding contributions to the life and mission of the University. Beyond being an amazing teacher and model of the profession, Professor Barber is the Director of the Counselor Training Center. In her work, she has connected eager students to those in need in both the University and Community alike. Her work in the Leahy Center has allowed children to spread peace, member's of our community to have a clean slate, and everyone the opportunity to live their best lives. It is obvious that her commitment extends past the profession and into passion, and she lights that passion in everyone to be a "holder of hope".



Recently, **Dr. Dalgin** was the recipient of the Kenneth W. Hylbert Award through the Pennsylvania Rehabilitation Association. Presented to an individual PRA member for significant contributions in the professional preparation and upgrading of rehabilitation manpower.



Love is Louder is a movement of all types of people who come together to raise the volume around the message that love and support

are louder than any internal or external voice that brings us down. This semester the counseling Department participated in this event to recognize the issues with bullying.



BS Counseling and Human Services Program at the University of Scranton has been reaccredited by the Council for Standards in Human Service Education from October 2011 through October 2016.



The PCPS community celebration is always an event to look forward to. This year the Counseling and Human services department was recognized for its many efforts in the profession. We were proud to show case the events in which our faculty and students contributed to making our campus a better place!



In late February, Students created a beauty campaign to help people become aware of the epidemic of Eating Disorders in today's culture. Messages such as *confidence is beautiful* and *beauty fits every size* were present across the campus.

DEPARTMENT ACHIEVEMENTS

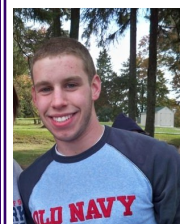
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Dr. Bruch was recently recognized at the NCRE conference in San

Francisco. She received the National Counsel and Rehabilitation Education (NCRE) President's Award for distinguished service. She has served as the Awards Committee chair for 15 years.

Because of the efforts put forth by the Chi Delta Rho officers of last year, the graduate school honor society was awarded a chapter grant. It was decided to be used to enhance professional development and student relations. We are proud to say, this semester mentors who have recently completed practicum will be meeting for coffee with incoming practicum students to give them a different perspective of what to expect in their upcoming venture!



Congrats to Dave Hovey for winning the Excellence in Counseling and Human Services

award 2012. In addition to a high GPA and commitment to academics, Dave was a Swimmer for the University, and facilitates a grief group through his internship at hospice! He is a great model to the profession!

Look out for these upcoming events!

- **Bake Sale and Raffle to support the 11th Annual disAbility Conference:**
May 8th from 11 - 4
- **Internship Supervisor's appreciation dinner:** May 15, 2012
- **Graduation!** May 26th and 27th, 2012
- **The 11th Annual disAbility Conference:** September 27, 2012
- **American Counseling Association 2013 Conference:**
March 20—24 in Cincinnati Ohio

Counseling Resources

Chi Delta Rho



Chi Delta Rho is the local chapter of Chi Sigma Iota Counseling Academic and Professional Honor Society International. Chi Sigma Iota is an international honor society for counselor educators, students, and professionals. The purpose of the Honor Society is "to promote scholarship, research, profes-

sionalism and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling." Students can become a member of Chi Delta Rho if you've completed 12 credits and must maintain and overall scholastic average of 3.5 or better. You could sign up online at: <http://www.csi-net.org/> and click on membership.



PCA Conference



The PCA Conference this year is going to be held in State College, PA on October 19-21, 2012. Students are welcome to submit a proposal to present at this conference. Proposal forms are located on the 4th Floor McGurkin near the secretary's office. This year's theme for the conference is "Transitions and Transformations." Proposals should include a cover sheet, title, synopsis, description, and brief CV or resume. Electronic copy of your proposal should be sent to Dr. Amy Banner at amy.banner@scranton.edu. Some examples of topics could include (but are not

are not limited to),

- Developmental transitions
- Transformations after marriage
- Communication transitions within social media

Proposals are due by May 15, 2012.

Additional Resources

<http://www.cacrep.org/>

<http://www.core-rehab.org/>

<http://www.cshse.org/>

<http://www.ncate.org/>

<http://www.pde.state.pa.us/>

<http://www.psca-web.org/>

<http://www.schoolcounselor.org/>

<http://www.scranton.edu/studentlife/studentaffairs/careers/index.shtml>

<http://www.pacounseling.org/conference.php>

Stay updated on the CHSL Listserv emails. They contain valuable information regarding upcoming meetings, job opportunities, and much more!