

Counseling and Human Services Departmental Newsletter

VOLUME 8, ISSUE 17

SPRING 2017

CHS: The Journey to Competent Caregiving

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Dr. Lori Bruch, Chair

Once again, our Faculty Moderator, Co-Editors, and Student Reporters exceeded expectations with this outstanding newsletter devoted to program outcomes.

As you sift through the Counseling and Human Service program outcomes, you will find a foundation of excellence that is continually built upon. Our ongoing assessment activities provide evidence that program learning outcomes are being accomplished and student learning outcomes give us much to be proud of. This is due to our dedicated Standards Work Group and our recently established Assessment Action Committee. Thanks to my colleagues for the recognition of the importance of assessment and the willingness to invest significant time and energy on an ongoing basis. A feature article in this newsletter will further elaborate the work of these committees.

In addition to these program statistics, you will also have an opportunity to explore the stories behind the data. For me, stories capture the lived experience of members of our department: students, graduates, staff, and faculty. Stories connect us

to each other in powerful ways and help us to have empathy for the daily struggles and triumphs. Research demonstrates that stories engage the brain and provide us with the motivation to become invested and connected to the people we serve (Zac, 2014).

As I read the draft of the Newsletter, what dawned on me is the 4th floor of McGurrin Hall is a place where people are encouraged and nurtured to bring their personal best in all they do. For faculty, staff, and students, it begins with our Dean's Administrative Leadership team. The support that we receive from Dean Debra, Vicki, Ray, Diane, Diane, and Pat is beyond compare. Our CHS department is blessed with this team that strives to help us meet our departmental and individual goals. In this newsletter, you will read about the student-scholarship that was funded through the Dean's office and enabled students to present at the Pennsylvania Rehabilitation Association, Pennsylvania Counseling Association, Pennsylvania School Counseling Association, and the Pennsylvania State-Wide Chi Sigma Iota Conference. Our students

came back with great stories of their professional development, expanding networks, and ideas for the future, not to mention their adventures with faculty and fellow students.

Our Administrative Assistants are engaged with our students in a caring and professional manner, they go the distance each and every day. They listen to our student's stories, and help to connect them to University resources and services. They are appreciated for their daily compassion. Both Ann and Pam know that people always come first.

The Newsletter will provide you with a glimpse of how faculty work to inspire student growth and the intentional ways that students are mentored to become self-reflective practitioners, competent care givers, and community leaders. Likewise, you will read about student perspectives as they navigate through the program and explore pivotal moments in their student counselor development. These stories provide insight into what a Scranton Education is all about.

The work from our David W. Hall Counselor Training Center (CTC) will show case the numbers of graduate students
(continued on page 2)



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CHS: The Journey to Competent Caregiving

Dr. Lori Bruch, Chair

in Clinical Mental Health, Rehabilitation, and School Counseling who have had the opportunity to develop their foundational counseling skills under faculty supervision. This Academic year, 25 counselors in training provided 1,574 sessions to 419 individuals from our campus and local communities, the real detail is found in the individual stories and successes of their work. Each day our students are making a difference through their work in the Counselor Training Center.

Our Counseling and Human Services undergraduates are actively involved in community based learning through their coursework, volunteerism, and internships. This year, fifty-four CHS undergraduates have completed over 13, 900 hours of internship experiences across forty-two agencies. Likewise our forty-three graduate students completed over 24, 806 hours of internship in community organizations, rehabilitation agencies, and elementary, middle, and secondary schools. The internship placements and reflective components facilitate transformative learning experiences aimed at preparing students to enter their careers in Counseling and Human Services. In our Jesuit tradition, as men and women for others, they have witnessed their profound ability to make a difference in the lives of people

including children, adolescence, the very young to the oldest of old. Through these powerful interactions, all are changed. On May 16th, we will honor our interns and community supervisors at an appreciation dinner.

Recently, Dr. LeeAnn Eschbach worked with University Advancement, the Gerald R. Roche Center for Career Development, the CPS Dean's office, and the CHS Department to invite our CHS graduate alumni to campus to share in a CEU/Networking program with current graduate students, faculty, and staff. The stories of career success and the personal accomplishments of our alumni were far-reaching and heartwarming.

As Human Service professionals and Counselors, we recognize the importance of collecting demographic information, completing program evaluations, and providing accountability for the services that we provide. Outcomes are essential to our work and our livelihood, but really listening to a person's story is at the heart of our profession.

As we come to the end of another semester, always remember that, "Your Life is Your Story". We hope that you will invest in yourself and others, embrace opportunities

with an open heart, and bring your personal best to all that you do. Have a great end of the semester and remember, near or far, the CHS faculty and staff are always here for you,

With Gratitude,

Lori



Go forth
and set
the world
on fire.

Why Assessment and Outcomes?

Do you ever wonder how student assessment is conducted throughout the program? How faculty members develop scoring rubrics? How classes are tweaked to meet the needs of students? If your evaluations of the course and program are actually used? Well, there are assessments that answer all these questions. Assessment is a key component to the success of our Counseling and Human Services Department. There are two levels of assessment in our department, program assessment and student assessment. Program assessment is broader and helps faculty determine what students as a whole are learning and that they are being prepared effectively. This is done by analyzing program learning outcomes (PLO's). There are four general program PLO's and one program-specific PLO for each program. While PLO's are used to monitor the programs themselves, student level of assessment is more specific and individualized. Student assessment is used to evaluate individual student learning. By analyzing specific assignments from designated courses, CHS faculty members are able to evaluate what is and is not working. This approach standardizes grading for each student and holds them accountable for gaining the knowledge that is necessary to become a professional. Of course, all the assessments and the PLO's correlate directly with the guidelines set forth by the Department's accrediting bodies, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Council on Rehabilitation Education (CORE), and the Council for Standards in Human Service Education (CSHSE).

The process for measuring success and developing future curriculum is very team-based. There is a committee of six professors in the "Standards Work Group" tasked with analyzing program data and writing PLO reports. The full-time department professors make up the "Assessment Action Committee", which meets to review recommendations and approve the reports. So far, Standards Work Group findings have been positive. Dr. Willis, member of the Standards Work Group and the Assessment Action Committee, stated "We found good results so far but there are things we can tweak/develop. An example is to develop rubrics to better measure how students are doing- most classes will have these rubrics developed going forward". The Assessment Action Committee comes together to edit, fix, and approve different evaluations. An example of how they come together and make these changes is with the current Research Methods courses, COUN 505: Research Methods and COUN 535: School Counseling Research and Accountability. The learning rubrics for these classes have been revised, practiced, evaluated, and revised again. According to Dr. Wilkerson, also a member of the Standards Work Group and Assessment Action Committee, "the assessment cycle is like a feedback loop. We discuss what the students need to learn, then measure their learning before making changes and corrections. This is done to ensure that the best possible outcomes are realized by the students."

One may wonder how the faculty takes this highly technical information and translates it into something that actually affects the lives of our students. This is the very thing we wanted to focus on in this newsletter – how do the assessments that the CHS Department conducts contribute to helping students discover their passion and be inspired to become the most competent and professional caregivers they can be? As you read this newsletter, you can see countless examples where the effects of CHS Department assessments are shining through in the experiences students have both in and outside of the program. Story after story illustrates how both current CHS Department students and graduates are taking what they learn and going one step further to stretch and mold themselves into the most professional, competent, and passionate counselors they can be. With a process in place that constantly assesses and monitors student learning, the CHS Department faculty are able to take what they are teaching and constantly make it better and more applicable to the future counseling world of a CHS undergraduate or graduate student.

Clinical Mental Health Counseling



Dr. Ben Willis

How do you inspire student growth?

I take a relational, holistic, and wellness approach when thinking about student growth. I think that it is important that I build a relationship with students to get to know them to better understand who they are and what is likely to be good directions for their growth. I think through knowing them better that I can offer feedback specific to them and their goals that they are more likely to see as relevant and worth pursuing.

How do you use assessment tools for and with the students?

I talk with students about our Fitness for the Profession assessment to help think more holistically about them (or at least their professional life). In talking with clients about these aspects, I encourage further self-awareness and talk about the importance of having fitness in these areas and experiencing the benefits of achieving and maintaining fitness in those areas for us professionals.

How do you assess students as they move through the program and work towards becoming self-reflective practitioners, competent caregivers, and community leaders?

Along with what I mentioned above, I really want to know who the student wants to become and what they would like to do in their lives. As professional counseling can be applied in many different ways and work towards different outcomes, I want to know how the emerging professional counselor wants to work and engage. I try to encourage a stronger professional identity with more clarity of self and personal and professional values to allow the person to know how they want to lead and what difference they want to work towards in their careers. I believe that this helps stimulate self-reflection and more intentional leadership, which leads to more competent care.



John Esposito

The professors of the Counseling and Human Services department constantly challenge me to grow, both as a student and a professional. I grow as a student through the constructive feedback I receive in my papers, class discussion and as a result of active participation sought by the professors. My professors help me grow as a professional by being true gatekeepers of the profession by modeling the skills, competencies and characteristics that must be present in an effective counseling professional. I feel that my professors are aware of my strengths and weaknesses. This awareness allows them to guide me on the right path and to be honest with me about my abilities and areas in need of improvement.

An assignment that stands out to me as a pivotal project in my development as a counseling professional was a self-evaluation of my counseling skills completed at the start and end of my Counseling and Interviewing Skills class. As part of this assignment, we were asked to transcribe 10 minutes of a recorded practice counseling session, reflect on the specific skills used and write alternate responses that might have been more effective in helping clients. I was able to witness how my skills had improved since the beginning of the semester, while also challenging myself to critically think about my counseling skills. This assignment allowed me to feel prepared for practicum by giving me more confidence in my strengths and allowing me to be aware of what I needed to work on.

As I move through the Clinical Mental Health Counseling program, I assess myself in various ways. One way I do this is by taking time to reflect on why I chose to pursue this career path. I pay particular attention to moments when I have doubts about my ability as a counselor. In these moments, I try to examine why I am feeling this way. I ask myself these questions: Am I taking care of myself so that I can effectively help others? What is distracting me from fully listening to a client or from working on a difficult paper? As I progress in the program, I notice that these opportunities for growth have increased. While initially I may feel anxious and experience feelings of doubt, I know that I will look back on these moments as critical periods of my development as a counseling professional.

Rehabilitation Counseling

How do you inspire student growth?



Dr. Rebecca Dalgin

I try to inspire student growth by encouraging students to develop their own professional identity and helping students to enhance that at every opportunity. I encourage students to join, participate, and present at professional conferences and also to make connections with alumni, all of which helps them to connect to the wider world of rehabilitation practice. I also continuously encourage students to take risks, as risk taking is inherent in growth. Additionally, I think it's important to encourage students to sit with the discomfort of trying something new, rather than remaining comfortable all the while supporting them through that process.

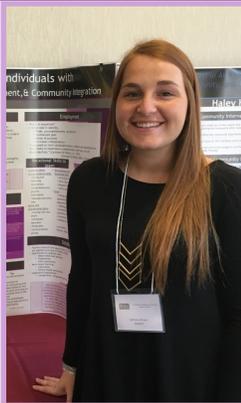
How do you use assessment tools for and with the students?

As a department we have been working towards understanding how we can best measure whether we are meeting our student learning objectives and program learning objectives. Personally, I have tried to develop more rubrics because they assist me as a teacher to craft assignments that are designed to target the learning objectives of the course. Additionally, students indicate that the rubrics are extremely helpful for understanding faculty expectations and clarifying assignments. I also try to use multiple measures and different tools to account for all different types of learning.

How do you assess students as they move through the program and work towards becoming self-reflective practitioners, competent caregivers, and community leaders?

In order to help students become self-reflective practitioners, I assign reflective papers and ask students to solicit feedback from others. Many of my assignments are designed to help students understand their strengths and areas that need improvement. I also try to incorporate a lot of real world assignments that are community based to help students become more competent caregivers and provide real world experience. For example, In the vocational rehabilitation class, I have students complete a job analysis of a current employer, which helps with learning how to do the required elements of a job and practicing skills necessary to become competent professionals. We also encourage students to become community leaders by providing opportunities for students to find places where they can advocate for individuals living with disabilities and make a difference within their communities.

Kathleen Brown



I believe that a huge component in the Counseling Department is how professors inspire students. They inspire me to be the best student, professional, and all around person I can be. As a graduate of the undergraduate CHS program who is now at the end of my graduate program, I have seen my growth personally and can think back to instances in which my professors had the most impact on those changes for who I am today. I can think of instances where all they wanted was for me to speak more in class and be an officer in CHSA, to being on the Search Committee and attending conferences to develop my professional career.

I think all the assignments I've completed had a key purpose in helping me learn material for my classes, but I think the assignments that were the most important to me were ones from my rehabilitation classes. The assignments in these classes are useful in showing me what I will most likely be doing in internship or post-graduation. If I had to pick one assignment it would be performing the Job Analysis as an assignment for Vocational Aspects. This assignment required each student to pick a job and observe a worker performing it. Completing this assignment allowed me to see all the different pieces of a job that must be considered when helping an individual with a disability find a job. It also allowed me to get creative and think how the job functions could be altered for someone with different disabilities.

As I move through the program I am constantly assessing myself. I assess not only with the grades I receive in my classes, but with the knowledge that stays with me from day to day. I will use Practicum as an example. While sitting in that counselor role, many different students and situations arise daily. Something that allowed me to assess myself was that I was able to practice my ethics, theories, multiculturalism, and counseling skills all at one time. I think Practicum was such a pivotal part of my journey in this program; the self-evaluations throughout the semester are what allowed me to reflect and evaluate myself during the experience and at that point in my journey.

School Counseling

Dr. Julie Cerrito



Student growth can be inspired in a multitude of ways. I believe student growth is best achieved when instructors provide a clear set of expectations for students. That is, through descriptive syllabi and established rubrics that are thoroughly explained to students so that they know and understand the purpose of the course and the assignments. I also believe it is my responsibility to provide a safe and inclusive classroom environment so that students feel comfortable to share their thoughts and opinions with others, thus leading to their own personal and professional growth. It is also my responsibility to both challenge and support students throughout the learning process so that they are willing to confront their biases and beliefs and see controversial issues from multiple perspectives.

Since I am aware of the many different types of student learners, I try to incorporate multiple methods of learning into my teaching. That way, students have ample opportunities to highlight their strengths. So, my courses tend to contain different types of assessments (exams, presentations, papers, reflections, etc.) so that students have a variety of ways to showcase their abilities. Rubrics are attached to these assignments so that students understand what is expected of them. In some courses, students also self-assess, which is important for their individual growth and learning.

There are several points in which we assess students throughout the program. These include yearly individual student reviews, individual examinations of fitness for the profession of counseling, pre-practicum and post-practicum evaluations, internship evaluations, and professional dispositions evaluations at the conclusion of internship. In addition, students take the Comprehensive Professional Counseling Exam (CPCE) and School Counseling Praxis Exam near the conclusion of their degree programs. Some students also elect to take the National Certification Exam (NCE). Students self-assess via evaluations and personal reflections throughout their programs too. Students start a professional portfolio in their Professional Issues classes and then that portfolio is added to throughout their program of study and culminates into a final portfolio handed in during internship.

Zachary Watters

On the journey towards a graduate degree, it is easy to think, “Is this class or assignment going to help me get to where I need to be?” The reality of that question, though, is that it usually is not the class or assignment that is going to help students get where they need to be, but rather the dedicated faculty that facilitates those classes so that they can expertly communicate their breadth of knowledge and experiences to their students. I can genuinely say that every professor that I have encountered thus far in my graduate studies has been committed and enthusiastic in delivering their classes. Professional development is woven into every course, and it is through those assignments that I feel I have taken the largest steps towards that indefinable place that I feel I need to be. Particularly, there have been several assignments in which I have been required to reach out and form relationships with currently practicing school counselors. These assignments help to shine light on some of the intricacies of the profession that I will face once I am officially out in the world of school counseling, and there is nothing I can think of that is more valuable than having that knowledge this early in the process. As I continue to move through this program, make new connections, and learn what it takes to be a successful school counselor, I find myself gaining more and more pride in the work that I do day after day. To me, there is no greater indication of being on the path to where I strive to be than that constantly growing sense of pride.



Counseling and Human Services

Dr. Paul Datti



How do you inspire student growth?

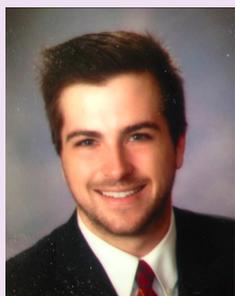
I inspire student growth in a multitude of ways, but primarily by advocating for the profession, using the latest curriculum and materials, and having a passion for the profession that shines through in class. I also make it a point to be energetic and fun in class so that students look forward to attending as well as learn and retain knowledge and skills in meaningful ways. I often share recent professional and personal stories related to the material in the hope that these inspire students and help them to look forward to entering the profession. As Program Director, I also make it clear to students that the Fitness for the Profession document is important for them to be cognizant of and follow, as they are “budding professionals.”

How do you use assessment tools for and with students?

In assessing students as they move through the program, as a department, we conduct a formal assessment of every student on the dimensions of the Fitness for the Profession document each year to help ensure they are developing professionally and personally. Yearly, we also take Program Learning Outcomes along with Student Learning Outcomes from each course, look at the exams and assignments that measure them, and assess them to help ensure that students are learning what they are supposed to learn as they move through the program.

How do you assess students as they move through the program and work towards becoming self-reflective practitioners, competent care-givers, and community leaders?

As Program Director, I deliberately teach courses from the 100 through 400 level as well as all sections of Advanced Internship that I can so that I can develop relationships with as many students as I can that can last through the entire program. This allows me to monitor student progress, be a mentor, and help students grow into professionals and future colleagues. In order to help students become more self-reflective practitioners, I incorporate assignments that are in line with the Ignatian traditions of self-reflection, critical thinking, and discernment. Additionally, in order to help students develop into competent caregivers, I (and other instructors) maintain a close relationship with students and their site supervisors during internships to help ensure they are performing competently. As far as helping students to become community leaders, I moderate the CHS Student Club, CHSA, which is service-oriented, and encourage leadership positions within the club as well as for all students to develop leadership skills during their time in our program. Also, our students also have a minimum service commitment of 80 hours that they must complete prior to graduation, so this gets them needed experience and gives back to our local community. Many local agencies representatives often comment on how much they rely on our students' service to help their agencies run.



Alex Malecki

I initially became involved with the field of human services with a mission of providing help and support to others who deal with many of life's circumstances. As I became more invested in my Counseling and Human Service's curriculum at the University of Scranton, and more involved with my community based learning hours, I began to find out that this experience would be more extraordinary than I could ever begin to imagine. For the first time in my life, I felt like I was surrounded by students, peers, and faculty members, all working together towards the common goal of being men and women for others. I was very excited to know that all of my interests and areas for growth in counseling, have already been mastered, mapped out, and provided to me by many truly amazing professionals. In addition, the faculty of the

Counseling and Human Services Department has had a tremendous impact on my development of a professional identity. This allowed me to know that a lot of my professors have also been sufficient in providing me with knowledge that cannot always be found in a textbook. I am very grateful for this.

My own involvement in writing and doing therapy research was strongly supported by my professors. They have always been extremely enthusiastic about my extra commitment to the field. As a result, I always felt encouraged to ask my counseling professors for pieces of advice and words of wisdom. Nevertheless, each counseling class I have taken has provided me with a valuable lesson, and a majority of the tools and skills necessary for becoming an asset in this career. In general, by being persistent in training as a practicing professional, and by retaining much of the guidance and knowledge of several faculty members at the University of Scranton, I have felt driven to excel and grow as a person in the field of human services. I couldn't be happier with my experiences along the way and I am looking forward to the amazing journey that professional counseling has available for me.

Counselor Training Center

The David W. Hall Counselor Training Center located on the fourth floor of McGurrin Hall is a place where the “rubber hits the road”. It is the place where Clinical Mental Health, School and Rehabilitation counseling students practice the craft of counseling during their first clinical experience known as practicum. The practicum experience requires that students complete a minimum of 100 hours, 40 of which must be direct service. Most will let you know that 100 hours really is the minimum!!! It is through completing these hours that foundational skills of counselor competence can be assessed, practiced and re-assessed.

Practicum students have the opportunity to video record their work via a recording platform known as PANOPTO. Being able to record sessions allows the students to systematically review their work and it allows supervisors to refine their feedback to students. Students receive weekly individual and group supervision. This assists them in enhancing their skills to achieve the learning outcomes necessary to move to internship.

An exciting part of practicum is that students have the opportunity to participate in several of the 18 programs/collaborations that happen in the CTC each academic year. The CTC collaborates with and offers services to various departments within the university including, The Center for Teaching and Learning Excellence, The Gerald R. Roche Center for Career Development, The Jane Kopas Women’s Center, PCPS and CAS Advising Centers, the academic departments of nursing, CHS, and Health Administration. The Counselor Training Center also has ongoing collaborations that reach into the Scranton and surrounding communities through work done in the Leahy Center and with Lackawanna County Magisterial courts and Office of Youth and Family Services.



Geri Barber,
Director, Counseling Training Center

The CTC is a place where counselors in training and the clients they see can explore areas where life satisfaction can be enhanced. In some cases this might be in the arena of academics while at others times it may be social/ emotional concerns and burnout prevention. Whatever the “concern” that led a person to be referred to the counselor training center the hope is, it is a place where insight, awareness and hope followed by action can flourish.

While assessment, measurement of outcomes and competence is critical to our tasks of gate keeping and is surely a part of the practicum experience that happens in the CTC other outcomes that are equally important are hard to measure. These might include the joy and fulfillment of a counselor in training or client who realizes a goal, the excitement and resolve that results when a fear has been challenged or the relief experienced for having been heard and understood. To borrow from a master charge commercial these experiences truly are “priceless”.

(Continued on page 9)

Counselor Training Center

The CTC is indeed a space where the rubber hits the road, having had 113 practicum students serve 1036 clients by facilitating 4324 individual sessions in addition to group sessions in the last three academic years. Some of the group sessions include an after school program called PEACEMAKERS that teaches youth the value of peacemaking with themselves, the earth and others. It has an emphasis on diversity and there have been 12, 2 hour sessions per year with each one being attended by approximately 15 children with 10 student mentors. Some of the “little peacemakers” as they are known have gone on to participate in the University of Success program. Practicum students also assist in leading conversations with first year students about the importance of consent and healthy relationships. On campus these are known as PACT (Promoting Awareness of the College Transition) presentations. Beyond formal group and individual sessions the CTC has also seen contacts with 202 Psyc Nursing students and 54 masters level Health administration students to provide feedback to them on their communication skills and promote inter-departmental collaboration and learning.

As the Director of the CTC it has been a privilege to collaborate across the university and the community. It has been a joy to watch the growth and development of both students and those they serve. The CTC is truly a place that embodies the Jesuit mission of being “men and women for others on a daily basis.

The learning and assessment that happens in practicum is about meeting accreditation requirements and so much more. It is about students’ developing the skills to realize success in a vocation that values and respects the dignity of all persons.

“Whatever the ‘concern’ that led a person to be referred to the counselor training center the hope is, it is a place where insight, awareness and hope followed by action can flourish.”—Geri Barber

Community Based Learning

Community Based Learning (CBL) is a key characteristic of the Panuska College for Professional Studies (PCPS). PCPS was created with the intent to have students learn their curriculum through a balance of theory and practice. PCPS looks to embrace the Ignatian mission of “men and women for and with others”. By having the students get involved with the community, students are able to see their classroom theories come to life. That practice is how the best helping professionals are fostered. CBL is what sets PCPS apart from other colleges at the University. PCPS is the “helping college”, students within it look to serve others, CBL allows them to get started before they graduate.

CBL is an undergraduate requirement, eighty hours need to be completed in order to graduate. Most classes weave the hours into their course work as assignments. Although the graduate level does not have a CBL requirement, many instructors look to assign beyond the classroom learning where students can put theories into practice.

Within this section you will find:

- an interview with Dr.Datti, Director of the CHS Program
- a student perspective on CBL
- various examples of how graduate instructors require beyond the classroom learning



Interview with Dr. Datti

Kathleen: “Why is Community Based Learning (CBL) important to the CHS program?”

Dr. Datti: “Community Based Learning gives the students 70-80 extra hours to put theory into practice. They are able to take classroom skills and apply them in the real world. As a service college and Jesuit University, it is important to give back to the community, and more importantly, the community relies on the students.”

Kathleen: “That was my favorite part, being able to see the textbook come to life....So, how does CBL help students become more competent Human Service Professionals?”

Dr. Datti: “It enables the students to practice what they have learned. They are also able to experience what it would be like in the workforce...collaborating with supervisors, colleagues, clients, etc.”

Kathleen: “How can CBL help students figure out what population they want to work with?”

Dr. Datti: “That’s the beauty of it all. There are five classes that require CBL, so students can chose different places to experience what they like and what they don’t like. They are able to start weeding out populations and see which ones they are more comfortable and competent with. The five courses that require there to be Community Based Learning that in some way must be related to the course are:...

- | | |
|---------------------------------------|---------------------------------------|
| 111- Introduction to Human Adjustment | 241- Case Management and Interviewing |
| 333- Multiculturalism in CHS | 341- Group Dynamics |
| 441- Crisis Intervention | |

Students also get 10 hours worth of CBL by participating in the PCPS TAPESTRY Program during their first semester.”

Kathleen: “Is there anything else you would like to share about Community Based Learning?”

Dr. Datti: “I wish I had this in my undergrad program!”

Interviewed by: Kathleen Brown

Student Perspective

Bridget Furdon



CHS Senior

Community Based Learning has proven to be an integral part of my experience as a Counseling and Human Services major! Community Based Learning has provided the opportunity to explore various populations and to understand the importance of connecting my education with fieldwork experience. For my Community Based Learning, I have worked with Head Start, the Jewish Home of Eastern Pennsylvania, Asera Care Hospice and the Girl Scouts in the Heart of Northeastern Pennsylvania. I have learned that I highly enjoy working in the group setting after leading a Girl Scout troop at a Scranton elementary school. When it became time, I searched for an advanced internship that would allow me to learn more about the group setting, and I might not have learned this about myself if it was not for Community Based Learning. Before volunteering at the Jewish Home of Eastern Pennsylvania, I had limited opportunities to work with the geriatric population. After many afternoons spent talking with residents, painting nails, and playing bingo, I began to realize that a huge part of our major is the ability to simply be with clients, really listen, and fully be present. Opportunities for growth will not always present themselves in clinical settings; sometimes it will come in the smallest moments. My experiences with Community Based Learning has greatly helped me become a more competent human service professional since it has given me contact with actual people, and pushed me to learn outside the walls of a classroom. Venturing into the real world as a human service professional requires true compassion, and I feel that my Community Based Learning has helped me understand how important it is to truly care about the people I work with.

Graduates Learning Beyond the Classroom

Although Community Based Learning is not a requirement of the graduate program, it is a very important component to not only to coursework but our CHS community. Professor Ricciardi shared that “it is yet another example of where the rubber meets the road for our students, it is the practical experience in which students can practice their skills, engage in the community, and a time of giving and receiving—think about every-thing we bring to the community and how these experiences allow us to learn, grow and give back to each other”. Here are some examples of classes that have beyond the classroom learning experiences and short blurbs about some assignments:

COUN 501: Counseling and Interviewing Skills

Out of Class Counseling Role Play---meeting with a “volunteer client” for two sessions outside of class to practice skills on other people rather than peers.

COUN 505: Research Methods

Qualitative Research Write-Up--- obtain qualitative data, code, analyze, and report the findings in order to gain experience in collecting data, and discovering limitations.

COUN 506: Social and Cultural Issues

Cultural Immersion Paper---reach out to another culture and attend a gathering after interviewing someone about this culture; a paper is written connecting what was observed/experienced with your expectations and course material.

COUN 511: Counseling Children

Parent/Guardian/Caregiver Interviews---this assignment is to gain experience in how important it is to have a relationship foundation with the child’s caretaker; the assignment allows students to gain insight into hopes and needs for children, gain awareness of child development, and practice counseling skills.

COUN 520: Professional Issues: Rehabilitation Counseling

Interview with a practicing Rehabilitation Counselor---interview practicing counselor focusing on settings, current hot topics, issues, and the different roles a rehabilitation counselor can have.

COUN 522: Vocational Aspects

Job Analysis--- observe someone in a specific job and complete a job analysis (include all components: job description, salary, benefits, hours and schedules, essential functions, qualifications, education development, aptitudes, temperaments, environmental conditions, exertional and non-exertional physical demands, work area, promotion prospects, and unions) that the employer must sign off on

COUN 530: Professional Issues: School Counseling

School Program Stake Holders Interviews---students visit a school and conduct interviews with a counselor and three stakeholders to determine duties and responsibilities of professional school counselors and their programs.

COUN 539: Collaboration and Coordination

School Crisis Plan Analysis---asses a functioning school district crisis plan and the roles a school counselor plays in the coordination and collaboration of the plan.

COUN 560: Addictive Behaviors

12 Step Meeting--- attend a 12 Step Meeting to experience how individuals with addictions talk about experience and then reflect on what it was like to attend the meeting in a paper.

Although this list does not list every class that has beyond the classroom learning, or every assignment within the class. It is a good representation that our instructors value PCPS’s belief in putting theory into practice.

Community Based Learning at the Nativity Miguel School

The Nativity Miguel Scranton school was modeled after the Nativity School model, which was developed in the Lower East Side of Manhattan in 1971 to serve the needs of Dominican and Puerto Rican immigrants. The original Nativity Mission Center provided middle school-aged boys with an educational program that allowed them to excel academically, socially, and spiritually. The school boasts an extended school day, a low student-to-teacher ratio, and a summer academic program that extends learning year round. Nativity Miguel Scranton is part of an innovative educational project developed by leaders of six different religious congregations within the Diocese of Scranton. The project was designed to meet the academic and social needs of low-income middle school children.



Sarah Halpin



For both courses, Appraisal Techniques for School Counselors and Systemic Leadership & Advocacy, Dr. Eschbach provided her students with an excellent community based learning opportunity that involved working with students at Nativity Miguel School of Scranton. Nativity Miguel in Scranton began in 2015 and currently houses middle school students in grades 5 and 6 but will continue to grow and hold students through 8th grade. All students who attend Nativity Miguel in Scranton are on scholarship and must qualify for the Federal Free and Reduced Meal Program. Based on their academic performance during their 4 years at Nativity Miguel, students may be eligible to receive a full-scholarship to attend a school that offers an enhanced education.

Growing up in Dunmore, Pennsylvania my entire life, I was never exposed to such a diverse population. Nativity Miguel provided me with an opportunity to work with students who are multi-culturally diverse – a rarity in this area. As I am currently researching placements for an internship next semester, I realized the lack of diverse schools in this area.

In Appraisal Techniques for School Counselors, I administered the Kaufman Brief Intelligence Test (KBIT-2) to two students. This experience allowed me to not only become more familiar with administering and interpreting the KBIT-2, but it also provided me with a chance to talk to students one-on-one about their future expectations in regard to career and academics.

In Systemic Leadership and Advocacy this semester, we had the chance to talk to a group of students about their perceptions of school climate. This gave us a better insight of their academic/career goals, values, and interpersonal relationships that they are experiencing.

I am grateful that Dr. Eschbach provided us with the opportunity to work with students at Nativity Miguel in Scranton. Because of this experience, I was able to work directly with students and apply all that I have learned in class.

Reach Higher Initiative

Former First Lady Michelle Obama's National Reach Higher Initiative is a multi-faceted approach to inspire ALL high school students in America to take charge of their future by completing their education past high school. This can encompass attending professional training programs, community colleges, or four-year colleges and universities. Reach Higher places a heavy emphasis on ensuring that ALL students understand what is needed to complete their education beyond high school by promoting college and career awareness, financial aid understanding, academic planning benefits, and skills for persistence. Reach Higher strives to support school counselors who can help students in this process by facilitating collaboration among stakeholders.



Two of the CHS Department's faculty members, Dr. Julie Cerrito and Dr. Lee Ann Eschbach, have been involved with the Reach Higher Initiative since its inception in 2014 and attended the White House Convention held annually to share ideas with other expert practitioners and representatives from higher education, which include the National Consortium for School Counseling and Postsecondary Success and the American School Counselor Association. Drs. Cerrito and Eschbach are also leaders in the statewide PA College and Career Readiness Consortium and meet regularly with representatives from across the Commonwealth including Pennsylvania Department of Education and Pennsylvania School Counselors Association. As part of the Reach Higher Initiative, University of Scranton faculty and students hosted a College Signing Day and College Application Night by partnering with Lakeland Jr/Sr High School and Wyoming Area High School respectively. These local efforts help to promote awareness and understanding of the important role that school counselors have in providing pathways to help students "reach" their post-secondary goals.

College Application Night

The two of us joined other graduate students and school counselors at Wyoming Area Secondary Center on Tuesday, November 1st, 2016 for College Application Night. We all worked together to create and develop several stations for students and families to explore various topics in reference to the college application process. These stations included How to Pick a College Major, College Scorecard Information, Completing Common Application, How to Visit a School, How to Write a College Essay, and General College Application Assistance/Parchment Transcript System.



We had the opportunity to meet with students and their families to discuss College Scorecard. Wyoming Area Secondary Center provided us with laptops for students to explore College Scorecard with our assistance. College Scorecard provides students with access to compare schools by searching based on what matters to the student, compare results and filter them by costs, salaries, and graduation rates, and dive into school profiles. Students can discover and search by programs/degrees, location, size, and school name. Also, school profiles include annual costs of room & board, student aid, and family income, financial aid & debt, and earnings after school.

During this experience, we found that the students who visited our station were very eager to learn more about postsecondary education and the application process. For example, a student was deciding between attending either Indiana University of Pennsylvania or Shippensburg Pennsylvania for Computer Science. By utilizing College Scorecard, the student was able to view and compare each school's profile. In addition to being extremely useful for students and families, College Scorecard is a valuable tool for us. This experience allowed us to learn how the college application process has evolved and the types of helpful instruments that exist. College Application Night was an awesome opportunity for us to grow professionally by assisting and working with students and their families on postsecondary plans. Overall, College Application Night was a success for all parties involved! Written By: Kayla Kinney & Tara Morcom

College Signing Day

Lakeland Junior/Senior High School, in collaboration with the University of Scranton's counseling honor society, Chi Delta Rho Chapter of Chi Sigma Iota, held the first College Signing Day of its kind in Northeastern PA. The event celebrated Lakeland seniors who have made a commitment to higher education. This exciting event is recognized nationwide as part of the former First Lady, Michelle Obama's, Reach Higher initiative promoting post-secondary education. As School Counselors, we believe that deciding to make the commitment to go to college is a life changing decision, and should be celebrated as such! It's a major step toward a person's future and it should feel like an epic occasion. We pulled out all the stops, inviting vendors from the community to give valuable information, raffling off gift cards, baskets of school supplies, dorm room essentials, and even a mini fridge!

This event was a wonderful opportunity for me, as a school counseling intern at Lakeland High School, to really get involved in programming a school wide event. As a school counseling student graduating in May, it was very rewarding to see the work that I learned over the course of my graduate school career, come to life. The event allowed me to expand my professional development capabilities and skills. In working with community members, school members, and other stakeholders, we were able to pull off a worthwhile event that hopefully continues in years to come. As always, the backbone of a comprehensive school counseling program is advocating for all students. What better way to advocate for students than to call school community members to action and promote the celebration of post-secondary commitments!



Written By: Ashley Richards

Office of Vocational Rehabilitation Transition Workshop



Working with the state office of Vocational Rehabilitation and Allied Services was a fun, hands-on opportunity for professional development. High school students came to this event to learn valuable information for life after graduation. As counseling students, our job was to facilitate mock interviews and discuss the experiences with the students. Many people I met with already had a realistic future plan that they were excited about. I was very impressed at the self-determination the students had shown, especially when I observed that some went to 2 or 3 tables to get as many interview opportunities as time allowed for. The best part of the experience was giving advice, encouragement, and motivation after the interview was finished. Students really lit up when you told them that you would hire them in real life! After gaining these practice experiences and learning new

skills, many students left this event feeling better prepared to find a paying job- or at least with a better handshake. This was my favorite event of the semester.

Written By: Natalie Davison

Internships

This section includes reflections from students who are currently in their internship placement from Counseling and Human Services, Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling Programs. We also included a practicum student as well because of their direct contact with clients and community prior to entering internship. They reflect on how our department impacted them, how they apply classroom material, how self-care has played a role, and advice for those getting ready to enter internship or practicum! The success in these internship experiences contributes to the continuous evaluations and positive outcomes put forth by our department.

CHS Internship: 150 hours

CHS Advanced Internship: 200 hours

Practicum: 100 hours

Graduate Level Internship: 600 hours

CHS Internship

This semester, I am interning at EOTC, a social service agency located in Scranton. The experience has been a unique and exciting opportunity to become familiar with the human services field as well as start figuring out what my career path might look like. I discovered the agency on a site visit with my Career Seminar class, and was immediately interested. Though social work is not the area I want to pursue after graduation, my internship has offered me the ability to get involved in a variety of programs and grow in my understanding of the human services field. So far, I have been able to participate in a youth mentoring program for underprivileged children as well as sit in on drug treatment court and supervised visits. When I am in these programs, it is important to treat all people with the same respect and be mindful of the different cultural and socioeconomic backgrounds people are coming from. I have seen people from the same area go through extremely different life experiences and it is an important reminder that we can never assume what someone is dealing with. My supervisor and other EOTC workers have helped teach me how to interact with different populations as well as how to set boundaries as a professional. These boundaries include what is appropriate and inappropriate to do and talk about with clients as well as how to adequately insulate myself from my work. Being able to practice self-care and not get overinvested in cases will help me to remain as effective as possible as a professional and stay physically and emotionally healthy.



For students looking to find internships, my main advice would be stay open to a wide range of possibilities. You don't have to find something exactly matching your interests because experience in any area will be beneficial and you may discover a passion for a particular field or population that you wouldn't have found otherwise. Stay open-minded and dive in!

Geoffrey Morton

CHS Advanced Internship

Jessica Schmidt



My advanced internship experience is at Valley View Middle School working with the Professional School Counselor. I chose this site for my second internship because school counseling is something I am very passionate about and what I am pursuing in graduate school. Dr. Wilkerson's "CHS in K-12 Schools" course allowed me to understand the role of a school counselor and provided me with the knowledge to be a proactive intern. The Department of Counseling and Human Services also provided me with the resources such as the internship fair and supervisor contact information to explore different internship sites. Internship is a great class to receive feedback, advice and to talk about your experiences. I enjoy this because it allows me to take what I have talked about in class and apply it at my internship. At first it seemed intimidating to be an intern but once I started collaborating and working with other teachers and administration in the school, it felt very natural. I think classes that had role playing or presentations helped me to practice my skills in a real life scenario. Self care in this field is very important! By creating a self care plan in Crisis Intervention, I am able to take care of myself so I can intern successfully. I would encourage students that are looking for an internship to not be afraid to come

out of your comfort zone and to be confident in yourself! Thus far, my internship experiences have really helped me grow both professionally and personally and put what I have learned into practice.

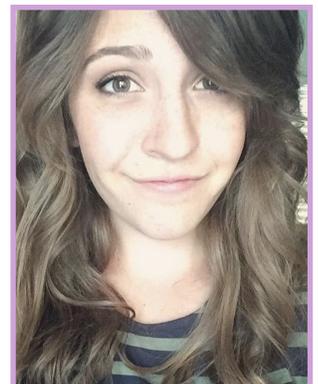
Clinical Mental Health Counseling

How did the Counseling Department impact where you are doing your internship? When I was deciding where I would work on my internship, the Counseling department was helpful in guiding me towards sites that would be the best fit for me. Faculty within the department were particularly helpful in making suggestions and recommendations based on my current interests and career goals.

How do you apply what you've learned in the classroom to your internship experience? I have been able to apply what I have learned in the classroom by maintaining awareness and consistently applying foundational counseling skills, as well as regularly monitoring my strengths and areas for growth with my supervisors.

Do you have any advice for students who are getting ready to go into their internship? Supervision is key, utilize it as a means to express concerns and triumphs with an experienced professional. This not only provides opportunities to grow and develop insight, but also advance intentionality in the skills and techniques used while counseling clients. Be authentic and bring that proportionately into your counseling style. Not only will this allow you to focus on cultivating a therapeutic relationship with your clients, but it will help you to develop your professional self. Don't expect to be perfect! Always do the best you can, take the opportunity to learn from growing edges and capitalize on that.

How has taking care of yourself enhanced your career outcomes? Self-care is not to be underrated, something I have learned even more so as I have gone through internship. By prioritizing my own wellness in a flexible way I am able to support my clients as the best version of myself, and work through challenges more efficiently.



Katie Soeder



My name is Marsinlen Blackwell, I'm interning at Geisinger Marworth Treatment Center in Waverly, Pennsylvania. This internship provides me with a variety of clinical experiences to shape my profession as a counselor. The Counseling Department is great at helping students find their preferred area of interest, even if the students may not know where to begin; the professors are always there to help. During my internship, I find that I take a lot of the information from Addictive Behaviors and apply it to understanding where the patient may be coming from. I also take some experiences I had in my Family Violence class when discussing "resistant clients".

Marsinlen Blackwell

The term resistant is negative and can greatly impact one's ability to help a client. Instead of thinking of a patient as resistant; I see it as they may not be ready to make the changes needed for a healthier life. This does not mean the clinician stops trying; it just means they may need more time to process all that is happening in the moment. Self-care is important and I have learned to not be so hard on myself when I need a minute to breathe. It has actually benefitted me because I feel more prepared for what's ahead. For students who are looking for their internship, my advice would be to start looking early to avoid cramming your paperwork for internship with studying for finals and writing papers. Internship is a collaborative learning process, take all the feedback from site supervision and class supervision and grow from it, after all this experience only happens once and everyone you work with wants to help you become a better counselor.

School Counseling

How did the Counseling Department impact where you are doing your internship? The Counseling Department has impacted where I am completing my internships. I am interning at Mid Valley Elementary Center and Elk Lake Jr.-Sr. High School. The Counseling Department taught me what a comprehensive school counseling program entails, which played a tremendous role in determining where I would complete internship at. The Counseling Department also influenced me to choose sites with programs and counselors that would provide me with opportunities to continue developing my skills, improve my growing edges, and increase my knowledge about the profession.

How do you apply what you've learned in the classroom to your internship experience? I am taking advantage of every opportunity my internships provide me to apply what I have learned in the classroom. For example, I am applying skills and knowledge I have acquired by providing individual counseling, running groups, creating and facilitating classroom guidance curriculum, delivering a career curriculum, and more. My internship supervisors are extremely inviting and supply me with several of these opportunities. Both internship supervisors are graduates from the University's School Counseling program too!



Tara Morcom

Do you have any advice for students who are getting ready to go into their internship? My main advice to students getting ready to go into their internship is to not be afraid. At first, the thought and idea of internship can be intimidating, but you will gain the most knowledge and skills from this hands-on experience. Do not hesitate to ask questions, offer new ideas, network with others, develop and sustain new relationships, and most importantly, be yourself.

How has taking care of yourself enhanced your career outcomes? I have always stressed the importance of self-care to myself. I have come to realize that I cannot put forth my best work or provide the best services to others if I do not make self-care a priority. In the counseling field, the burn-out rate is extremely high. I feel as if my belief and practice of self-care will help prevent burn-out, thus enhancing my career outcomes in the future.

Practicum Student

Sara Studenski



As a second-year student in the Clinical Mental Health Counseling program, this semester has been my most hectic yet! Why, one might ask? Because in addition to my regular courses I am also engaged in the practicum experience! Practicum is definitely a challenge; I do not think anyone would argue that point. But, I think many would also agree that the Counseling Department makes it a challenge that is worthwhile, right from the start. From the very first pre-practicum meeting, to practicum orientation, to individual and group supervision meetings, and everything in between, students are guided and supported by their instructors, and by each other. Generally speaking, the Counseling Department allowed me to approach practicum as a genuine learning experience, one that will surely make me a more competent counselor. In conjunction with the support and guidance

I have received from my instructors, I have learned *a lot*, too! I have found that counseling is such that the concepts and theories we learn in the classroom are applicable on a deeply personal level; what we learn truly becomes apart of who we are. With that said, the way I apply what I have learned is by being genuine and focusing on my relationship with the client, and trying not to get caught up in the details of a specific theory. That is probably my most important piece of advice for anyone preparing for practicum: Do not focus on being the “perfect counselor...” you can be incredibly effective just by being yourself! My other piece of advice is: Make time for self-care! That is something I definitely took for granted as I began practicum...I never made time for myself. Now that I am about halfway through this experience, though, I have learned to manage my time better. When I have time for myself I am able to actually reflect on this process and allow myself to be wholly impacted by the experience. And, following time management, my final bit of advice is: Get a planner, trust me, you need one! Earlier in this statement I described this semester as being my most hectic yet, and while that is true, it is also my most rewarding semester and has already been a catalyst for both personal and professional growth.

Job Placement

This section includes reflections from graduates from our Counseling and Human Services, Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling Programs and are now in the workforce. They reflect on how our department helped them start in their profession, most important take away, and advice for graduates to be! As you read through their stories, you can see what the Department has taught shining through as the former students show how we, as a counseling profession, are united as University of Scranton CHS Department graduates who are passionate about caring for others! These success stories contribute to the positive outcomes that our programs continue to create.

CHS Graduate

Kenneth Tong



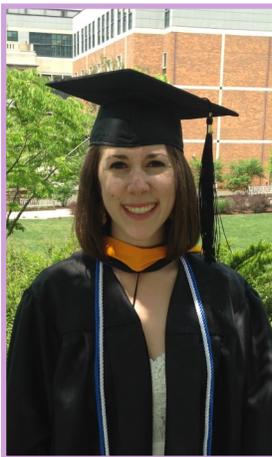
My name is Kenneth Tong, Class of 2015 Counseling and Human Services and Women Studies Double Major. During my time at The University, I had the pleasure of making a lot of relationships with others both in the University and in the Scranton Community. Starting with my internships, I was introduced into the world of homeless prevention and transitional housing. After graduation, I was employed at Scranton Counseling Center (SCC) as a Blended Adult Case Manager, working with 25-35 consumers (age 18+) with severe mental health, and coordinating with treating outpatient services to better increase their independence and self-determination. As time went on, I was offered the opportunity to also work part time for Lackawanna County and Susquehanna County as a Mental Health Crisis Worker, assessing patients and issuing 302 and 201 for patients

who need inpatient mental health services, or deescalate the crisis, and create a safety plan with outpatient referrals for follow-up.

Throughout my time as a Case Manager at SCC, I worked a lot in coordinating treatment with outside agencies, which leads me to where I am today. Through my work at SCC and collaborating with Community Intervention Center, a homeless day shelter and drop in recovery center, I was recruited to the Case Manager for the Safe Haven Program. The Safe Haven is a government funded facility where I work with 4 individuals who are homeless with severe mental health (schizophrenia, personality disorders, etc.) and no income. They are placed in my facility where I assist with their transition from homeless to permanent housing. This is achieved through referral and advocacy to increase self determination and independency, and obtain a source of sustainable income. While I have a lot of different stories, the biggest take away in all of this is **“relationships.”** Had it not been for the CHS program, and the wonderful relationships I have made through both the department, and through my internship experience, I would not have the experience or skills to be doing what I am doing. As a parting message to you all, don't forget the relationships you make here in CHS. If you do decide to move forward in this field, whether it is here in Scranton or elsewhere in the US, you have a huge support system from everyone, including myself.

Clinical Mental Health Counseling Graduate

Corrine Wolff



I find it hard to believe that I graduated one short year ago from the Clinical Mental Health Counseling program. Although time does fly when you are having fun, I have found that time has been flying as I experience a growth spurt in my professional development working in a community agency. As I reflect on what the CMHC program gave to me, I find myself thinking about the questions I ask myself on a daily basis:

- In addition to therapy, what other agency or service can help this family?
- Is there an ethical dilemma in this situation?
- What am I doing to take care of myself?
- What can I do to break the barrier to the mental health treatment?
- Who can help me through a tricky clinical question or situation?

I attribute these common questions I ask myself to the critical thinking and application skills that the CMHC program taught me. The program went beyond teaching counseling topics such as research, ethics, and theory. The most important thing that I took from the program was to take the knowledge and to apply it further than the surface level. CMHC taught me to break barriers to mental health treatment, to build bridges with other service providers and to seek supervision with a supervisor, peer or professor.

While simultaneously serving clients and families, I learned the necessity of also serving myself. For soon-to-be graduates (and all graduate students), the biggest advice I can give is the burnout prevention plan was not to just assign a project. After (too many) close calls to experiencing burnout, I have re-explored my burnout prevention plan to better serve my clients and myself. **WARNING:** Entering into the mental health field without a burnout prevention plan may result in feelings of extreme exhaustion, stress, high expressed emotions and many more. Begin to develop AND implement your burnout prevention plan today.

Rehabilitation Counseling Graduate

Emily Holmes

How did being a University of Scranton Rehabilitation Counseling graduate help you get started in the profession?



I feel like I got started in the profession even before graduation with my internship experience. My wonderful advisor and professors helped me to find an internship opportunity that combined my passion for working with individuals experiencing homelessness and marginalization with rehabilitation counseling. I interned at a homeless shelter for youth called The Bridge in Minneapolis, MN. Though I was a student, I worked with seasoned counselors and social workers as peers. I balanced the new responsibilities of my internship with supervision and guidance both from my instructors and the clinical staff at The Bridge. By graduation, I felt prepared and confident to enter the profession. I now work as the Counselor/Manager of Disability Services at Johnson College in Scranton.

What do you think was the most important thing you took with you from your experience within the Rehabilitation Counseling program at the University of Scranton?

Do not lose hope. I believe that my greatest takeaway from the program was the understanding that our work as counselors is worthy, profound, and empowering. We have the honor of meeting and being truly present with many people as they accomplish their goals. There are days at work when I feel like I won both Showcase Showdowns on *The Price is Right* and others when I feel like all that I do is not nearly enough. The program instilled a motivation in me to stay on course, stay focused, stay grounded, and stay present to our customers. Our fight is to hold onto hope for our customers and ourselves.

What advice do you have for soon-to-be graduates of the Rehabilitation Counseling program?

Stay connected to your classmates and professors. These connections will be invaluable as you transition from student to professional. The relationships I formed in the program have been my greatest resources and supports in this profession.

School Counseling Graduate

David Bright



I have been working as the sole school counselor in a rural high-needs preK-8 elementary school in northern Vermont for the last two years. I am excited that I will be continuing my professional development as a student in Penn State's PhD in Counselor Education program starting this fall!

Being a student in the University of Scranton's School Counseling program completely prepared me for work as a professional within the field. I often reflect upon how, despite the many unexpected challenges I face as a school counselor, I don't feel overwhelmed or confused about how to handle things. I contribute this to the rigorous work of the program's professors, and how they were willing to expose us to a diverse array of theories and challenges. They were especially effective covering the reality of the profession; never sugar coating how some problems are complex and difficult to handle, especially considering how

schools often respond differently. This bred an open-mindedness and flexibility in my approach that has certainly benefited me in the field.

The most important thing I took away from the program is a sense of intentionality. The program presented me with vision, philosophy, and guiding principles and challenged us to go and make these things concrete and to be accountable for their application. I often ask myself what I intend to accomplish, how, why, and how I will measure my success. I am intentional with how I work with all stakeholders, and this has allowed me to develop collaborative partnerships, which benefit my school community. I am appreciative that many of my assignments and projects were geared to develop this type of mindset.

My advice to current students is to be flexible and adaptable, both with your mindsets and development as counselors. Our professors have a wealth of knowledge and experience; be open to their feedback, but also be open to the reality that you will face difficult situations within the field. Some of these situations will not have clear or easy answers, but that's okay. As long as you have the general principals, theories, and skills in your tool kit, you'll be able to adapt and do what's best!

Happenings in CHS

CSHSE Accreditation

The Counseling and Human Services Department is very excited to announce that it was re-accredited by the Council for Standards in Human Service Education!



Elaine R. Green, EdD, HS-BCP
President
Chestnut Hill College

Laura W. Kelley, PhD, HS-BCP
Vice President Program
Accreditation
Univ. of Alaska-Anchorage (ret.)

Gigi Franyo-Ehlers, PhD, HS-BCP
Vice President Publications
Stevenson University (ret.)

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Yvonne Chase, PhD, LCSW, ACSW
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Harold Gates, MSSW, CISW, HS-BCP
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Stephany Hewitt, MS, HS-BCP
Regional Director, South
Trident Technical College

Lynne Kellner, PhD, Lic Psych.
Regional Director, New England
Fitchburg State University

Shawn Worthy PhD, HS-BCP
Regional Director, Southwest
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Lori Connors-Tadros, PhD
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November 23, 2016

Dr. Paul A. Datti, Program Director
Department of Counseling and Human Services
University of Scranton
800 Lincoln St.
Scranton, Pa 18510

Accreditation October 2016-2021
B.S. degree in Counseling and Human Services

Dear Paul,

The Council for Standards in Human Service Education is privileged to forward you this Certificate of Accreditation for October 2016-October 2021. Congratulations on a rigorous and outstanding program and curriculum that meet the National Standards for Human Services Education.

The Human Services Program at University of Scranton has been accredited since 2006. Let me take this opportunity to thank the program and the University of Scranton for their continued support of and participation in the work of the Council.

Congratulations!

Yours truly,

Elaine R. Green, Ed.D., HS-BCP
CSHSE President

Happenings in CHS

Pennsylvania Rehabilitation Association Conference

The Pennsylvania Rehabilitation Association hosted this year's Professional Development Institute on March 23, 2017 at Central Pennsylvania College in Summerdale, PA. David DeNotaris, Executive Director for the Office of Vocational Rehabilitation, served as the keynote speaker, and Dr. Fredic Schroeder, Executive Director of the National Rehabilitation Association was the plenary speaker.

The conference focused on a variety of topics, including Customized Employment for Culturally and Racially Diverse Youth, Blended Funding Strategies for Transition Aged Youth, National and State Vocational Rehabilitation Business Engagement, and more!

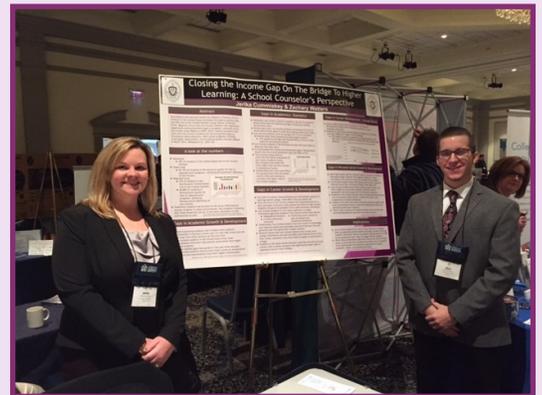


Kathleen Brown, Natalie Davison, Haley Halkyer, Liam Mooney, and Mara Wolfe, Rehabilitation Counseling graduate students, attended the conference and presented research posters. During the poster sessions, students had the chance to present their research and network with alumni and counselors in the field. The conference was also a great opportunity to learn more about current trends and hot topics in the field.

Written By: Mara Wolfe

Pennsylvania School Counselors Association Annual Conference

One of the many suggestions that faculty members at The University of Scranton give to graduate students when they start their programs is to get involved in as many professional development opportunities as possible, as early as possible. Both myself and Jerika Cummiskey took that advice, and were lucky enough to not only attend a professional conference, but to also present at one, all in our first semester of graduate studies. The experience of presenting, and receiving feedback from professional school counselors is something that is incredibly motivating for future growth. There were countless opportunities to meet counselors from schools across the state, and to learn a multitude of things that we have yet to learn due to our lack of experience in the field. Once our presentation was finished, we were also lucky enough to be able to attend a number of informational sessions lead by charismatic and knowledgeable members of the school counseling profession. One experience from those sessions effectively encapsulates the benefits that attending a professional conference presents. One of the sessions encouraged a group brainstorming session, and prior to the activity, the group took turns introducing themselves and stating the schools in which they worked. When the spotlight was on us, we relayed that we were first-year graduate students, and the rest of the group beamed with excitement. They were so glad to learn that individuals who will be the future of the profession were taking their development, and the development of the school counseling profession so seriously. Hearing the group say what they did just reassured us that taking the advice given to us by faculty at the beginning of the program will go a long way towards helping us develop both professionally and personally.



Written by: Zach Watters

Happenings in CHS

Chi Sigma Iota Conference

The Chi Sigma Iota Statewide Conference gave us the opportunity to expand our presentation skills and advocate on behalf of minority clients. We had the privilege to present our research, *The Prevention and Treatment of Binge Eating Disorder Within Racial and Ethnic Minorities*, in a 50-minute educational session. Through this presentation, we were able to engage in discussion and network with professionals in our areas of interest. The CSI Statewide Conference was a great way to aid in our professional development.



Written by: Brittany Cauffman & Amanda Lara

Internship Dinner

The Internship Dinner is an annual event that celebrates the accomplishments of our undergraduates in Counseling and Human Services and graduates in the Clinical Mental Health, Rehabilitation, and School Counseling Programs. The dinner occurs at the end of the year to celebrate the completion of the students' internships and another successful year of making a difference in the Scranton community. David Angeloni, Director of Field Placement, plays a key role in the coordination of the Internship Dinner. He stated, "It is a joy and honor to work on this event. The collaborative partnerships within the community and the University need to be honored. Many of the supervisors attend yearly which is attributed to the successful relationships within the community, Counseling Department, and University". He also shared that, "it is important to give recognition and attention to the supervisors that invest a lot of their time and open doors to facilitate the students' learning and development in becoming competent human service workers and counselors". The invitations for the event are sent to PCPS leadership, the Counseling Department, the students who completed their internships, and their supervisors. The department nominates one student from each program to say a few words about their experience as an intern. The dinner is an important part of honoring those in the community who are helping to shape our students into "men and women for others".

Written by: Kathleen Brown

Happenings in CHS

St. Joseph's Mother Infant Program

For the past two years, I have worked with Practicum and Internship students to facilitate groups in the Leahy Clinic with women from St. Joseph's Center Programs. Students in undergraduate CHS classes have provided childcare during the groups as part of their community based learning hours. The women who attend the groups are part of programs that aim to provide a stable living environment for women who are pregnant or who have recently given birth who would otherwise have no place to live. Over the past two years, I, and the students who have co-led the groups with me, have learned so much about what it means to truly listen, understand, and connect with those who are often stigmatized and ignored by society. In getting to know these moms, I have come to respect how hard they are working to change their lives so that they can be positive role models for their children. The graduate students and I have been amazed at how substantial their challenges are. From recovery from substance abuse to dealing with manipulative ex-partners, to trying to stay connected with their older children who are unable to live with the women at St. Joseph's Center, they have many obstacles to overcome. I feel privileged to have had the opportunity to be a part of their lives.

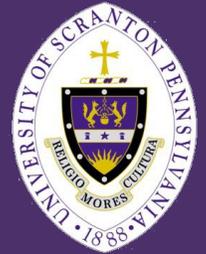
Written by: Dr. Purswell

Creative Activities in Counseling Continuing Education Workshop

On May 1, 2017, Dr. Purswell provided a workshop on the use of creative arts in counseling for clients across the lifespan. Eleven people, including five graduate students attended. Participants had the opportunity to learn about the various benefits of creative arts for clients of different ages and to learn a model for presenting and processing creative arts activities. Participants also had the opportunity to participate in and practice a few creative activities themselves. Overall, feedback was positive, and Dr. Purswell hopes to continue to offer similar workshops in the future.

Happenings in CHS

Graduate Counseling Alumni CEU/Networking Program



The Graduate Counseling programs in collaboration with University Advancement and the Center for Career Development hosted the first Graduate Counseling Alumni Networking and Continuing Education Program on April 27, 2017. Alumni and current graduate students were invited to the event for a night of professional development and discussion. Dr. Paul Datti and Dominick Petitto presented a session called *Affirmative Practice for Working with Transgender Persons*, and Dr. Lori Bruch and Dr. Kevin Wilkerson presented *Updates on Ethics and Professional Practice in Counseling*. About 90 students and alumni attended the program and it was a great opportunity for networking and collaboration among alumni and current graduate students! The event would not have been possible without all of the hard work and support of Dr. Eschbach, the presenters, Dean Pellegrino, the Center for Career Development, and University Advancement.

Written by: Mara Wolfe



Pictured left to right: Emily, Bridget, Jimmy, Jessica

CHSA

2016-2017 Officers

President: Bridget Furdon

Vice President: Jessica Schmidt

Secretary: Emily Apgar

Treasurer: Jimmy Buckley

This spring, CHSA has been involved in a lot of wonderful events! We recently completed a project called "I am a CHS major because..." where members had the opportunity to reflect on their studies and reasons why they've chosen the helping path. We are hoping to display the project on 4th floor soon! We are currently planning the ARC dance, where individuals with disabilities come to the University for a night of dancing, crafts and pizza! The club has been doing this for many years and we look forward to hosting our friends from the ARC at the end of April. CHSA also participates in Take Back the Night, where we are holding an informational table reflecting on self-care and the importance of pursuing various passions during the event's pre-rally. At the end of the year, CHSA also hosts a table at the Festival of Nations promoting positive body images across the world. We also had the opportunity to order apparel for our club, to show off our CHSA spirit!



The officers at the ARC dance!



Stop by and check out the bulletin board on 4th floor!

Chi Delta Rho

WHAT IS CHI DELTA RHO?

Chi Delta Rho is the local chapter of Chi Sigma Iota (CSI) Counseling Academic and Professional Honor Society International at the University of Scranton.

OUR MISSION

The mission of Chi Sigma Iota is to promote scholarship, research, professionalism, leadership, and excellence in counseling and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.

We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity.

SPRING 2017 EVENTS

This semester Chi Delta Rho is sponsoring College Signing Day at Lakeland High School on April 26, 2017. We will join in the celebration as college seniors embark in their post-secondary journeys. We are holding a Leahy Care Drive this spring semester for the Leahy Clinic by collecting items individuals use to care for themselves. Chi Delta Rho ran a Krispy Kreme Fundraiser to raise money for future events. Our Induction Ceremony was held on April 7th, in the Rose Room in Brennan Hall, where we celebrated the incoming members and officers... Congratulations to all!

CONGRATULATIONS TO OUR NEW OFFICERS FOR 2017-2018

President- Ashley Rempe

School Counseling Liaison- Allison Smith

Vice President- Zachary Watters

Rehabilitation Counseling Liaison- Kerry Pernot

Secretary- Mara Wolfe

Clinical Mental Health Counseling Liaison- John Esposito

Treasurer- Natalie Davison

I wish you all the best of luck in your future endeavors !

---*Chi Delta Rho President, School Counseling Student – Kristen Thomas*

2016-2017 Officers at 2017 Induction Ceremony (Left-Right)- Kaylene Falco-Treasurer, Kathleen Brown– RC Liaison, Dr. Cerrito– Faculty Moderator, Kristen Thomas-President, Andrea Lynch– Vice President, Ashley Rempe– CMHC Liaison



Tau Upsilon Alpha



2016-2017 Officers

President: Alexandra Carter

Vice President: Natalie Kern

Secretary: Bridget O'Connor

Treasurer: Mary Ellen Kane

Tau Upsilon Alpha, the Undergraduate Counseling and Human Services Honor Society, has had quite an exciting semester with even more events to come! The officers would like to say a big congratulations to our 16 new members! Tau Upsilon Alpha is excited to welcome you. TUA started the semester with a Valentine's Day donut sale with proceeds donated to Relay for Life, and sold an astounding 144 donuts! After that, TUA began a fundraiser to benefit the Leahy Clinic's Peacemaker's Program in memory of Father Panuska, who sadly passed away just a few weeks ago. For the fundraiser, TUA sold knitted coffee cozies that were handmade by our very own Professor Juracek's mother! They were a huge hit around campus. TUA has also collaborated with CHSA and Chi Delta Rho to collect personal care items for the Leahy Center personal care drive; items such as toothbrushes, soaps, shampoos, or even food items such as peanut butter, jelly, crackers, or canned tuna. TUA is working on designing sweatpants and will be able to begin taking orders on April 24! A picture of the finished project and an order form will be posted to the TUA bulletin board on 4th floor McGurrin within the next couple of weeks. Finally, TUA is preparing for its biggest event, our induction ceremony for new members. This serves as a way to welcome the new members as well as to congratulate them on all of the hard work

that's led them to this occasion.



New Inductees



Congratulations to our new Chi Delta Rho Inductees!

Gretchen Bentler, Emily Bylotas, Ashley Campbell, Kristen Casey, Brittany Cauffman, Jerika Cumiskey, Natalie Davison, Justin Ellis, John Esposito, Noel Furman, Haley Halkyer, Amanda Lara, Kelsey Loftus, Michael Martinez, Kimberley McGuire, Stephanie Mereday, Patricia O'Rourke Cummings, Elizabeth Pantucci, Kerry Pernot, Angela Pesce, Brianna Pollock, Rae Rudzinski, Casey Scafella, Allison Smith, Kelly Styczynski, Zachary Watters, Mara Wolfe, Haley Zimmerman



Congratulations to our new Tau Upsilon Alpha Inductees!

Christina Augusztin, Breanna Betarie, Madison Conway, Julia Decker, Peggy Doolittle, Christina Futterknecht, Erin Finnerty, Alyssa Fitzsimmons, Meigan Hannon, Adrian Laudani, Courtney Loughlin, Geoffrey Morton, Lorenzo de Rivera, Meghan Rose, Samantha Volpe, Lea Zaengle



Congratulations !!!

Undergraduate Awards

Excellence in Counseling and Human Service Award– Jacqueline Bailey



I came into the Counseling and Human Services major three years ago simply knowing that I wanted to “help people.” I had no idea at the time how much this major would shape the person I am today, or how much I would learn about “helping people.” Each professor I have had has taught me an infinite number of lessons. Through their passion, I have grown as a student, an individual, and a future counselor. Their warmth and openness has made the CHS community my second family. I cannot thank them enough for being the strong examples of what professionals in this field should be.

My classmates have all contributed to my passion for this department as well. As we all learned together, I found myself forming the beginnings of lifelong bonds with colleagues who lift me up. We have all grown together as men and women for, and with, others. I wish them all the best as they go out to the world and set it on fire with their love, and commitment to justice.

I am truly honored to receive this year’s Excellence in Counseling and Human Services Award. This award is a testament to the quality of the professors, my classmates, and the entire department. Through all my classes, two internships, service learning, and countless hours of writing reflections, I have strived for excellence in order to someday be able to “help others.” I know I made the right decision joining the major three years ago, just as I know that I made the right decision selecting this program for my Master’s Degree. My time here is (luckily) not over. I have more professors to learn from, more classmates to grow with, and more passion to explore.

Panuska Service Learning Award- Bridget Furdon

I was honored to be chosen as this year’s recipient of the Father Panuska Community Based Learning Award! Over my four years at the University, I have spent a lot of my time volunteering within the community to help agencies such as AseraCare, the Girl Scouts, the Jewish Home of Eastern PA and the Arc. Spending time completing Community Based Learning was an invaluable experience, and I am honored that my efforts were recognized by PCPS. Although I never personally met Father Panuska, he had a wonderful reputation on our campus and I am so proud to have won an award named after such an influential individual. I have loved my time as a CHS major at the University of Scranton, and really felt Community Based Learning helped me grow both as a person and as an aspiring professional.



Graduate Awards

Outstanding Graduate Student Award for Clinical Mental Health Counseling — Alysha Bixler



I am honored to receive this award. Looking back on the past few years of my life I have certainly been thrown many curve balls. While I was always sure I wanted to be a counselor, I needed a few cards to fall into place before I ultimately ended up at The University of Scranton. I started my postgraduate journey at Monmouth University. While I did enjoy the school, I was not cut out for life in New Jersey or life away from my family. I ultimately decided I had to leave that life behind.

While I felt like a failure leaving my great job and first semester of graduate of school behind me it ended up being the best decision of my life. I moved back in with my sister who was still attending Wilkes University. I earned a counseling job at Scranton Counseling Center. I was so excited to be given the opportunity to counsel with only my bachelors degree. After beginning my new job, I was reassured that counseling was what I wanted to do, and I enrolled at the University of Scranton. Sitting in my first class I knew I ended up exactly where I was meant to be. It was amazing to see how everything I was learning in class paralleled what I was doing every day at work. I felt blessed to have such a wonderful opportunity unfold in front of me. I learned so much each and every day and that learning has been developing for the past two years. As I find myself looking forward to graduation I know I still have a great deal to learn but that I also have a great foundation to build upon. I feel confident in my ability to counsel and in my ability to enter life post-graduation. I have accepted a position as a Multisystemic Therapist at Pennsylvania Counseling Services after graduation. I will also continue to accrue hours towards my LPC.

As my professional life developed so did my personal. In addition to graduation, I have many other things to look forward to this year. I will be buying a house at the end of May, and I will be getting married in October. While working fulltime, going to school fulltime, and planning a wedding has not been easy I would not change the experiences I had the last two years for anything. I am a confident, well rounded person and I have the wonderful faculty and students at the University of Scranton to thank for that. The university has felt like home to me since day one and I am honored to be able to call myself an alumnus.

Outstanding Graduate Student Award for Rehabilitation Counseling — Luke Vitagliano

To my surprise I was selected as the Outstanding Graduate student in the Rehabilitation Counseling Program, a true honor. I'd like to thank all the professors at the University of Scranton, some who I have known for my 6+ years at the U.

I believe we are all on a journey. Life is not about the destination; it's about the journey and the experiences that come along with it.

It all starts with a confused 19-year-old boy, a freshman, trying to "find himself". The undergraduate years were a roller coaster, ups and downs, highs and lows. I truly believe the only mistakes we make in life are the one's we do not learn from; I made plenty of mistakes in these years, but I also learned some important lessons along the way.

I am a proponent of the saying "everything happens for a reason". In the midst of debating where to start the next chapter on my journey, I was offered a Graduate Assistant position in the Counseling and Human Services department. Working alongside Dr. Paul Datti, professor/supervisor turned friend, I grew in ways that I didn't think were possible. The professors in this department are some of best teachers, counselors, and people that I have met in my life and with their support I was able take my journey to the next level.

I moved to Colorado to complete my program with an internship at the Jefferson Center for Mental Health. After graduating in December, I am excited to say I landed one of my dream jobs, working with "at-risk" adolescents and their families.

So I continue to ask the now 26 year-old man, "have I found myself?" and the answer is always no; because I am still on life's journey. As the Colorado chapter begins, my Scranton chapter ends as a success, but what is success?

"The man is a success who has lived well, laughed often, and loved much; who has gained the respect of intelligent men and the love of children; who has filled his niche and accomplished his task; who leaves the world better than he found it, whether by an improved poppy, a perfect poem, or a rescued soul; who never lacked appreciation of earth's beauty or failed to express it; who looked for the best in others and gave the best he had."

Thank you to everyone who has been a part of my Scranton journey. For now, it's time for myself and my fellow graduates to celebrate. I have been fortunate enough to experience the great outdoors like never before and I plan to continue this as well as traveling the world. The journey always continues and the possibilities are endless if you put your mind to it.



Outstanding Graduate Student Award for School Counseling — Kaylene Falco



I am so honored to be awarded Outstanding Graduate Student in the School Counseling Program this year. I have such a passion for this field and am so proud to be part of a department full of individuals who share the same passion. As graduation approaches, I am excited for the future that awaits my fellow graduates as well as myself; however, I will greatly miss the comradery of “the fourth floor”.

Over the course of my time here at the University of Scranton, I have gained considerable knowledge, experience and support. I have excelled academically within each course which has challenged me and provided opportunities for new experiences. I have grown professionally and personally through each gained experience over the last two and a half years. I have served as a graduate assistant for both Dr. Cerrito and Dr. Wilkerson. I had the opportunity to present

at the Chi Sigma Iota Pennsylvania Annual Conference. I have assisted in coordinating and facilitating the Peacemaker group here on campus for three consecutive semesters. I have also assisted in coordinating as well as participating in many events sponsored by the Counseling and Human Services Department and neighboring school districts. I am currently finishing my term as treasurer for the Chi Delta Rho Honor Society.

My overall experience within the Counseling and Human Services Department has been so enjoyable. The professors within the department, especially the school counseling program, are so dedicated and supportive of their students. Dr. Wilkerson, Dr. Cerrito and Dr. Eschbach are wonderful roles models within the school counseling profession. I am so grateful to have been taught by such experienced and knowledgeable individuals. Each of my professors have been such a huge influence in furthering my growth academically, professionally and personally. I cannot thank them enough for their support.

My plans post-graduation include obtaining a school counseling position within the area. I would love to work with an elementary population; however, I would truly be happy working at any level helping students develop across all domains and achieve their goals. I will also strive to continue developing as a professional by partaking in various trainings and conferences in order to best serve my students.

Faculty Awards

Edwin L. Herr Fellowship for Excellence in Counseling Leadership and Scholarship Award

Dr. Cerrito

The Herr Fellowship was created to recognize and honor the career contributions of Dr. Edwin L. Herr to Chi Sigma Iota and to the counseling profession as a whole. The honor, awarded by Chi Sigma Iota, the International Counseling Academic and Professional Honor Society, was presented at Chi Sigma Iota Days at the American Counseling Association's 2017 Annual Conference and Expo on March 16-19, 2017 in San Francisco, California.



Professional Achievements/Conferences

Dr. Paul Datti

Peer Reviews:

Relationship between Benefits, Education and Employment Outcomes for People Living with HIV/AIDS Receiving Vocational Rehabilitation Services. (2017) *Journal of Occupational Rehabilitation*.

Presentations:

Herrick, S., & **Datti, P. A.** (2017, April). *Sexual minority individuals with autism spectrum disorder: Sex education implications*. National Council on Rehabilitation Education Annual Spring Conference, Anaheim, CA.

Petitto, D., & **Datti, P. A.** (2017, April). *Affirmative Practice for Working with Transgender Persons*. University of Scranton's Graduate Counseling Alumni CEU/Networking Program, Scranton, PA.

Award/Recognition:

Featured: Her Campus at Scranton (University of Scranton), March 2017. Meet **Dr. Paul Datti** (interview about mental health stigma).

Gerianne Barber, Dr. Paul Datti, & Brandice Ricciardi

Publications:

Barber, G., Datti, P. A., & Ricciardi, B. (2017, Fall). Burnout prevention: A cornerstone for human service trainees. *Council for Standards of Human Service Education Bulletin*, CSHSE: Alexandria, VA. In press.

Dr. Lori Bruch & Dr. Rebecca Spirito Dalgin

Publications:

Bruch, L.A. & Spirito-Dalgin, R. (2016, Sept.). *Clients, Coworkers, & Coffee Breaks: Ethical Dilemmas for New Professionals*. National Rehabilitation Association Annual Training Conference, Richmond VA.

Dr. Julie Cerrito

Grants:

Cerrito, J. A. & Thomas, K. (2016). *Chi Delta Rho hosts College Signing Day*. Chi Sigma Iota International Chapter Development Grant.

Dr. Julie Cerrito & Dr. Lee Ann Eschbach

Presentation:

Cerrito, J. A. & Eschbach, L.A. (2017, June). *Connecting the Hope Centered Model of Career Development to the National Reach Higher Initiative*. Paper to be presented at the meeting of the National Career Development Association Annual Conference, Orlando, FL.

Dr. Willis

Publication:

Willis, B. T., & Cashwell, C. S. (In press). Predicting identity status: The role of attachment, differentiation, and meaning making. *Adultspan*.

Faculty Fun Fact

With the summer quickly approaching, we were curious as to where our faculty will be headed for summer vacation or where they would like to head, hence we asked them all to tell us where their favorite vacation spot is!

Dr. Datti: Miami, FL (to visit my peeps)

Dr. Eschbach: Any ocean will do!

Dr. Bruch: There is no nicer place to be in the summer than my favorite rocker on my Pocono Porch with a good book.

Dr. Purswell: The mountains in Colorado are my favorite summer vacation destination. I've visited a few times with my family, and always enjoy the nice weather and the hiking and scenery.

Dr. Dalgin: The coast of Maine where I grew up. The beaches, fresh air hikes, great city of Portland, lobster, and family make it a perfect combination!

Dr. Cerrito: Anna Maria Island, FL

Dr. Wilkerson: My current summer destination goal is to travel to the Azores, an archipelago in the North Atlantic 850 miles west of Portugal.

Dr. Willis: I have been to Bald Head Island in the past, which was very relaxing. The only motorized vehicles you could use were golf carts, which describes the pace of the island.

Professor Ricciardi: Any beach is just perfect!



PCPS CONTACT LIST

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Department of Counseling and Human Services (CHS) – Dr. Lori Bruch, Chair

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Room	Phone	Name/Description
201	5518	Angeloni, Dave Director, Counseling Field Placement
433	7635	Barber, Prof. Geri Director, Counseling Training Center
455	4308	Bruch, Dr. Lori Department Chair
447	4163	Cerrito, Dr. Julie Co-Director, School Counseling
437	7819	Dalgin, Dr. Rebecca Spirito Director, Rehabilitation Counseling
451	4127	Datti, Dr. Paul Director, BS-COUN/HS Program
443	7884	Purswell, Dr. Katherine Co-Director, CMHC
457	4236	Secretary: Ann Keeler (Day) 8:30-4:30pm Pam Turbessi (Part Time)
441	6172	Willis, Dr. Benjamin Co-Director, CMHC
TDC	7454	Bookstore
OHA 6 th	7620	Counseling Center
		PCPS
ELH 226	6305	Dean Debra Pellegrino
MGH 111	6390	Advising Center/Assistant Dean, Dianne Posegate
ELH 224	7565	Assistant Dean, Ray Schwenk
ELH 223	4407	Assistant Dean, Dr. Victoria Castellanos
Estate	7540	Undergraduate Admissions
Estate	5431	Graduate Admissions-General Number
O'Hara	5915	GA Questions, Kara Dale
Library	7524	http://www.scranton.edu/academics/wml/index.shtml

Newsletter Staff:

Faculty Advisor: Brandice Ricciardi

Student Editors: Kathleen Brown & Jerika Cummiskey

Special thanks to John Esposito for his editorial assistance.

10 Dimensions of Fitness for Profession for Counselors-in-Training

The *Fitness for the Profession Document* helps in the evaluation of an individual's beliefs, attitudes, and behavior in many areas of one's life, such as academic, clinical, professional, and personal. The CHS Department hopes that this document will help in the self-assessment, self-correction, and self direction of each student on the path to becoming a professional counselor. The list below are the 10 dimensions of the document that are important in the training of a counselor and in the practice of a professional counselor.

1. **Commitment to Wellness**
-The life long commitment to becoming the best one can be spiritually, mentally, physically, socially, and vocationally.
2. **Commitment to Learning**
-The ability to self-assess, correct, and direct; continually seek knowledge and understanding; demonstrate academic and life management skills.
3. **Core Academic and Clinical Competences**
-Holds knowledge in the core areas of certification.
4. **Professional Identity**
-The commitment to ongoing development as a professional with the ability to put theory-into-practice.
5. **Personal Maturity**
- Ability to live and function at an appropriate level of emotional, psychological, and relational wellbeing; freedom from limitations to one's professional performance.
6. **Responsibility**
- Ability to fulfill professional commitments, be accountable for actions and outcomes; demonstrate effective work habits and attitudes.
7. **Interpersonal Skills**
-Ability to interact with clients, families, other professionals, and the community effectively.
8. **Communication Skills**
- Ability to communicate effectively (speaking, body language, reading, writing, listening) for varied situations; sensitive to diversity.
9. **Problem-Solving**
-The ability to seek out resources for help, support, and insight.
10. **Stress Management**
-The ability to recognize sources of stress and how they affect an individual; ability to develop effective coping techniques ; seeks appropriate support when needed.

Fitness for the Profession, a lifelong journey

CRC

Certified Rehabilitation Counselor (CRC)

The CRC credential is specific to Master's of Rehabilitation Counseling. The passing of this exam ensures that the counselor fits in nationally with the key competencies for the field. Possessing this credential makes a Rehabilitation Counselor more marketable and distinguished among other counseling professionals. This credential also demonstrates one's commitment to learning through education, trainings, and practice. The credential can also lead to job placement, advancement in the position or salary, and referrals from medical and non-medical professionals. For more information about the exam and benefits of the credentials please see <https://www.crccertification.com/about-crc-certification> .

NCE

National Counselor Examination for Licensure and Certification

This exam is used to assess the knowledge, skills, and abilities that are required for effective counseling. Passing the NCE is a requirement in many states and used in military health system services. Passing is also needed to get the National Certified Counselor (NCC) credentials. The NCC is the largest national counselor certification in the world. There are specialty certification is addictions, school counseling and clinical mental health as well. For more information about this exam, the benefits, and the difference between a national certification and state licensure, please see <http://nbcc.org/Certification/CertificationorLicensure> .

HS-BCP

Human Services Board Certified Practitioner (HS-BCP)

Graduates of the CHS program are eligible to sit for the Human Services - Board Certified Practitioner (HS-BCP) exam to receive the HS-BCP credential. The credential allows for independent verification of practical knowledge and educational background in human services. With increased competition in this growing field, becoming board certified in human services shows attainment of high standards and allows you to stand out as a part of a distinguished group known for commitment to maintaining excellence in the field. With the number of human services jobs expected to climb rapidly this decade, the HS-BCP credential can help launch a rewarding career. Note that this is one of the very few credentials offered at the undergraduate level. Because of our program's accreditation status with CSHSE, University of Scranton CHS majors who have 15 credits or less to complete are eligible to apply for the credential and sit for the examination prior to graduation. Please see the Center for Credentialing Education's (CCE) website for more information on the credential and exam: <http://www.cce-global.org/HSBCP>.