

- COMMUNITY -
- REHABILITATION -
- SCHOOL -
- UNDERGRADUATE -
C O U N S E L I N G

COUNSELING AND HUMAN SERVICES

DEPARTMENTAL NEWSLETTER

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CURRENT

EVENTS:

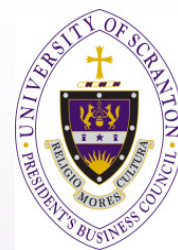
- NATIONAL
COUNSELOR
EXAMINATION:
OCTOBER 15, 2011
- CRC EXAM:
JULY 8-16, 2011

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SPECIAL EDITION: ADVOCACY

NOTE FROM DEPARTMENT CHAIR, DR. LEEANN ESCHBACH



Welcome to the spring 2011 issue of the Counseling and Human Services Newsletter. Our theme--ADVOCACY--is a common and unifying construct of all four programs in our department as well as most scholarly and service projects of my colleagues.

As I attempted to succinctly share a comprehensive perspective on advocacy I started with the American Counseling Association's 2011 definition of counseling: "Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals" (www.counseling.org). Implicit in that definition is the message that as counselors, we believe in, facilitate progress, empathize, support, and promote developmental goals in our clients' lives. Advocacy is an important aspect of every counselor's role. Regardless of the specific setting in which we work, counselors are confronted again and again with issues that cannot be resolved simply through individual client interventions. In these situations, effective counselors not only speak up, but also show action.

The American Counseling Association Advocacy Competencies are clustered in three domains or levels: client/student or the individual level, school/community or the agency level, and public information or social/political advocacy level (Lewis, Arnold, House, and Toporek, 2003).

Individual level - An advocacy orientation means the implementation of empowerment strategies when counseling individuals. Advocacy-oriented counselors recognize the impact of social, cultural, political, and economic factors on our clients. Many advocacy interventions target factors external to a client that act as obstacles to their development.

Agency level - Working with many individuals, counselors gain a unique awareness of recurring themes of existing challenges for individuals. Many of my colleagues' efforts articulated in this newsletter are examples of not only identifying challenges, but also collaborating and becoming an ally with organizations. After counselors identify systemic factors that act as barriers for clients, we strive to change the status quo to facilitate the development of clients' lives and prevent future obstacles.

Public information and social/political advocacy - A primary reason I take pride in the counseling professions is because of the change agent role many counselors model. Typically counselors recognize that some of the concerns they have encountered for clients or students affect individuals in a much larger arena.

Thank you for reading this issue and I hope you are motivating at the multiple levels of advocacy being demonstrated in the Counseling and Human Services Department!

**LeeAnn M. Eschbach, Ph.D., NCC, LPC, Associate Professor
Department Chair & School Counseling Program Co-Director*

COMMUNITY COUNSELING



This program is designed to prepare individuals for counseling and related positions in a variety of public or private agencies. In this profession, you will help individuals of all ages, cultures and capabilities reach their maximum potential in their personal lives and careers.

Being an advocate in the community counseling program is an important component in this field of study. Each community counseling student is entering into this field to help others and part of helping people is advocating for those who may struggle in being heard. Each fall, in Dr. Banner's Professional Issues course, students are asked to perform an advocacy act as part of the course requirements. The students can choose which person or group on whose behalf they will advocate to complete the assignment, providing them with a great opportunity to get involved in the community.

In the past, this advocacy act has involved students writing letters to senators on behalf of counselors and client groups who are in need, such as LGBTQ individuals in the military. Others have designed and printed psycho-educational pamphlets to support and encourage those involved in violent relationships. Still other students gave presentations to middle school children to increase their emotional intelligence, social skills, and coping skills.



University of Scranton Students participate in previous TBTN rally.

Getting involved in your community and becoming an advocate is a great way to broaden your education. Helping others whose voices are not always heard can be an empowering experience. One such opportunity is the upcoming Take Back the Night rally. The Jane Kopas Women's Center and the Women's Center of Lackawanna County join together each year to organize an event called "Take Back the Night." This rally began in 1877 when women protested because they experienced fear of violence as they walked the streets at night in London, England. Since then the event has grown tremendously. During the rally women and men are given a place to have an opportunity to let their voices be heard.

The Jane Kopas Women's Center will host a pre-rally before the march. The pre-rally will take place on April 28th from 4:30pm – 7:30pm on the Dionne Green. You will have an opportunity to become an advocate during the pre-rally by hosting a table with information about gender based violence, or other gender issues. After the pre-rally, the University community joins with community members at Linden Circle and together they march down to the Courthouse. The rally begins at 8:00pm in front of the courthouse. As a member of the Community Counseling program the "Take Back the Night" event is a great opportunity to become an advocate!



American Counseling Association (ACA) Conference & Exposition

Future Conferences: 2012: March 21-25, San Francisco 2013: March 20-24, Cincinnati 2014: March 26-30, Honolulu
 NAADAC's 2nd Annual National Conference on Addiction Disorders is to be held on September 17-21, 2011 at the Town & Country Hotel in San Diego, California.
 Visit <http://www.naadac.org/> for more information.

REHABILITATION COUNSELING



A rehabilitation counselor is a counselor who possesses the specialized knowledge, skills and attitudes needed to collaborate in a professional relationship with people who have disabilities to achieve their personal, social, psychological and vocational goals (CORE, NCRE).

Over the course of the past few months, our Rehabilitation Counseling professors and students have been working diligently on presentations. These presentations have been on our own campus and at conferences-both at the state level and at the national level. Dr. Datti and Professor Tara Fay of the Biology Department provided several presentations to faculty, staff, and students on inclusion and safe spaces for gay, lesbian, bisexual and transgender individuals around our campus. These presentations reached various departments and their employees including Residence Life staff, Resident Assistants, Student Affairs staff, and Orientation Assistants. In January, Dr. Datti also presented for Resident Assistants on the topic of HIV, his presentation was entitled: *HIV/AIDS Myths and Facts: What College Students Need to Know*.

In late March, Dr. Bruch and Dr. Dalgin presented at the Pennsylvania Rehabilitation Association Professional Development Institute, a conference well-attended by many current Scranton graduate students as well as Scranton alumni. This presentation was entitled: *What's Really Going On with Students' Site Experiences: Ethical Dilemmas and Strategies for Transitioning Students*. Dr. Bruch and Dr. Dalgin highlighted ethical dilemmas intrinsic in student experiences on-site by integrating the CRC Code of Ethics into their presentation. Additionally, our department is proud to announce that **Douglas Rand** was the recipient of the Graduate Student Award for Leadership from the Pennsylvania Rehabilitation Association. In other student news, also at the PRA conference, Robin Brown and Jessica Trzeskowski presented their research entitled: *Dual Diagnosis: Substance Abuse & Mental Illness* and Scott Cardoni and Danielle Frascella presented their research entitled: *Dyslexia: Post-Graduation*.



In early April, Dr. Datti and Dr. Dalgin presented research entitled: *Latino Americans with Disabilities: An Underserved Population*. Their presentation was a lecture presentation which was provided at the National Council on Rehabilitation Education National Conference in Manhattan Beach, CA. Dr. Bruch and Dr. Dalgin also presented research entitled *The Impact of Disability Identification on Requesting Accommodations*, at the National Council on Rehabilitation Education National Conference.

Mark your calendars for the **10th Annual Northeastern U.S. Conference on disABILITY** held at the University of Scranton on **October 5, 2011**



**RC Students planning to take the October 2011 CRC Exam:
Application Deadline is May 15!**



Commission on
Rehabilitation Counselor
Certification (CRCC®)

SCHOOL COUNSELING



Professional School Counselors are an integral part of the overall educational mission of the school. Counselors work with all students through comprehensive school counseling programs which provide both prevention and intervention services. School Counselors assist in developing personally/socially academically and career knowledgeable students at the elementary and secondary level, while implementing standards of the ASCA National Model.

“School counselors work as advocates to remove systemic barriers that impede the academic success of any student” (American School Counselor Association, 2005). As a result, advocacy is an essential element to a school counselor’s professional life. It is about reaching out to connect with and empower individuals and organizations. It is part of the school counselor’s role to advocate for every student within their school. School counselors should also adamantly make their voices known regarding legislation and political decisions that affect school districts. A recent mass budget cut in school funding is negatively affecting the youth which school counselors serve. This budget cut reduces the number of school counselors within districts and adds more responsibilities to the existing school counselors’ already rigorous schedules. Consequently, students’ needs will be harder to meet.

Some of the most impressive qualities that effective school counselors possess are persistence, patience, and dedication. An example of Advocacy in our profession as well as in our Department is being conducted by Dr. Kevin Wilkerson. He is currently on a committee through the PA Department of Education to revise the guidelines for the instruction of School Counselors across the state. In this revision, the intention is to have uniformity in the profession and to ensure that graduate programs are held to the standard as put forth by the ASCA National Model; a great example of advocacy for the profession and students of the commonwealth.

To further foster advocacy, Dr. Wilkerson is also involved in the training of local school counselors for students who participate in Career Training and Vo-tech in high schools. A grant from the National Center for School Counseling at the Education Trust has provided opportunity for ongoing professional development for vocational and career technical centers. The purpose of this is to ensure that students in these programs receive the same opportunities as all other students. It is important to identify the systemic disadvantages, and to advocate for improved access and opportunities for college and career preparation curriculum.

It is fortunate that the School Counseling department has such pertinent and practical examples of advocacy in our career- particularly because advocacy is one of our founding principles. The students graduating from this program will surely be prepared to make a splash in the education systems!



American School Counselor Association (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

From Left to Right: Katie Dietrich, Megan Moran, John Gradwell, Larissa Clearly, Ashley Hughes and Dr. Eschbach presented at the PA School Counseling conference this semester! Well done and congratulations! Good luck in your upcoming graduation. Go out and set the world on fire!

The American School Counselor Association’s (ASCA) National Conference will be held on June 25-28, 2011 in Seattle, Washington! The 2012 conference will be in Minneapolis MN June 23-26. Never too early to register!



UNDERGRADUATE COUNSELING AND HUMAN SERVICES



The undergraduate program in Counseling and Human Services has a multi-disciplinary perspective with special emphasis placed on the achievement of excellence in academic and professional competencies. The program prepares students for work in a variety of settings as counseling and human service professionals who situate their work within cultural, family, and community contexts.

What does Advocacy mean to a student entering the human services field?

Every class touches on this subject and every text book usually has a section describing how and what to do in order to advocate for a particular demographic of people. But at the heart of the matter, what does it mean to be an advocate? Does it mean being aware of yourself and others or giving a voice to those whom had theirs stripped away? After sitting down with Dr. Elizabeth Jacob and Dr. Paul Datti, some light was shed on the subject.

In essence, both professors stated that advocacy is involved in the everyday life of a therapist, case worker, TSS worker, etc. From fighting for the rights of an individual client or pushing to rewrite policy and laws; professionals work to protect the human rights of the clients that enter their offices. Currently there are many different groups of people who are underserved and marginalized by the majority of society in this country, even in the systems of care that are supposed to help them. People with disabilities and GBLT community, for example, are two of the groups that have a great need for advocates and allies within the system to stand with, and help individuals find a voice when others may want them to be silent.

Every level of government and agency in the United States has need for people to head up committees and boards that specialize in advocacy work. More importantly, many positions working in agency, such as the Child's Advocacy Center, are available right after graduation. These positions may also help pay for graduate degrees and give students important experiences in the field. While many career opportunities are available, the most important thing that a student can do during his or her time here at the University of Scranton is to leave the bubble that higher education creates around young professionals. In order to become an advocate we must leave campus and experience the world that surrounds it.



During Intersession, Dr. Pornthip Chalungsooth was invited to teach an intensive course ; "Rational Emotive Behavioral Psychotherapy" for Ph.D. students at the Universidad Iberoamericana, Mexico City, MX. Based on the students' evaluation, it was highly successful and well received.

Dr. PC is also the first writer on an article titled: " Development of Translation Materials to Assess International Students' Mental Health Concerns." This article was recently accepted into the *Journal of Multicultural Counseling and Development* for its July 2011 publication. Acceptance rate is only 10%- Great Job Dr. PC!

COUNSELOR TRAINING CENTER (CTC)

The Counselor Training Center (CTC) provides facilities for clinical instruction of students in graduate counseling and undergraduate human services programs. This vital resource establishes an emphasis on experiential learning, which allows University of Scranton students the meaningful opportunity to steadily grow in a place where theory and practice intersect.

The Counselor Training Center is located on the fourth floor of McGurkin Hall and the facility includes: two group counseling rooms, five individual counseling rooms, two individual supervision rooms, a group supervision room, a workroom that serves as an office area for graduate students enrolled in counseling practicum, and a state-of-the-art audio/visual system for videotaping and direct observation of counseling and supervision sessions.

The Counselor Training Center is routinely used for the following graduate level classes: COUN 501: Counseling and Interviewing Skills, COUN 503: Group Process and Practice, COUN 590, 591, 592, and 593: Practicum courses in Community, Rehabilitation, and School Counseling; and undergraduate classes including CHS 241: Case Management and Interviewing, and CHS 341: Group Dynamics. Along with this, The Counselor Training Center facilitates a variety of other learning experiences for both the graduate and undergraduate programs.

Graduate students enrolled in the Community, Rehabilitation, or School Counseling programs who are completing their practicum experiences are given the opportunity to work with different client populations drawn from within the University and in some cases from the Scranton community. Each practicum counseling student spends a minimum of 40 hours in direct service with clients and students, the majority of this time is in the Counselor Training Center. Practicum has been described as a profound educational experience with an emphasis on the development of a professional identity and on skill enhancement and refinement. This is an important time for graduate students, who experience what "being men and women for others" truly means. Practicum is where the transformative power of a helping/counseling relationship is realized. The Counselor Training Center is a unique resource which allows all students the opportunity to strive for professional growth and development.

In the Fall of 2004, The University of Scranton, the J.A. Panuksa, S.J. College of Professional Studies and the Department of Counseling and Human Service dedicated the Counselor Training Program in honor of the late Dr. David W. Hall. In his living and in his dying, Dr. Hall inspired us to reach for excellence. It is the department's mission and intent to continue this tradition in and through the David W. Hall Counselor Training Program.



This Spring, students have thrown themselves into their work! To the right is a picture of two Practicum students and an undergraduate student, Casey Terzis, Anisa Gharbi, & Marsinlen Blackwell, who participated in The Teach-In on Peace and Reconciliation. The students presented information on their Practicum involvement with the Peacemakers Program, which is a proactive group for children to learn about differences and appropriate conflict resolution. The Practicum students spoke about the value of this intervention for children, and of their experiences thus far! Well Done!

Programs:

Communication Skills Training
Counseling & Human Services Career Seminar
Crisis Intervention Burnout Strategy
Depression Screenings
Freshman Seminar Students College of Professional Studies
Freshman Seminar Counseling and Human Services
Leahy Center Community Clients
Nursing Student Interviews
OVR Referrals
Promoting Awareness of the College Transition (PACT)
Professional and Academic Support for Success (PASS) & Mid-Semester PASS Program
Peacemakers Group
Peer Supervision
Psycho-Educational Programs
Shoplifting Intervention Group
United Neighborhood
Undergraduate Case Management



Another impressive endeavor comes from our Leadership team. Thanks to a proposal spearheaded by President Katharine Dietrich, our Chi Delta Rho chapter was awarded a Chapter Development Grant! The leadership team plans to use the funds to buy gift cards to local coffee shops to promote mentoring from the second year graduate students to the first year graduate students. It will provide a great opportunity for the older students to bestow some information about their educational experiences, and a practical knowledge of being a graduate student in the Department of Counseling & Human Services here at the University. A big thanks to the Leadership team for advocating for our department to ensure continual growth!

Student Contributions

This area of our Newsletter is reserved for student contributions. Both undergraduate and graduate students are invited to submit work. We welcome reflections, commentaries, or anything you may wish to share. Please contact Erin Judge (judgee4@scranton.edu) for more information or to make a submission for our next edition of the Newsletter. Thank You!

Megan Moran, a School Counseling Student, won first prize for an International Leadership essay contest through Chi Sigma Iota. Her essay has been published to the csi-net.org website, we provided a portion here to inspire other counselors in their efforts for advocacy and leadership.



The true definition of leadership has always been elusive to me. Leadership, by definition suggests an ability to lead, and perhaps a certain courage to act in the face of adversity. Time and circumstance can also dictate that a leader is one with a specific wisdom, influence, or perhaps authority. As I reflect further on this concept and what this means to me, I borrow the words of a former leader, President John F. Kennedy, who once said, "Leadership and learning are indispensable to each other." It is these words that allow me to more clearly understand leadership. I have come to realize that one who continually strives for growth and knowledge, who is committed to seeking new ideas and new visions, and who advocates for change is a leader. One who never grows complacent with what he or she has achieved, and who inspires others to hold themselves to similar high standards and expectations is a leader. It is in these ways that I have come to

understand my own role as a leader, and Chi Sigma Iota has played an important part in this...

...After reflecting on the position paper presented by Dr. Herr, past President of CSI and a member of the Academy of Leaders for Excellence, I find myself inspired to continue learning, growing, and distinguishing myself as a leader in this organization and as a future professional counselor. Dr. Herr comments that CSI seeks leaders who are motivated by service, rather than rewards or other such recognitions. He remarks that, "Such leaders act to leave a legacy." It is my desire to approach my future career in this way, to be service-minded and to approach each day and each challenge with intention. I will thoughtfully work to leave my own legacy, not for reward or recognition, but for those individuals whom I will work with, and for the field of counseling. The passion and leadership skills that I have developed throughout my preparation to be a counselor and throughout my participation and leadership in Chi Sigma Iota will undoubtedly contribute to my ability to work towards these future goals.

Professional Organizations:



Chi Delta Rho is the local chapter of *Chi Sigma Iota Counseling Academic and Professional Honor Society International*. Chi

Sigma Iota is an international honor society for counselor educators, students, and professionals.

The purpose of the Honor Society is "to promote scholarship, research, professionalism and excellence in counseling, and to recognize high attain-



ment in the pursuit of academic and clinical excellence in the field of counseling."

Students eligible to join CSI will have completed 12 credits and must have main-

tained an overall scholastic average of 3.5 or better while enrolled in the program.

The *Tau Upsilon Alpha* (TUA) National Honor Society is sponsored by the National Organization for Human Services and the



Epsilon Chapter is available to recognize academic excellence of undergraduate CHS students. The chapter supports the mission of NOHS "to honor academic excellence; to foster life long learning, leadership and development; and to promote excellence in service to humanity." Please contact Dr. Elizabeth Jacob at Jacobe2@scranton.edu, Faculty Moderator for TAU for information and the criteria for membership!

Useful Links and Resources:

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

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

<http://www.counseling.org>

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

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

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

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

<http://www.schoolcounselor.org>

<http://www.uia.mx/>

Visit <http://academic.scranton.edu/departments/chs/links.shtml> for a full listing of links to the American Counselor Association and its member associations, as well as links to other professional organizations, information about program accreditation and certification, and licensure boards and councils.

Remember to stay updated and read your CHSL Listserv emails!

They contain valuable and time sensitive information regarding upcoming meetings, job opportunities, and much more!