

Counseling and Human Services Departmental Newsletter

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Preparing Tomorrow's Counselors Today

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Dr. Lori Bruch, Chair

This year our CHS faculty and staff embarked on a journey of discovery. Looking at our history, understanding our present, and dreaming about preparing tomorrow's counselors today. Steve Jobs reminds us that *great things are never done by one person. They are done by a team of people*, and the CHS team has worked tirelessly this last year in renewing our mission, developing guiding principles, and reimagining our curriculum. We were fortunate to have the skillful facilitation of Kate Yerkes Coe, Assistant Vice Provost for Planning and Institutional Effectiveness, to walk us through this process of transformation. We are grateful to Kate for her time, talent, and energy. Kate brought out the best in our group and made the process look easy and for anyone who works with educators, you know this is an outcome of a gifted professional. It is not easy to go through change, to let go of the old ways, and embrace new ideas. It takes passion, commitment, trust, and an overwhelming desire to offer the finest education possible for our students. As I think about my colleagues, I cannot believe my

good fortune to be surrounded by the best of the best. This effort would not have been possible without the dedication of our entire team including LeeAnn Eschbach, Ollie Morgan, Kevin Wilkerson, Rebecca Spirito Dalgin, Paul Datti, Ben Willis, Julie Cerrito, Katie Purswell, Tiffany Bordonada, Gerianne Barber, Brandice Ricciardi, Ann Keeler, and Pamela Turbessi. We are also indebted to our Dean, Dr. Debra Pellegrino and her team who empower us to pursue excellence.

Excellence thrives in our CHS study body. Recently, we held our graduate induction into Chi Delta Rho, our Chapter of the International Chi Sigma Iota Honor Society. It was a lovely spring evening, one of the few we have experienced this semester. Our speaker was Emily Holmes, M.S., CRC. Emily graduated from the University of Scranton's counseling program a few years ago and is now Counselor and Manager of Disability Services at Johnson College. Emily is also a graduate of Scranton Prep, St. Joseph's University, and completed a year with the Jesuit Volunteer Corp, Northwest in Portland Oregon. Emily touched the audience with her words and demonstrated the

transformational process of a Jesuit education. Emily closed her remarks with one of her favorite prayers by Father Jack Morris, S.J. Father Morris was the Co-Founder of the Jesuit Corp.

Mighty God, Father of all, Compassionate God, Mother of all, bless every person I have met, every face I have seen, every voice I have heard, especially those most dear; bless every city, town, and street that I have known, bless every sight that I have seen, every sound I have heard, every object I have touched. In some mysterious way these have all fashioned my life, all that I am, I have received. Great God, bless the world.

These words remind us that all that we are is a sum of all that we experience. I hope as we conclude the semester, summer will offer us time to reflect on our lives and find time to enjoy our favorite things. I know I am looking forward to spending afternoons at my little lake, with a good book, and the magic of a dragonfly to remind me to find light and joy in my everyday world.

10 Dimensions of Fitness for the 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 lifelong 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 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

In Search of a Tagline...

The Department of Counseling and Human Services at the University of Scranton is a vibrant, active learning community. We take great pride in the meaningful work that we do alongside our students, our university, and within our local, regional, national, and global communities. We strive to innovate and improve our programs continuously using data-informed decision-making and accountability practices.

Historically, one component of our ongoing improvement efforts has included a one-day annual departmental retreat typically held at the conclusion of each academic year. Free from the distractions of our everyday responsibilities, our retreats provide us with the space to reflect and discuss our history, our present challenges and opportunities, and our future goals and ambitions at both the individual and departmental levels. Retreats allow us to contemplate our values and beliefs and to collaborate with one another about the ways to move forward by capitalizing on our strengths and capabilities.

Just like any other department or college or institution or organization, one of the ongoing challenges that we face is coming up with innovative ways to encapsulate and share what we do with our many different stakeholder groups- students (prospective, current, and former), college and university leaders (deans, provosts, presidents), and community members (agencies, organizations, and PK-12 schools). In order to do that, we have spent some of our recent retreat time discussing how to simplify and consolidate our messaging by developing a new tag line, slogan, or brand that would summarize succinctly all that we do. Alongside this effort, we have also been working to formulate a set of guiding principles and beliefs to communicate who we are and what we stand for. These principles will soon be published and available to our stakeholders virtually everywhere- on our website, in our program manuals, and in all of our promotional materials. We believe they represent our core values and establish the “drivers” for everything that we do. Since drafting these principles we have used them to review and revise our program mission statements and to conduct important conversations about future programming efforts, curriculum development directions, and whether or not to pursue new opportunities.

Amidst of all this, we have been “throwing” slogans around in an effort to capture our core values. Some of the ideas have been funny and others have been clever. Some have been a bit cheeky and still others have verged on the irreverent. However, all of the brainstorming has helped us to highlight some of the key concepts and underpinnings of all that we do. During our most recent retreat, while taking a break from some of the editorial work on our beliefs and guiding principles, the tagline, “Preparing tomorrow’s counselors/human services professionals today,” was suggested. After a pregnant pause and some brief reflection, everyone’s eyes lit up and we unanimously declared, “THAT IS IT!” We knew we had something, and a new slogan was born. We think it is a simple, elegant way to communicate who we are and all that we do. Prepare to see it coming soon to a t-shirt or coffee mug near you. After all, preparing tomorrow’s counselors/human services professionals today is exactly what we strive to do.... each and every day. We hope you like it as much as we do.

By Dr. Kevin Wilkerson

Counseling and Human Services Department Guiding Principles

Our caring, inclusive department is driven by a relationship-centered approach that fosters holistic personal and professional growth and success via:

- Preparing competent, real-world ready practitioners responsive to local, regional, and global needs
- Building and maintaining a growth-promoting community
- Cultivating a rigorous and supportive academic learning environment
- Providing an innovative, responsive curriculum
- Advocating for students, programs and communities
- Encouraging self-reflection leading to sustained personal and professional growth and wellness
- Assessing outcomes, fostering continuous improvement, and celebrating success
- Promoting accessibility by fostering university-wide relationships and allocating resources wisely

Clinical Mental Health Counseling



Dr. Ben Willis

"Preparing tomorrow's counselors today" means that our department is focused on helping students to develop the skills, knowledge, dispositions, and resources to be able to respond to the challenges that they will have as practitioners. I see that we work to help students build a firm professional foundation to be able to address their challenges and help their clients. Alongside the Jesuit mission and values of our university, we help students to develop critical thinking and reflection skills to be able to be aware of themselves, their community's needs, and ways to address those needs. To be able to "set the world on fire," our graduates need to be able to respond to the current needs and to be flexible and responsive to ongoing changes in our world.

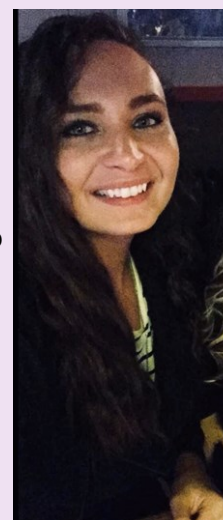
We help students to be able to see the world as it is and help them develop a perspective and approach to be able to make positive changes to the world through their communities and their work with others. In summary, we prepare our students to become the counselors that tomorrow's world will need by developing the students into passionate, reflective, responsive, and resourceful professional counselors through the course of the program.

The counseling department's new slogan encompasses many important aspects of the counseling profession, which are demonstrated through education, practice, advocacy and connection. I feel this slogan represents the active movement of student potential towards growth, change and awareness both personally and professionally. It means the preparation and process of becoming a counselor begins now, with a combined effort between professors and students towards professional development.

The University of Scranton's counseling program takes a proactive, integrative and collaborative approach that promotes growth and innovation for the future community. Through the consistent encouragement of self-reflection, students develop an awareness of themselves that strengthen them as individuals and future counselors. Meaningful discussions also persist, creating strong collaboration among professors and students that build on important thoughts and ideas. With continued advocacy for the counseling profession and hope for a unified understanding of counseling, there is potential for achieving a greater community.

Encouraging self-reflection, leading to sustained personal and professional growth and wellness is the principle that resonates most with me. Incorporating self-reflection into daily practice produces many benefits in the professional and personal realm. It also creates a foundation of ethical decision making, which can maintain and strengthen the therapeutic bond between counselor and client. I feel that the continued support for self-reflection generates a deeper understanding of the self, which improves how we interact, understand and respond to clients. As counselors, we should challenge ourselves by demonstrating and embracing growth by the act of reflection. Having the courage to look deeper at ourselves allows us to be more competent and effective counselors.

A trend that I see emerging within the counseling profession is more movement, advocacy and support for health and wellness with a more holistic approach to mental health. The counseling program encourages the identification of strengths when working with clients, along with sensitivity to diversity and support for person-first terminology. This creates more unity, specifically with the counseling profession and development of professional identity.



Courtney Gans

School Counseling

Dr. Julie Cerrito

1. What does the department's new slogan "preparing tomorrow's counselors today" mean to you?

It means that, as faculty, we strive to be on the cutting edge of what is current and contemporary in the field of counseling. We are keenly aware of what is happening on a state, national, and international level with respect to the field and we are constantly adjusting and modifying our curriculum to respond to those ever-changing needs. The new slogan reflects a forward-thinking, progressive mentality that we, as a department, embody. We also encourage students to develop this ideology during their academic preparation and clinical training with us.

2. What is a way

you see your program demonstrating this vision successfully now/in the future?

We are currently working on major curriculum revisions to more holistically focus on the varied roles and responsibilities school counselors have. We examine sociopolitical trends and needs in education and weave those into coursework and assignments. We are noticing crossover in disciplines and creating new courses to bridge those needs. For example, we are developing a new course that would combine school counseling and rehabilitation counseling majors together to discuss implications for students who are transitioning. There are great benefits in students learning about other specialty areas in counseling with a recognition of how those areas often overlap.



1. What does the department's new slogan, "preparing tomorrow's counselors today" mean to you?

I think that the Counseling and Human Services Department's new slogan, "preparing tomorrow's counselors today" is deeply powerful and meaningful. I believe that now more than ever, caring, compassionate and competent counselors are needed in this world. This slogan recognizes the call for action, and holds all faculty and students accountable to be prepared to go out into the world and be the best possible counselors. This department truly does help each student grow to their potential. The classes, meetings, clinical opportunities, and relationships all breathe life into the changes we wish to see in the future.

2. What sorts of trends do you see emerging in your specialty area that the counseling program is preparing you to address?

Right now, the profession of school counseling is in a state of change and growth. School Counselors are no longer solely focused on academics, college applications, or letters of recommendation. These counselors are now taking a very holistic approach, and caring for the whole person of each student. School counselors work to meet the unique developmental needs of each student in three realms: academic, college and career, and now social/emotional. School counselors recognize that in order to truly help each student in these three domains, they must work collaboratively as a team with their communities and promote wellness in their schools. These are two things that the counseling program wholeheartedly prepares us to do. From the moment a student starts their counseling program, to well beyond graduation, this department works to foster a wellness framework. Additionally, the counseling programs put a strong emphasis on building relationships. Through classes, group projects, and even the warm atmosphere, every student learns that they must work together to succeed and reach their goals. I believe that these two factors are strong evidence of the program's commitment to its new slogan, "preparing tomorrow's counselors today."



Jackie Bailey

Rehabilitation Counseling

1. What does the new tagline “preparing tomorrow’s counselors today” mean to you?

With our recent merger (CACREP/CORE), it has really highlighted within our profession that we are all counselors first, and as a result it has heightened our thinking about what attitudes, skills, and behaviors we need to have in order to be successful, not just at the beginning of our career, but throughout our lives. We want to be prepared for the issues that we encounter in our work today, as well as those we will encounter. When I think about what some of those areas are, for me, as a rehabilitation counselor, one thing I think about is the fact that all counselors need to understand disability in its broadest sense. I am really excited that CACREP has a committee that is working on infusing all of the disability areas into the classes and education that all other counselors receive.

I also think it is important to recognize that the counselor of the future today needs to be trauma focused, and do a complete trauma history, not just if this is a client’s presenting concern. We need to know how to help a person work through lasting effects of events that might have occurred earlier in life. Addiction is another area that counselors need to be thoroughly trained in, along with assessment and diagnosis. I think what our program does best is that we are able to look at all of this, and still maintain our wellness and strengths based focus for individuals.

2. What is a way you see your program upholding this mantra successfully now/in the future?

I am completing my 40th year in rehabilitation counseling, and I can say that there’s never been a time when I thought, “why did I choose rehab counseling?” Along the way, there has been a lot of continuing education, in addition to my own degrees, that have kept me current. As I look to the future of what rehabilitation counselors need, I see some of those things mentioned previously, and I see our students embracing a commitment to joining professional organizations such as ACA. I think the *Counseling Today* publication is a great way of keeping up to date about what issues are arising that we need to be aware of as counselors.



Dr. Bruch

Having merged with CACREP now gives rehabilitation counselors that opportunity to really be on equal footing with our peers in counseling related areas. To include in our focus, not only the traditional paths of rehab counselors, but to continue to embrace those clinical opportunities that arise for rehab counselors to work in more settings, is something we pride ourselves on. We aim to help our students find ways to embrace their master’s degrees and keep current during their long and successful careers.

We look forward to welcoming Dr. Rebecca Dalgin back as she is going to transition the program from a 48 credit program to a 60 credit clinical rehabilitation counseling program, which will be so important for our students going forward, enabling them to make the most of the future and present them with all the best opportunities to succeed. We want our students to have a degree that will carry them throughout their lifetime.

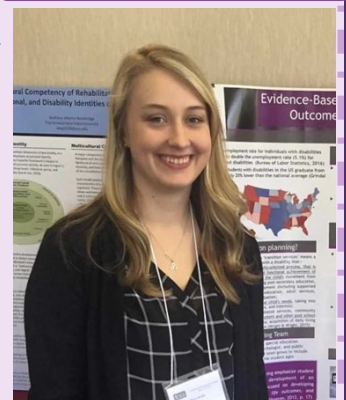
The University of Scranton has fostered a community that encourages innovation and inspires students to strive for the magis. By requiring work beyond the classroom and remaining true to the Jesuit tradition of cura personalis, the university and the Counseling and Human Services Department support students in ways that help to prepare competent professionals and practitioners for a competitive labor market in an ever-changing world of the future.

The CHS Department has truly embraced the call to move to the future with the new departmental slogan—“preparing tomorrow’s counselors today.” While the slogan is new, the forward thinking perspective is something that has been a part of the department long before this addition.

As a rehabilitation counseling graduate student, forward oriented thinking is critical for innovation and growth within the profession. I found myself looking to the future of the profession, as many did, at the merger of CACREP and CORE just last year, and at the passage of Workforce Innovation and Opportunities Act (WIOA) in 2014. Even more frequently, I often find myself looking to research and current trends to inform my practice and learning as practicum counselor and graduate student.

As a graduate student, the slogan means a commitment to learning and the profession and a determination for both professional and personal growth and wellness. The CHS department challenges me every day to be a counselor for tomorrow. My day to day work within the Counselor Training Center is complemented by coursework and projects that continually keep me looking ahead. The new slogan speaks the department’s commitment to the future of the profession and communicates a departmental culture that promotes both self-reflection and innovation.

Mara Wolfe



Counseling and Human Services

As a faculty member in the Counseling and Human Services Department for many years, I have the opportunity to reflect on our department slogan and vision with a different lens. This semester I am the Acting Program Director for the Counseling and Human Services Department as Dr. Paul Datti is on sabbatical. What an enjoyable semester it has been to interact with undergraduate students, and I had the privilege of initiating the process to recommend many CHS students for awards or other special recognition.

Competent, real-world ready practitioners so describes our CHS majors. Whether they are planning professional work when they graduate or planning graduate school, CHS majors are ready and capable. I am so proud of how positive their internship site supervisors describe their work as they complete two internships during their undergraduate studies. The topics CHS majors pursue for papers and class projects address contemporary and current issues in the human services field. For years, I have taught graduate courses and when I have CHS graduates in my courses they are always talented and prepared for graduate classes.

CHS majors are active in the community through the Counseling and Human Services Association, TUA organization, and their community-based learning. Their endeavors through these venues put our vision of preparing tomorrow's counselors today into action.

Our department demonstrated our new vision during this part year through a number of retreats, "extra" meetings, and time spent together. We truly followed the strategic planning process to arrive at our slogan and guiding principles. My colleagues and I have truly invested in creating meaningful guiding principles for our department.



Dr. Eschbach

Reading the University's undergraduate tagline: "preparing tomorrow's human services professionals today", it was not hard to find myself within those words. Reflection and self-exploration have always been an integral part of the CHS major, and throughout this process I have realized time and again how well prepared I am for the future. Through our community based learning, the Jesuit ideals, and our own values as budding human service professionals, my classmates and I have an inherent passion in being men and women for others. I never would have grown and matured in the ways that I have if I had not come to the University of Scranton, and I feel as if I know myself and those around me in a deeper way because of this strong sense of community. Our deep dedication within and outside of this program to inclusion and advocacy radiates beyond the bounds of this campus. All of the department's guiding principles stand out to me for different reasons, but the one that has stuck with me is, "cultivating a rigorous and supportive academic learning environment". The CHS faculty has always been there to support and push us to continually develop. We all have rooted ourselves in commitment to this field, grown through the dirt, and any ceiling we thought was above us we have shattered. This program has molded and shaped me in a myriad of ways, by encouraging the opportunity to embark on real world experiences to help me cultivate myself into the best human service professional I can be. Beyond graduation, I will take my skills and "go forth and set the world on fire" by igniting these passions within every and all lives that I touch. I am grateful for every assignment, every experience, and every professor, and I will leave this university rich in empathy and the knowledge that experiencing raw humanity isn't something you can learn from a textbook, and that thinking about what you want to do with the rest of your life it is no longer about how much money you make. Rather, did you sit with the person sitting alone? Did you bring a smile to the face of someone that didn't think they had a reason to? Ultimately, the guiding principle that has stood out to me the most is that we do not have to wait until tomorrow to make a difference, when there is so much we can do today.



Samantha Volpe

Counselor Training Center



**Geri Barber,
Director, Counselor
Training Center**

What does the department's new slogan "preparing tomorrow's counselor's today" mean to you?

It means we as a department are committed to doing our part to ensure that those who want and need assistance to enhance the quality of their lives have readily available access to that assistance. As we work towards removing the stigma that is attached to counseling and more people who need assistance move towards it with less hesitancy and shame, we as a counseling community need to be prepared. I believe the department's slogan, "preparing tomorrow's counselors today," embodies the essence of preparation by being proactive and responsive.

What is a way you see the Counselor Training Center demonstrating this vision successfully now/in the future?

The Counselor Training Center is all about preparation, giving students an opportunity to enhance and expand their skills. Through practice and supervision students can literally be transformed in the "today" of practicum into the counselors of tomorrow. It might be said that the CTC is where the counselors of tomorrow begin to demonstrate today, that they are prepared. Through varied opportunities with campus-based and community clients, practicum counselors can experience the growth-producing and healing impact that a counseling relationship can have. The CTC will continue to be responsive to the needs of counseling students, as well as university and community-based clients it serves through continued program development and facility enhancements. Personally, it is and has been a joy to witness beginning practitioners grow in confidence and professionalism as they hone their skills to truly be the counselors of tomorrow.



Pictured above: Children participating in the Peacemakers Program run through the Counselor Training Center

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 share their own interpretation of the department's new tagline and how the guiding principles of this department have guided and prepared them for their current internship experience.

CHS Internship: 150 hours

CHS Advanced Internship: 200 hours

Practicum: 100 hours

Graduate Level Internship: 600 hours

CHS Internship

1. What does the department's new slogan "preparing tomorrow's counselors today" mean to you?

I would say that this is not just a slogan, but more of a commitment the department issues to its students. The Counseling and Human Services curriculum, as well as their internship opportunities, gives counseling majors the opportunity to discover themselves professionally as well as personally throughout their academic journey. The skills that we learn are designed to meet the needs of our future clients and stand the test of time. The client/counselor positive rapport is something that we not only strive for in the future, but that we are prepared to work for throughout our years of preparation and testing. After graduating from this program, I believe that I will have the tools necessary to work to meet the demands of my surrounding community.

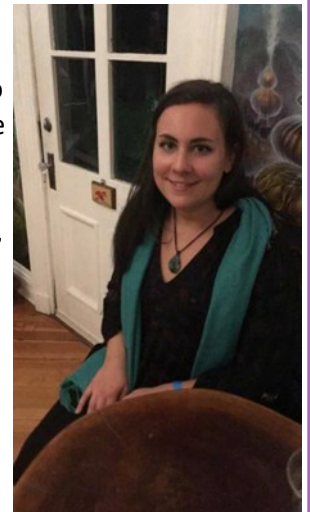
2. How have you continued to grow during your current experience?

I find myself growing rapidly throughout my internship experiences. I see myself becoming the future counselor that I always envisioned. Each day, I become more and more passionate and ready to take on my future field as a counselor in this community. I find myself thoughtfully applying all of the knowledge and insight that I have learned throughout the years here in the CHS program. I am currently placed in a local school where I work one-on-one with a client who has cognitive disabilities. My client and I share a reciprocal relationship of learning. I provide my client with the support they need, and they give me the real-world exposure that is essential to success in the field. My time in the CHS program has allowed me to adopt a philosophy of counseling centered upon the quote, "Being a counselor is not about being right, but hearing the impact." This is something I bring with me to internship every day, and something that I will carry with me for the rest of my life.

Cheyenne Jackson

Clinical Mental Health Counseling

I imagine my future as a jigsaw puzzle, where each day provides an opportunity to arrange a piece into the bigger picture. While my professional image was not clear when I entered the program, the self-reflection encouraged by professors has helped me see what skills I want to take with me into my future work. This semester I have been practicing self-reflection outside of the classroom and in my internship sites (The Women's Resources of Monroe County & Tobyhanna Army Depot). Now self-reflection is not just for personal growth but for building alliances with clients. I have found it important to remain open to all possibilities with clients, and to withhold assumptions. Being open and unbiased has helped deepen connections but often needs monitoring with a personal journal or supervision. The department encourages tools for self-reflection and assessment of outcomes, which also relates to Daniel Seligman's concept of "mindsight". Mindsight is the ability to engage as a therapist who is mindful of his or her own self in relation to the client. I believe the "mindful therapist" relational style is a direction our field will take as the discussion of therapeutic alliance is of equal importance to technique. I've learned that it's not always about the technique you bring to the table, but who you are and how you connect as a human being. I'd like to thank our department for supporting me through my understanding of what it means to be a counselor.



Brittany Anderson

Rehabilitation Counseling

1. What does the new tagline "preparing tomorrow's counselors today" mean to you?

This tagline highlights the vitality of flexibility and commitment to active learning in our ever-evolving climate. Preparing future generations of counselors requires understanding the transformation of technology, instant gratification, and the culture of the generation. Understanding the constant connection to instant communication through technology and the internet we can find a teaching moment for connection and what it means to be disconnected, what it means to choose connection or disconnection. While I do believe that educators need to be aware of technological advances and appeal to the learning styles of future generations, I believe they also have a responsibility not to lessen rigorous educational standards. Reading will always be a thing. In preparing tomorrow's counselors, educators have the unique opportunity to focus on freedom, choice, and creative experiential learning of the counseling process through cultivating face to face interpersonal connectedness, empathy, and compassion. It is an exciting time with significant opportunity for enhancing awareness and growth within the counseling profession.

2. How did the holistic and rigorous academic learning environment of your program prepare you for your current internship placement?

The environment of the program fostered my development as a humanist, counselor, and a compassionate human being. Every member of the counseling department was kind and supportive throughout my education, always willing to have a discussion, answer a question, or simply give a kind smile when they knew it was a challenging day. The holistic and rigorous academic learning environment prepared me to understand and capitalize on my strengths as well as recognize my areas for growth. Practicum was a transitional time and perfect opportunity to experience "growing pains" as a counselor before taking on a full case load in my internship placement. I came into internship knowing that I was prepared. I utilize the literature from many of my classes, referencing it often in my treatment planning, and can clearly see how well our program works to prepare us to be competent counselors. Recalling moments of quips and wisdom from our faculty is a daily occurrence for me, just when I think I don't know what to say, they pop in like happy happenstance and bring it all together.



Kelli Cali

3. How have you continued to grow during your current experience?

I have utilized my supervision and implemented changes from constructive feedback to improve my clinical skills as a counselor. Self-care and balance have also been a significant area of growth for me. I have practiced setting boundaries with clients as well as with family and friends. "Yes" has always been my immediate response to people but it hasn't always been what is healthy for me. I had been so focused on showing up for others that showing up for myself came last. I was inspired to set clear boundaries very quickly as I began my internship in private practice because I found that once people started crossing boundaries, they wouldn't stop. It is now my compassionate practice to set my personal boundaries with others for them and for myself. I do this with kindness and empathy, having a conversation about how we can show up for each other, and build a relationship of mutual respect. This practice has allowed me to continue to develop my ability to be fully present with the people that come to see me and that is the person that they deserve.

School Counseling

1. What does the department's new slogan "preparing tomorrow's counselors today" mean to you?

The department's new slogan means that the faculty in the counseling program strive to help students become competent counselors who are responsive to local and global needs. The faculty in the department are passionate about the counseling field and enthusiastic to promote growth within all the students in the program. I have seen my growth from the start of the program to now in internship, which has been rewarding because I am gaining the confidence to become part of our next generation of counselors.

2. How did the holistic and rigorous academic learning environment of your program prepare you for your current internship placement?

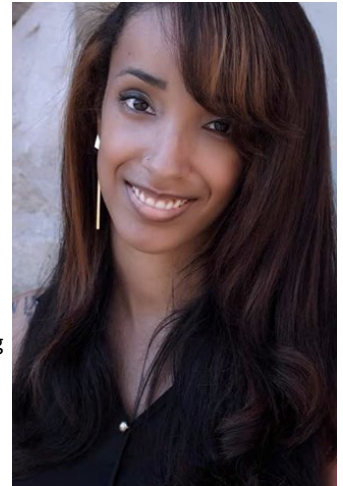
My learning environment prepared me for internship by providing a supportive and responsive curriculum. During my practicum experience it was challenging, but it was overall a great opportunity because it pushed me past my comfort zone and I saw an improvement in my counseling skills over time. The additional classes I had throughout the program also helped me learn about the multiple roles of a school counselor, which is preparing me for my internship placement. The faculty also constantly encourages self-reflection, which has contributed to my personal and professional growth.

3. How have you continued to grow during your current experience?

I have continued to grow during my current experience by acknowledging my growing edges and taking the initiative to smooth them over to foster continuous improvement. I also have continued to push myself out of my comfort zone of being in the observer role to being more proactive in the school counselor's role.

4. What sorts of trends do you see emerging in your internship experience that the counseling program is preparing you to address?

The trends that I see emerging in my internship experience is the school counselor's responsibility of advocating for students, programs and communities. The school counselors in East Stroudsburg Area school district, which is where my internship placement is, are required to be competent in special education. Therefore, I am getting the hands on experience with special education, which was an area I was not too confident in prior to internship.



Stephanie Mereday

Practicum Student

What does the department's new slogan, "preparing tomorrow's counselors today" mean to you?

The slogan, "Preparing tomorrow's counselors today" is a way of being for the CHS faculty and staff. Since beginning the Clinical Mental Health Counseling program, I have felt that their goal was to provide all students with the opportunity to become competent, well-rounded and self-aware practitioners.

The programs are rigorous. The course work encourages us to explore areas of interest to develop our professional identities and find our passions. Through practical experiences, we can apply our book learning and grow as professionals.

The faculty demonstrate great care for our development as practitioners and as people. The support of supervisors gives us confidence in our abilities so that we may affect positive change with our clients. Faculty allow us to engage in self-discovery, to practice and develop skills, to take risks, and to work together. The environment created by the CHS faculty and staff leads to greater personal and professional growth. This allows students to feel more confident and better prepared to become the counselors of tomorrow.



Alison Hamilton

2. What sorts of trends do you see emerging in your specialty area that the counseling program is preparing you to address?

The increase in incidences of both man-made and natural disasters have led to a rise in professionals recognizing the importance of resilience and coping skills for children and adolescents. This is in line with my professional goals to work with kids to build resiliency and coping at an early age. If these skills are built early, kids will have a greater likelihood of implementing these skills throughout their lives, and being happier, healthier people.

In addition to my course work in crisis intervention and play therapy, the practicum experience has provided me with the opportunity to work with the Peacemakers Program and has allowed me to provide play therapy to children in our community. Through these experiences I have been able to help children cultivate positive coping skills and grow their resiliency. These have been valuable and rewarding experiences, for which I am grateful. I feel the counseling program has provided me with the education and experiences to confidently help children and adolescents build the skills they need to thrive in the face of adversity and live their best, most authentic and meaningful lives.

Recent Graduates

This section includes reflections from students who have recently graduated from each of the four programs within our department. These recent graduates share how their time within the University of Scranton's Counseling Programs has prepared them for their future endeavors and how they continue to uphold the values of the CHS Department here at the University of Scranton.

Counseling & Human Services

The slogan, "preparing tomorrow's counselors today" may technically be a new addition to the department, but it is in no way a new act. This department and its faculty have already upheld the principles and implications of this slogan for quite some time, and will certainly only continue to do so. To me, this slogan implies that the CHS department embodies the belief that the development of all



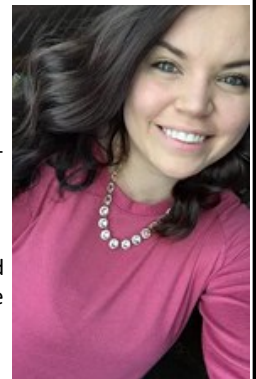
future counselors and helping professionals begins right now, during this critical point in one's educational and professional careers, and the goals and objectives of this department are centered on this belief.

As a recent graduate from the University of Scranton and a current CMHC graduate student, my education has been shaped tremendously by this department and the incredible faculty. It was evident in each of my undergraduate classes that the professors in this department make it their duty to not only supply their students with the knowledge and skills that will help them succeed as a student, but introduce them to opportunities in the counseling field as well as other helping professions, that will enable them to succeed in whatever future career they may choose to pursue. I felt that my professors were eager to engage with me about my goals and plans for my future career, which allowed me to feel prepared to take my next steps after graduation. This department is clearly person-oriented, future-oriented, and growth-oriented, and I am certain that my time in the undergraduate counseling program propelled me towards my future in incredible ways. As a current graduate student in the CMHC program, I have been able to reflect upon how the guiding principles associated with this tagline and this department have guided me throughout my time as a student thus far, and am able to recognize how they will continue to be important as I finish my education and proceed into the professional world.

Emma Sommers

School Counseling Program

The new slogan "Preparing Tomorrow's Counselors Today" is a great way to encapsulate the type of education you receive from this University. As a recent graduate of the school counseling program and now professional school counselor, I truly believe that we need to prepare for what is to come or to be conscious of the changing society we live in when working with various populations. As a school and career counselor, I spend the majority of my time educating high school students on career pathways and helping them to gain overall awareness of themselves, so they can make educated decisions for their future. My time at the University of Scranton has prepared me tremendously because of the various coursework and projects I completed, to the research I've done, to working one-to-one with students during my practicum/internship experiences. I acquired so much knowledge from those experiences about what our 21st century students need, that I developed my school counseling curriculum around those needs. The University of Scranton provided me a holistic education where I am able to work with students on a variety of academic, career, and personal/social needs. While working in the field, I continue to do my research on what the needs are for the students that I work with and I embed that in to my practices. Currently, I am doing a ton of outreach activities, where I am inviting colleges, businesses and alumni in to our school to talk about their educational and career journeys. It allows the students to see, first-hand, what all of their options are and allows them to make rational decisions earlier on. Overall, because of the school counseling program, I am able to advocate for my students, promote accessibility to resources, and provide an innovative, responsive curriculum to my student's needs.



Kristen Thomas

Recent Graduates

Clinical Mental Health Counseling Program

1. What does the department's new slogan "preparing tomorrow's counselors today" mean to you?

As it is clear with the ever changing DSM, we live in a world where the vernacular and prominent issues are in constant transformation. In an academic setting it is easy to stay up-to date with the most recent evidenced-based practices and the different modalities to reach our clients. An important skill to foster in our clients is autonomy. The department models this as they help to foster autonomy in its student base. After we graduate and we are autonomous, professional counselors, we need to continue to seek out continuing education and to engage in supervision with qualified supervisors who continue to challenge us and educate us. This way we will continue to stay up to date to serve our clients to the best of our ability.



Catherine Sangi

2. How did your time at the University of Scranton prepare you for your future endeavors outside of the program?

Everyone will have different professors, lectures, and moments from their time with the CHS department that will stick with them. The most important lesson I learned with my time at the University of Scranton was to take care of yourself. Anyone can learn different theories and techniques; however, it's the ability to practice self-care that will maintain your longevity in this profession.

3. How do you continue to uphold the principles of this tagline in your current work?

The principle I relate most to is "building and maintaining a growth-promoting community." In my work I am continuously fostering relationships between my clients and other community resources. It is our job as counselors to connect the persons we work with to other sustainable agents.

Rehab Counseling Program

I think the slogan, "preparing tomorrow's counselor's today," is important for a counseling program to address. I know for me as I went through the program I did not always look at myself as a counselor. I think there is a point though when you realize, yes I am a counselor and this program helped me do that. There is a lot going on in the world right now, and the foundation that is drilled into us is what sets the precedent for how we make headway into making change as future counselors. If we prepare our counselors today, they will be ready for tomorrow.

The University of Scranton taught me a lot about the future, and how as much as you prepare, things can always go awry. Time management will forever be the answer to all my problems. Being a fulltime student and fulltime employee gives you no time to do anything. The University and the counseling department helped me to see I had the potential to do anything for fifteen weeks. I did that repeatedly, so how does being a student and employee prepare me to take on the world? Well, it showed me that hard work is hard, but it is always worth it. As long as you have hope you can do anything. I feel genuinely empowered by the University of Scranton, and I plan to promote that empowerment in any future endeavor I plan to accomplish.

I like to think I upheld the principles of the program and learned them along while working at Allied Services throughout the two and a half years I was in the counseling program. Through my employment I have had the opportunity to encourage and empower others, which is something I learned from the University. My hope is that as I move through my employment at Allied Services, I can empower others to be the best versions of themselves to change the future of not only our program, but the lives of the individuals we serve.

The future always comes a little sooner than we expect, so given the opportunity to help prepare others for the future through counseling is something that is essential in my work at Allied Services and as an alumni of the University of Scranton.



AlliedServices | BEHAVIORAL
INTEGRATED HEALTH SYSTEM | HEALTH

Jenny Wildrick

Happenings in CHS

Undergraduate Career Fair

On April 6th, over 280 University of Scranton students attended the Career Expo to speak with over 105 employers. As a current intern at the Center for Career Development, it was great to see students taking the first step towards pursuing future internships, jobs, and graduate studies by attending the Career Expo. Besides practicing interviewing skills and business etiquette, counseling and human services majors were exposed to just how far our degree can take us. From Office of Vocational Rehabilitation (OVR) to All Hands and Hearts - Smart Response natural disaster relief agency, and from the Delaware Department of Correction to Drug and Alcohol Treatment Services (DATS), the counseling and human services degree is one of those special majors where the knowledge we learn in class, our community-based learning experiences, and our internships can be utilized in a wide variety of agencies and organizations. For those that do not know what to do with their counseling and human services degree, the Career Expo is a perfect introduction to the broad scope of our field. Even as a staff member at the Career Expo, I found the planning aspect behind it to be an extremely rich experience for me as a future professional school counselor because I will be participating in the career development of students every day throughout my future career. I spoke with other counseling and human services interns at the Center for Career Development who said that seeing how applicable our degree is to a number of agencies at the Career Expo helped them to see how far their degree can go and decide what experiences they would like to pursue either as a future internship or a future job. The Career Expo was a fantastic success, opening doors wide open for counseling and human services students to explore what they can do, and want to do, with their degrees.

By: Gina Spohr



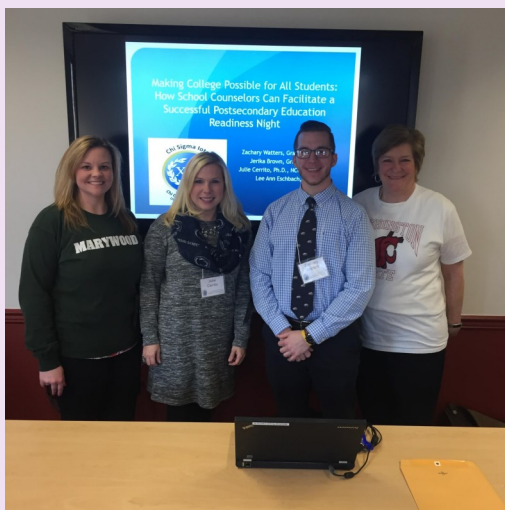
Pictured above: Faculty and student interns of the Center for Career Development at the Undergraduate Career Fair



Happenings in CHS

Chi Sigma Iota Conference

Being able to present at the 8th Annual Chi Sigma Iota (CSI) Pennsylvania Statewide Conference in West Chester was such an honor, and honestly a really cool experience. This conference, unlike most others, is really tailored for students. It is put on by a student-run organization, and gives a ton of opportunities for students to attend, present, and get involved on any level. Jerika and I have been fortunate enough to attend and present at the past two CSI conferences, and to step up our involvement along the way. Sort of mirroring our progression through this graduate program, we were able to present some research in the form of a poster last year, and then follow that up this year by sharing some of our experience and growing expertise. To be able to do that alongside two of our mentors in this program, Dr. Cerrito and Dr. Eschbach, was really some of the icing on the cake for our time in this graduate program. It was such a worthwhile experience, and Jerika and I would recommend to anyone without hesitation!



Pictured above: Jerika Brown, Dr. Cerrito, Zachary Watters and Dr. Eschbach presented their research at the Chi Sigma Iota Conference



By: Zachary Watters

Happenings in CHS

Lakeland Jr/Sr High School Receives Distinguished Secondary Student Assistance Program Award

We love to hear when graduates of our own esteemed programs are accomplishing great things in their current endeavors and careers. Recently, Lakeland Junior/ Senior High School Received the Distinguished Secondary SAP Award. Two of the school counselors within this district, Larissa Valonis and Dawn DeQuevedo, are both graduates of our own School Counseling Program. We reached out to Ms. DeQuevedo to learn a little more about this award, and commend her on all of her current accomplishments as a school counselor!

"This award is presented to Middle or High School Student Assistance Team that has gone above and beyond to identify barriers to learning. A team that supports research-based prevention programs, skilled identification, and also fosters positive connections with students, parents, and the community. Documentation for the Distinguished Secondary SAP Team Award will be reviewed by the members of PASAP's Awards Committee and approved by the PASAP Board of Directors.

The Student Assistance Program in Pennsylvania was developed in 1984 to help identify barriers to learning and student success. School Counselors are integral members along with fellow educators, to SAP teams statewide. We are proud of our Distinguished Team award. This award not only highlights the quality of educators at Lakeland but shines a spotlight on the efforts that we and all districts are making statewide to identify the mental health, drug, alcohol and tobacco issues that our students are encumbered by and assist them in matching with appropriate services to increase their level of academic and personal success."

Dawn DeQuevedo

Ms. DeQuevedo says that for such a small district, this is an incredibly big deal. After being a part of the SAP team for 20 years, she has learned that you really need to grow and change continually or you will get bored, and boredom often breeds complacency. Their counseling department is dedicated to helping the children in their district grow, develop, and flourish as they continue their educational journey.



Happenings in CHS

A Note From Dr. Purswell...

As my last semester at the University of Scranton comes to an end, I'm happy to have this space to reflect on my experience here and to share a few words with all of you in the CHS department. As I think back on my four years at the University of Scranton, a few words come to mind: grateful, humbled, and optimistic. (I had to get out my feelings wheel!)

I feel grateful because of everything I have learned here at the U. I've received caring, instructive mentoring from faculty and staff as well as thoughtful, constructive feedback from students. I've discovered who I am as a teacher here, and so many of you have played an important part in that process.

I feel humbled because of the ways you have shared your selves with me, whether through required class reflections, supervision, or more informal conversations. It has been an honor to be a part of the process of the development of so many outstanding counselors (or soon-to-be counselors).

I also feel optimistic because I know that, with so many great faculty, staff, and students, the CHS department will continue to thrive into the future. I also know that, as sad as I am to leave this wonderful, supportive environment, this move is the step I need to take in my professional journey. I wasn't actively looking to make a change, but this job appeared, and I knew I needed to take it.

Some of you may still be wondering what I am doing next in my life. I'll be a faculty member in the counseling program at Texas State University in my hometown of San Marcos, Texas. In Fall of 2019, I'll also become the director of the Institute for Play Therapy housed in that university. I'm excited to get to focus my professional life and identity on promoting the field of play therapy and children's mental health services. I'm also excited to spend more time with my family, including 11 little cousins, all under the age of 9!

If you'd like to keep in touch, please feel free to e-mail me at dr.katiepurswell@gmail.com.



Happenings in CHS

Chi Delta Rho Induction Ceremony

This semester in the Chi Delta Rho chapter of the Chi Sigma Iota International Honors Society was met with great excitement as we inducted 30 new members to our organization! On April 13th, we welcomed these outstanding individuals into our organization with a beautiful induction ceremony. We were blessed to be joined by our peers, counseling faculty, friends, and families as we celebrated the accomplishments of these extraordinary students. Emily Holmes, a 2014 rehabilitation counseling graduate, and current counselor and manager of disability services at Johnson College served as our guest speaker, and enlightened us with words of encouragement as we all inch closer to venturing out into the professional counseling world.

If you are not a member and would like to be, please contact one of the Chi Delta Rho officers, and we will let you know how you can join. We always love seeing new faces, and encourage anyone to get involved who wishes to!

New Members:

Kirsten Banach, Breanna Betarie, Alexandra Carter, Katie Christman, Elisa Cosner, Bridget Furdon, Courtney Gans, Alison Hamilton, Julia Lettieri, Meghan Rose, Emma Sommers, Cindy Tesch, Rachel Tunis, David Winsock, Madison Conway, MaryLynn Massino, Liam Mooney, Jacqueline Bailey, Christina Brislin, Elizabeth Corbett, Margaret Donnelly, Nicole Gaetano, Bianca Gentile, Adam Kita, Sarah Rosar, Breanna Santarsiero, Maria Scavo, Dominique Spataro, Mariah Dunn, Melisa Gallo

New Officers:

**Jacqueline Bailey, President
Alexandra Carter, Vice President
Bianca Gentile, Secretary
Bridget Furdon, Treasurer**

**Melisa Gallo, Clinical Mental Health Counseling Liaison
Liam Mooney, Rehabilitation Counseling Liaison
Noel Furman, School Counseling Liaison**



By: Zachary Watters

TUA Induction Ceremony

This year's TUA Induction Ceremony will occur on Friday, May 4th. At this event, 19 students will be honored for their commitment to excellence and will be inducted into the Tau Upsilon Alpha Honor Society. The CHS Department is proud of these students for continually showing their dedication to the human services professions and promoting leadership and development. We commend these students on their achievements and look forward to seeing all they accomplish in their bright futures ahead.

New Members:

Chloe-Symone Alvarado, Amy G. Atkinson, Natasha E. Burdyn, Patrick A. Chapman, Kelly A. Clarke, Kayla G. Collins, Casey L. Goulden, Rose D. Rosado Hernandez, Veronica B. Hernandez, Samantha Javier, Brianna G. Johnson, Bridget C. Kolf, Chelsea A. Kresge, Sonni Rose Mazzone, Megan K. Melchione, Kelsey M. Mirabella, Meghan E. Pratt, Margaret H. Reynolds, and Kaitlyn N. Strobel

New Officers:

President-Patrick Chapman
Vice President- Maggie Reynolds
Treasurer- Veronica Hernandez
Secretary- Brianna Johnson



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. The invitations for the event are sent to PCPS leadership, the Counseling Department, the students who completed their internships, and their supervisors. 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".

During this event, an internship student from each program is nominated to speak about their experience at their respective placement site, and what the internship process has meant for them and their professional development. This semester the speakers will be Rose Rosado Hernandez for CHS, Natalie Davison for Rehabilitation Counseling, Kelsey Loftus for School Counseling, and James Armstrong for Clinical Mental Health Counseling.

The entire Counseling & Human Services Department congratulates all of this year's internship students on their hard work and dedication to excellence as they prepare to enter the professional world.



Pictured left to right: Samantha Volpe (Treasurer), Geoffrey Morton (Secretary), Christina Futterknecht (President), Delia Gavin (Vice President)

CHSA

2017-2018 Officers

Christina Futterknecht—President

Delia Gavin—Vice President

Geoffrey Morton—Secretary

Samantha Volpe—Treasurer

The Counseling and Human Services Association strives to provide connections between local organizations, faculty, and other students through service. This year we have had three service events where club members have come together to spread joy to the members of the local community. We held “Cards for Veterans” where members wrote letters thanking veterans at Aseracare Hospice that are used at pinning ceremonies. Since then, after a few regular meetings, we have encouraged members to stay after and write additional cards for the program. At Safe Trick or Treat, we had students escorting local children and families around campus. Officers sat at a table doing crafts with the children in the Byron. Our largest event was partnered with The ARC, where we held a dance for the people who utilize their services. The organization is dedicated to providing activities and events for individuals with intellectual and developmental disabilities. We are glad that these activities have given members the opportunity to branch out from the campus community and provided an opportunity to interact with populations they may work with in the future.

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

Chi Delta Rho

Our chapter also promoted a clothing fundraiser that netted \$300 to help raise funds for the activities we will be sponsoring in the fall. A special thanks to all who participated and supported us in this!

We want to take the time to thank all members of Chi Delta Rho for their support and efforts. Without you, we would not be able to make all of this happen!

Zachary Watters, President	John Esposito, Clinical Mental Health Counseling Liaison
Mara Wolfe, Vice President	Kerry Pernot, Rehabilitation Counseling Liaison
Natalie Davison, Secretary/ Treasurer	Allison Smith, School Counseling Liaison

2017-2018 Officers

Tau Upsilon Alpha

Sometimes there's nothing stronger than a passionate community. As officers of TUA we strive to foster an environment that allows for that passion to continue to cultivate and grow to become something remarkable. We organize our events in a way that ties together the foundation of our mission- service, learning, leadership and development. In the Fall of 2017 we tailored our fundraising event for Hurricane Harvey relief to benefit both the relief mission and our donors. During pre-finals studying, we delivered Krispy Kreme donuts to students on campus. Students were happy to purchase as a nice pick-me up to prepare for their final exams and, consequently, this positively increased our sales for the relief. Moreover, to nourish our community, officers, members and individuals passionate about the helping profession, we organize social events that offer an opportunity for people to ask questions, and open their minds to a variety of unique perceptions. Although our year is gradually coming to a close, we are grateful for the experience of working together as a strong cohesive unit and excited to transition our officer positions to fresh new minds!

2016-2017 Officers

Julia Decker—President
Lea Zaengle—Vice President
Emily Mulhaul—Secretary
Christina Augusztin—Treasurer

Undergraduate Awards

Panuska College Community– Based Learning Award: Christina Futterknecht

A few weeks ago, I was invited to attend the PCPS Community Celebration dinner. I was told that as the President of the Counseling and Human Services Association, I would be presenting an award to Dr. Bruch. Instead, I was shocked to hear my name announced as the recipient of the Panuska Community Based Learning Award. This award is given to a student who shows a commitment and passion for service, which is embedded in the Jesuit mission. I never guessed I would be considered for this honor.

As I was listening to the places where I have volunteered and completed internships over the past 4 years, I realized how these experiences have influenced my professional and personal development. I would not be the same individual if I had not received the hands-on experience and interactions with these different populations in the community. Community-based learning has helped me step out of my comfort zone, interact with the Scranton community, and ultimately determine which population I want to work with in my career.



Class Night Counseling and Human Services Award: Jennifer Riccardi

Words cannot express how grateful and appreciative I am to have the honor of receiving the Excellence in Counseling and Human Services Award. As I was reflecting on my experience as an undergraduate student, I asked myself, what does excellence mean? The first thought that came to mind was: Magis. Magis, one of my favorite Jesuit ideals, has been the foundation of my growth as a student, professional, and woman with and for others. I have been privileged to have numerous opportunities to grow outside and inside of the classroom and have taken advantage of such experiences. I am committed to “striving for more”, to not only become the best version of myself that I can be, but also as an advocate and resource for others. I push myself to overcome my obstacles

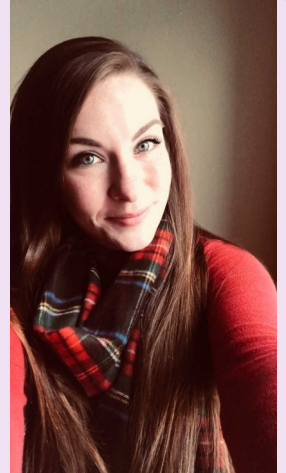


and biases in order to be the best and most effective helping professional that I can. Academic achievement and knowledge is important, but I believe that in order to truly excel we need to take care of the whole person, *cura personalis*, and be present with people. This award is not just a reflection of my own achievements or growth, but is a testimony of the commitment of this department to the education and development of their students. I want to send my deepest appreciation to my professors, faculty members, peers, and members of the Scranton community. Without you all, I would not be the woman that I am today. I will take the fire of my passion that has been lit by the University of Scranton and its' community and go forth and set the world on fire.

Graduate Awards

Outstanding Graduate Student Award in Rehabilitation Counseling: Natalie Davison

Being recognized as an outstanding graduate student is a result of hard work, passion, long days, supportive people, and an eagerness to expand my knowledge and experiences. I am thankful that this department helped me develop my skills and confidence, and is now helping me celebrate my success as I graduate.



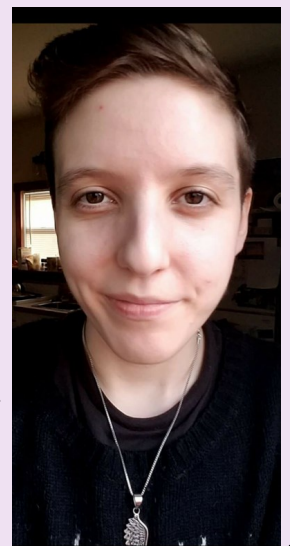
Outstanding Graduate Student Award in School Counseling : Zachary Watters

I believe that my peers are all equally as deserving of this reward as I am, so receiving it is incredibly humbling and motivating for me. It is wonderful to be able to look back on the countless hours and long days of work and know that they produced something successful, but this now also gives me a little extra motivation to keep my future work as high quality, far-reaching, and impactful as possible.



Outstanding Graduate Student in Clinical Mental Health Counseling: Gabriel Gross

I am honored and humbled to receive the Outstanding Graduate Student in Clinical Mental Health Counseling Award. As I have progressed through this program, I've grown into my identity as an existential and narrative counselor with a person-centered foundation. That achievement has been fostered by self-reflecting, studying theory, practicing, and by the persistent encouragement and commitment of dear faculty mentors. I am deeply grateful, especially to Dr. Katie Purswell and Dr. Ben Willis, for gifting me the core conditions that helped me become who I am. This award indicates that the people who have educated me see me in the way I see myself: as a competent counselor who will represent our profession with excellence and grace.



Faculty Awards and Promotions

Faculty Senate Award for Excellence in Graduate Teaching: Dr. Wilkerson

Dr. Wilkerson is the second faculty member within the CHS department to receive this distinguished award. This award was presented on April 6th during Faculty Appreciation Night, by Dr. Margaret Zalon. We commend Dr. Wilkerson on receiving this prestigious award and thank him for his hard work and dedication to this program!



Promotion to Associate Professor: Dr. Willis



Effective in the Fall of 2017, Dr. Ben Willis, Co-Director of the Clinical Mental Health Counseling Program, was promoted to the position of Associate Professor. We congratulate Dr. Willis on his promotion and are incredibly grateful to have him as a part of our esteemed team of faculty in the CHS Department!

Professional Achievements/Conferences

Publications:

- Bordonada, T. M.,** Feather, K. A., Ohrt, J. H., & Waddington, A. F. (2018) Experiences of adults who identify as primary caregivers. *Adultspan Journal*, 17(1), (14-26).
- Cerrito, J. A.,** Trusty, J. G., & Behun, R. J. (in press). Comparing web-based and traditional career interventions with elementary students: An experimental study. *The Career Development Quarterly*.
- Feather, K. A., **Bordonada, T. M.,** & Waddington, A. F. (2018). Persons with visual disabilities and substance use disorders: Recommendations for counselors. *Journal of Addictions & Offender Counseling*, 39, 2-14.
- Purswell, K.,** & Bratton, S. (2018). Children's experiences in the therapeutic relationship: Development and validation of a self-report measure. *Journal of Humanistic Counseling*.

Conferences/Presentations:

- Bordonada, T. M.** (2018, April). *Examining Chronic Sorrow Among Parents of a Child with Autism Spectrum Disorder (ASD)*. Presentation accepted at the 2018 American Counseling Association annual conference in Atlanta, Georgia.
- Cerrito, J., Eschbach, L.,** Bailey, J., Brown, J., Furman, N., Mereday, S., McFarlane, D., and Shandra, S. (2018). What comes next? How to implement a student and parent Postsecondary Education Readiness Night. Presentation at the 2018 Pennsylvania Association of College Admissions Counselors State Conference. Mount Pocono, PA, June, 2018.
- Eschbach, L.** Pennsylvania Counseling Association - co-presented with Emily Lang (CMHC student) "Application of The Hope Centered Career Model for At Risk Youth and the Post-High School Transition"
- Eschbach, L.** Pennsylvania School Counseling Association - co-presented with Stacey Bamford, Abington Heights Middle School Counselor and an alum of our program. "#betheripple: Implementing a trackable kindness challenge in your school"
- Purswell, K.,** & Stulmaker, H. (2017, June). Limit setting in play therapy: An exploration of theoretical approaches. Association for Humanistic Counseling Conference, Syracuse, New York.
- Purswell, K.,** & Hamilton, A. (2018, April). Culture of childhood: Implications for professional counselors. Chi Sigma Iota Pennsylvania Statewide Conference, West Chester, Pennsylvania.
- Purswell, K.** (2017, November). Helping children through play: Therapeutic factors in child centered play therapy. Faculty Research Seminar Series, University of Scranton, Scranton, Pennsylvania.
- Soeder, K., & **Purswell, K.** (2017, November). Interpersonal neurobiology and attachment: Practical implications for counselors. Pennsylvania Counseling Association Conference, King of Prussia, Pennsylvania.
- Watters, Z., Brown, J., **Cerrito, J. A., & Eschbach, L. A.** (2018, April). *Making college possible for all students: How school counselors can facilitate a successful postsecondary education readiness night*. Paper to be presented at the meeting of the Chi Sigma Iota Pennsylvania Statewide Conference, West Chester, PA.

University Service/ Grants/ Professional Involvement:

- Bordonada, T. M.—Faculty Chaperone,** International Service Program in Nicaragua – Central America University, Campus Ministries, The University of Scranton (Trip is scheduled for June 6 - 16).
- Bordonada, T. M. -Invited Keynote Speaker,** Tau Upsilon Alpha Honor Society Induction Ceremony, The University of Scranton.
- Cerrito, J. A. & Eschbach, L. A.** (2018). *Imagine Grant for Special Projects*. What comes next? Student/ Parent Post- Secondary Education Readiness Night. National Association for College Admission Counseling (NACAC). Awarded – \$780.00
- Wilkerson, K.** (Fall, 2018)**Conference Proposal Reviewer,** North Atlantic Regional Association of Counselor Education and Supervision (NARACES) Annual Conference. Burlington, VT.
- Wilkerson, K.** (April 27, 2018) "Experts from the Field" Webinar. WVIA Recording Studios.

Faculty Fun Fact

We asked our faculty to tell us, “What is your favorite TV show to binge watch?” Here’s what they had to say!

Dr. Bruch– Scandal

Dr. Willis– Death in Paradise

Dr. Purswell– The Office

Dr. Eschbach– Grace & Frankie, This Is Us, Grey’s Anatomy

Dr. Cerrito– Friends

Dr. Wilkerson-This is Us, West World

Professor Ricciardi- Grey’s Anatomy, This Is Us

Dr. Bordonada– The Crown

Professor Barber– Tiny House, CNN



PCPS CONTACT LIST

Panuska College of Professional Studies (PCPS) – Dr. Debra Pellegrino, Dean

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

McGurrin Hall Phone Prefix (570)-941-

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:

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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 in 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>.