

# Counseling and Human Services Departmental Newsletter

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## Engaging, Transforming, and Reflecting on the Fitness for the Profession



Dr. Lori Bruch, Chair

Greetings from McGurrian Hall, where good things are always happening, Spring has arrived, the days are getting longer, and our Scranton community is coming alive. Students are decked out in shorts and sandals. There is restlessness in the classroom as students and faculty alike long to enjoy some outdoor time. A transformation is taking place where the quiet and grayness of winter is bursting with color and sound. It happens so effortlessly, as it has happened so many times before; and just as the seasons are predictable, so too is the work of the Counseling and Human Services department. It's fitting that this issue of the newsletter is focused on the process of becoming a Counselor, a process that unfolds everyday on the 4th floor.

Students entering the counseling profession, are quick to discover that they are entering a profession that will require a lifelong commitment to both professional development and personal wellness. In a profession that is committed to empowering people to be able to more effectively deal with life issues, it is not surprising that there will be challenges along the way for our students to address. As Aveline (1990) reminds us, what counselors can bear to hear in themselves, they can hear in others. What counselors can find in themselves, they can recognize in others. As counselors-in-training, it is essential to engage in self-assessment, self-reflection, and self-direction. To assist in this process, the faculty have designed and adopted a Fitness for the Profession of Counseling document that describes the essential professional and personal attributes required of all students. Through this process students will come to appreciate both the art and science of counseling, as they embark on a rigorous educational program designed to help them develop and apply both knowledge and skill through course work and clinical experience.

As your faculty, we expect that you will bring your personal and professional best to your work and be committed to achieving your goals.

As I reflect on the accomplishments of the semester, it is easy to see the many role models who are demonstrating the essential professional and personal attributes required of counselors and counselor educators. A commitment to wellness can be seen in the number of faculty and staff who are wearing Fitbits and challenging each other to walk more on a daily basis. Dr. Eschbach, who is on sabbatical this semester, is taking her commitment a step further and participating in a research project on wellness, demonstrating her loyalty to the profession and building evidence based practices.

We are very excited about faculty, graduate, and student participation in the state wide Chi Sigma Iota conference that was held at Marywood University. This opportunity to participate in professional development is an essential part of becoming a counselor and it is great to see the collaboration between Scranton and Marywood with Drs. Julie Cerrito and Joe Behun leading the charge for Chi Sigma Iota. Another opportunity to demonstrate a commitment to learning came through the 1st annual Behavioral Health Speakers Series coordinated through Dr. Dalgin's leadership. Eric Arauz was the speaker and shared his powerful life story along with his book *An American's Resurrection: My Pilgrimage from Child Abuse and Mental Illness to Salvation*. As I write this, tonight, as a community, we will walk in strength with the Jane Kopas Women's Center and our CHS students in the upcoming Take Back the Night event to join in a 30 plus year international mission of raising awareness of ending sexual, relationship, and domestic violence. There are so many opportunities on campus and in the Scranton community to help you find your passion. We hope that you will explore these opportunities and volunteer your

talents and leadership to causes that bring greater purpose to your lives in the Jesuit tradition of becoming Men and Women for Others.

Another fit for the profession attribute is problem solving. If you want to see problem solving in action, just follow the Program Directors, Drs. Paul Datti, Rebecca Spirito Dalgin, Ben Willis, Katie Purswell, Julie Cerrito, and Professor Geri Barber. Not a day goes by where they are not juggling a thousand details and making all of our programs better through their care and expertise. All of our CHS faculty are devoted to the profession. A quick glance at the faculty CVs posted on the website will show you role models for excellence in scholarship, teaching, and services.

As the semester quickly comes to a close, we anticipate life's possibilities come to fruition as another group of fine Counseling and Human Services students walk across the stage. The CHS faculty will be present as each of our thirty-three graduate students in Clinical Mental Health, Rehabilitation, and School Counseling and thirty-two undergraduate Counseling and Human Services students receive their degrees. Please know how proud we are of your accomplishments and how excited we are to welcome you into the Counseling profession. We have great expectations for each of you and know that you are ready to enter into the next phases of your education and careers. We hope that you will take some time to celebrate your accomplishments with family and friends, and then pause and reflect on who you are becoming as a Counselor and graduate of the University of Scranton.

The CHS faculty and staff wish you the very best and hope that you will keep in touch,  
Lori

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

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

1. **Commitment to Wellness**  
-The life long commitment to becoming the best one can be spiritually, mentally, physically, socially, and vocationally.
2. **Commitment to Learning**  
-The ability to self-assess, correct, and direct; continually seek knowledge and understanding; demonstrate of 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*

## Clinical Mental Health Counseling



**Dr. Ben Willis**

The *Fitness for the Profession* (FP) document is much more than a tool or assessment; it is a way of looking at having a successful career as a professional counselor. The areas of the FP document are important to monitor and grow as a professional counselor throughout an entire career. When I think about students, I am thinking about where they are developmentally and how we can help them continue their development as professional counselors and as people. The FP document really encapsulates a holistic way of conceptualizing the areas needed to maintain and increase overall wellness and satisfaction as a professional counselor. I periodically review my own current state with the areas on the FP document to monitor my performance and think about next steps for myself. At least on a yearly basis, thinking about each of the areas helps me to assess how balanced I currently am and how I can continue to grow.

For instance, the most recent time when I assessed myself with the FP areas, I experienced an enhanced understanding of how grounded I feel in my professional identity as a professional counselor, how I feel confident in utilizing interpersonal skills in different types of relationships that I have, and how I have let myself say "yes" a little too much that has made stress management more difficult for me in the past semester.

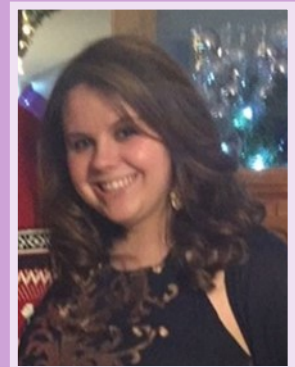
I found that my reflections on myself in the areas of the FP document helped me to take stock of my current wellness and development, and helped me think about better balancing my responsibilities and attending to the main priorities to refocus myself. And when I use the FP document for students, I try to do similar things in assessing where students are now and what might be ways to help stimulate further development and wellness. I even find that the FP document can be used in terms of thinking about wellness for my clients too. While my clients are not counselors or counselors-in-training, I still find that many of the areas of the FP document are applicable for them and the presenting concerns that they are trying to work on. Overall, I see the FP document as an important reminder of areas to focus on to be as successful and satisfied as I can be as a professional counselor and as a counselor educator.

## Andrea Lynch

When I first became familiar with the *Fitness for the Profession* document, I think I realized that *Fitness for the Profession* means much more than just fitness for the counseling field. The *Fitness for the Profession* document truly embodies a whole sense of self awareness and wellness. In order to be "fit" for a profession, one must be "fit" on a personal element as well. This is especially true within the counseling profession. Being your best version of yourself personally lends you to establishing a strong professional identity.

Throughout my time in the Clinical Mental Health program, I have embarked on a journey of self-discovery both professionally and personally. Inside the classroom I have discovered my passion for learning and my commitment to the counseling program. I have taken courses that have challenged me and have allowed me to grow and mature both in professional ways as well as on a deeply personal level. Through my courses and Practicum experience, I have come to not only develop a professional identity, but also to own and embody the identity that I have discovered. Outside of the classroom, I have learned the importance of self-care and stress management, both incredibly important to create a healthy self in the physical and emotional aspect. I have always felt confident in my interpersonal skills, but through this journey I have been given opportunities to strengthen those skills to allow me to become a better counselor, student, teacher and friend.

This program has given me the opportunity to grow and strengthen my previous skills as well as develop new skills. It has allowed me to continue this journey with confidence and an overall sense of wellness.



# School Counseling

## Dr. Julie Cerrito



*Can you describe how you use the Fitness for the Profession document in the classroom and within your work at the University?*

I use this document as a way of reminding students that it is the journey and not just the destination as they embark on the career path of becoming a counselor. Becoming a counselor involves deep introspective work of looking within oneself and constantly assessing and evaluating personal and professional strengths and growing edges. It serves as a wonderful evaluative measure for students as they balance the demands of life, work, school, family, friends, and significant others. This balance is a life-long journey so developing good practices now is imperative to a successful, long, and healthy career as a counselor.

*-What is your goal in using it?*

My goal is to help students understand the elements of what it takes to be a successful professional counselor. Fitness for the Profession incorporates elements of wellness, including personal lifestyle choices, and the impact they have on career decisions and career pathways. Through the Fitness for the Profession document, students can gauge where their strengths lie and assess areas of improvement, in an ongoing way, both now and in the future. This allows students to develop healthy practices and discover greater career and life satisfaction.

*-Do you find yourself checking in with the Fitness for the Profession and reflecting on yourself from time to time?*

Absolutely! Professors are certainly not exempt from the need to consistently monitor performance and make adaptations and adjustments, as needed. We are all works in progress and need to subscribe to standards for self-care.

*-How has the Fitness for the Profession document helped you personally grow as a professional counselor? How do you think it has helped the students in your program grow?*

It has helped me grow as a professional counselor in that it reminds me that we all need to practice what we preach. As counselors, we do a fantastic job of being attentive to the needs of others but we need to be reminded that we have to be equally attentive to our own needs. This is part of the shared human experience.

It has helped students in the program grow because it provides an element of accountability for them. Every so often, we all need to be reminded of how we can best integrate ourselves as persons and professionals. That is, how to be the best we can possibly be.

## Kaylene Falco



The Fitness for the Profession Document has served as an excellent tool in guiding my educational, professional, and personal development in becoming a School Counselor. It has also assisted me in setting goals by providing the expectations of the department and program. Setting goals, related to each of the professional and personal attributes associated with counseling, has allowed me to challenge myself and grow within many aspects of my life.

I have used the Fitness for the Profession Document inside and outside the classroom in developing core academic and clinical competencies. I have thoroughly enjoyed my participation and commitment I have put forth in learning. Each course has challenged me and provided opportunities to gain new experiences. The School Counseling program has encouraged my growth both professionally and personally more within the past year and a half than I ever experienced. I have pushed myself to excel in my performance and strive to succeed in all core academic and clinical areas.

I am able to best assess my growth and development in regards to the Fitness for the Profession Document through participation in comprehensive assessments assigned in each course. I have also taken the time, as part of my burnout prevention plan, to reflect upon my experiences and set goals to continue my growth as a professional.

In addition to challenging myself, using self-assessment to monitor my growth and setting new goals, I have also gained knowledge in how important wellness and stress management are to one's overall health. I have learned how to balance work, a graduate assistantship, school, family, relationships and social events. Through balance, appropriate use of coping skills and a burnout prevention plan, I have lived life more fully and have been better able to commit to learning with a focus on developing awareness in both professional and personal areas in becoming a School Counselor.



# Rehabilitation Counseling



**Dr. Rebecca  
Dalgin**

Dr. Dalgin was interviewed with the intention to discuss the Fitness for the Profession document and the role it plays in her professional and personal life. Dr. Dalgin uses this document within the classroom as a guide for her students. It acts as “a guide for students to think about all it takes to be a well rounded and effective and ethical professional.” It sets expectations and allows individuals to see how they grow simultaneously within the realms of academics, professionalism, and their personal life. Student growth can be readily observed as they move throughout the program during classes, practicum, and internship. She hopes that this document lives up to its expectations as a guide and helps students get to where they want to be.

Dr. Dalgin also spoke about how the department uses this document as a “tool for gate-keeping.” When she sees a student struggling in terms of one of the components of the Fitness for the Profession document, then it is her ethical duty and responsibility to address the situation with the student so that they can become a more responsible and healthy counselor. Dr. Dalgin said, “It is our responsibility as counselor educators to be sure that graduates from our program are strongly prepared along all of the competency areas in the document”. This document allows her the opportunity to work with her students so that they are fully prepared and ready to enter their professional career.

When asked if she finds herself checking-in with the document and reflecting on herself from time to time, Dr. Dalgin said, “Working in this program and using the Fitness for the Profession with students allows for regular check-in with the document and myself. It allows me to maintain my own self-awareness. I think of it as ‘walking the talk’. I can’t expect my students to use the document as a guide if I don’t use it myself.” The Fitness for the Profession document helps Dr. Dalgin to grow as a professional rehabilitation counselor by acting as a role model and by staying true to what the document says. It provides her with the opportunity to have discussions on professional development with her students. Lastly, it allows her to be more consistent with her expectations on behavior within the department, our classrooms, and out in fieldwork. —Interview & write up done by: Kathleen Brown, GA

## Luke Vitagliano



Most people think that being successful in college is all about getting good grades and getting a good job. As a Jesuit institution, the University of Scranton has a distinctive philosophy striving to create new professionals as men and women for others. The Fitness for the Profession document in the Counseling Department embodies the Jesuit value of Cura Personalis, care for the whole person, highlighting ten qualities essential to success in working with others. The document serves as a guideline fostering continual growth and development in both my professional (and personal) journey through life.

In the academic arena, I have dedicated the past six years to learning and gaining knowledge about counseling, about other people, and most importantly about myself. Every class, I have a moment where I assess my own personal life through a question by a peer or a comment from a professor. I am continually transferring insight and knowledge from the classroom and applying it to other areas of my life to facilitate personal and professional growth.

A practice I have established is to ask a different friend every couple of months “What can I do to better myself as a person? What can I do to better help other people?” Getting another person’s perspective is vital because I can be unaware of tendencies that hamper my progress in becoming a competent counselor and respectable person. Life is a journey, not a destination, and I will never promise to be perfect, but I can promise to reach for the stars to be my best.

As aspiring counselors, we need to embody the Jesuit value Cura Personalis through utilizing the guidelines set forth in the Fitness for the Profession. Through self-reflection, a thirst for knowledge, and continual growth as a person and professional we can all strive to be our very best.

# Counseling and Human Services

## Dr. Paul Datti



Dr.Datti was interviewed to discuss the Fitness for the Profession Document. He was asked four major questions which give a lot of information into how often the document is used and how important it is. Here are the questions and answers given by Dr.Datti...

Kathleen: Dr.Datti how is the Fitness for the Profession document used in your classroom and in your work here at the University?

Dr.Datti: I use the document on multiple occasions. All CHS students receive a copy of the document in the program manual in CHS 111 (the introductory course) or when they are signed into the major, if they did not start out as CHS. A requirement for CHS 111 is to attend groups held by current Practicum students,; in one of their sessions they go through the document in depth. The document is reintroduced in Career Seminar and both Internship courses. A requirement of these courses is to write pre and post papers on the dimensions of the document. The students reflect on their strengths and growing edges before their experience and after. I also use the document for prospective students on Preview Day, this allows students to see what they are signing-up for. Lastly, the document is used for when students have a problem in the major—there is a process then to use this document for remedi-

ation purposes.

Kathleen: What is your goal when using the document?

Dr.Datti: Our students are entering into a profession where they potentially have the lives of others in their hands. As the old adage goes... 'you can't take care of others, if you can't take care of yourself, therefore we have students examine and reflect on the dimensions so they can be in a better position for awareness, knowledge, and skills required of them in the profession.

Kathleen: Do you find yourself checking in with the Fitness for the Profession document and reflecting on it from time to time?

Dr.Datti: Yes! I am so exposed to it that I am reminded of it often.

Kathleen: How has the Fitness for the Profession helped you personally grow as a professional counselor? How do you think it has helped the students in your program grow?

Dr.Datti: It serves as a good consistent reminder of the important attributes that counseling and human service professionals should have. Managing and relating the attributes to themselves transfers directly to the services we provide. Being aware of the correlation between the document and the services we provide has helped me grow and I am hoping that it has helped the students grow as well.

Interviewed by: Kathleen Brown, Rehabilitation Counseling Student, GA

Fitness for the profession means a constant examination regarding many aspects of my life, including my physical health, mental health, relationships with others, and my competence in counseling theories and research, through my education and other academic pursuits. The heart of this phrase lies in the examination of my ability to help others and the realization that to effectively help others, I must first take care of myself and make this a priority in my life. I admit that this has not been easy throughout my progress in the counseling program and decision to pursue the profession of counseling. Throughout college I have been faced with various psychological, physical, academic, and emotional challenges that have forced me to question my fitness for the profession.

In the classroom, I use this idea of the fitness for the profession to be aware of my participation and focus. I also strive to relate the practical experiences I have had in the human services field to what I am learning. My professors frequently provide anecdotal experiences from their own professional lives, which helps me picture myself in their role or specific situation. Outside of the classroom, I am examining how stressful situations in my life contribute to my treatment of others, as well as my ability to help others in internship and job experiences. Throughout my internship experiences at Scranton Counseling Center and Clearbrook Treatment Center, I performed intakes with clients and worried that I would bring what clients disclosed to me into my personal life. Through my experiences and personal reflection, I am confident in my ability to hear difficult disclosures from clients without carrying them with me outside of the counseling setting.

I assess my current fitness by taking time to reflect on each aspect. I find myself being more aware when certain parts of my life are out of balance. It could be that I am not getting enough sleep or exercise. I might be feeling that certain things are causing me stress and instead of ignoring these feelings, I work to examine the root of these stresses. My examination of my fitness for the profession will be a constant process that will contribute to my effectiveness as a professional counselor in the future.



John Esposito

## Counselor Training Center

Practicum is a time when graduate students are given the opportunity to practice their counseling skills. The University of Scranton's Counselor Training Center provides the forum for students to exercise the many skills that they have learned throughout the program while counseling undergraduate University students, as well as members from the community. This new experience allows students to demonstrate many of the skills that characterize one as fit for the profession: responsibility, interpersonal skills, as well as stress management and self-care.

It is important that while students are in practicum they demonstrate the ability to fulfill professional commitments and be responsible for upholding ethical standards. Achieving these benchmarks enables students to successfully excel in internship. Interpersonal skills are essential when the counselor in training is beginning to establish positive relationships on an individual and group basis. The integration of these abilities facilitates the positive relationships that go beyond tolerance and embrace differences.

Stress management is key to a successful practicum experience. Practicum can be a stressful time for graduate students. Not only are students practicing their counseling skills for the first time, but they are often also taking classes as well as working full or part time jobs. Students should not overlook their own individual needs during this time. It is important that students focus on their own personal wellness in order to best serve themselves and their clients. The Counselor Training Center strives to incorporate the importance of wellness in various areas throughout the program. The practicum room is a social hub for students to go and unwind, and eat the healthy (and sometimes, unhealthy!) snacks that are provided. Students have the opportunity to color mandalas, get inspired by quotes that fill the walls, or just relax after a long day. Practicum allows students to enhance and hone in on the counseling craft, while preserving flexibility and maximizing their own wellness so that they are fit for the profession. As emerging professionals, Practicum students are reminded that flexibility, commitment, and compassion towards self and other is critical to success.

Written by:

Ashley Richards, School Counseling Student, GA



**Geri Barber,**  
Director, Counseling Training Center



**Ashley Richards, GA,**  
School Counseling

# Climbing Toward Competency

When looking at the Fitness for the Profession Document for the first time, students may first view the document as a “check-list”, but as they grow and develop they see that this is not an inventory check-list, but rather, as attributes that continuously developing as they grow towards competency in the profession. Our program’s curriculum is a combination of knowledge and practical experiences, these components help to shape each individual while attending the University, as they develop their professional identity.

When undergraduate students first start out in the Counseling and Human Services Program, it is okay to only feel competent in some of these areas. However, as time goes on, students begin to see their growth. They learn to self assess, self correct and self direct. These skills will allow students to understand the descriptions and see where they need to grow in order to be fully competent. When graduation comes, undergraduate CHS students typically will feel more competent in all of these areas, and are aware of the growth that has and will occur. The faculty hope that these students continue to use the Fitness for the Profession Document in their daily life, through their commitment to life-long learning and wellness, as they emerge as professionals.

When students enter into graduate school a more complex type of assessment occurs in terms of the Fitness for the Profession. Students may quickly look at the document and think they hold these qualities. As they are submerged into a learning environment that values openness, mutual sharing, and self-discovery they now begin to see the room for improvement. The document helps graduate students pick out their growing edges and strengths regarding themselves as a whole, and in terms of each skill they learn. By the time students are ready to graduate, and are aware that they will continue to work on these attributes and grow in competency throughout their journey as a professional.

This section goes through the different feelings of competency in terms of the Fitness for the Profession. The Counseling Training Center is one of the landmarks that aids in the growth of the future counselors in these programs. Practicum is an experience in which professional identity and skill enhancement occurs for not only the counselors– in-training, but for the CHS students that see the Practicum students. As an undergraduate student, there are certain classes that require students to see a Practicum student. There is intentionality in all that is required of the students: for CHS students to see a practicing counselor before graduation; for a Practicum graduate student to see undergraduate students before they move on to Internship; and lastly, for a student in Internship to go through seeing a practicing counselor and being one, either in undergrad or as a requirement in their graduate courses, before being set free into the world of interning.

These three pieces contribute to the skills of self assessment, self correction, and self direction. The skills get stronger as you climb your way to being the best counselor you can be. As you use these skills when looking at the Fitness for Profession Document, you see how important continuous growth and competency in each attribute is.

*This section will include pieces from:*

- Senior Undergraduate Student, Emily Toledo**, on how seeing a Practicum Student assisted her development in terms of Fitness for the Profession.
- First Year Graduate Student, Kathryn Soeder**, on how courses such as Counseling Theories and Skills assisted her development in terms of the Fitness for the Profession.
- Practicum Students** from each program – *Catherine Sangi* (CMHC), *Amanda Crowley* (SC), & *Amy Talipski* (RC), on how they have seen growth from the Practicum Experience.
- Internship Student, Dana Raciti**, on how she has seen the growth from her undergrad experience to her graduate Internship.



## Senior Undergraduate Student

### Emily Toledo

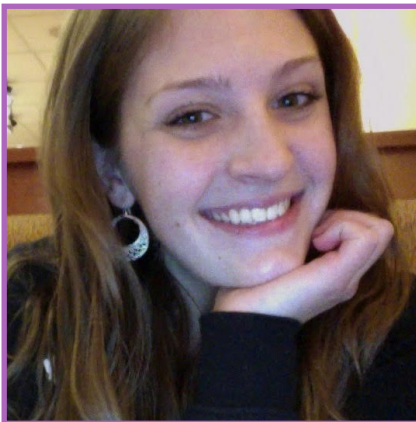


The Fitness for the Profession document was presented to me in my internship classes, where we used it to relate our interpretations of personal and professional attributes to our expectations of our internship experiences.

But I have also realized that the closest I have come to understanding the Fitness for the Profession concept prior to this was my experiences with practicum counselors in semesters past. For some of the core CHS major classes, we are required to see a graduate practicum student in the counseling program for at least 4 sessions, each counselor for a different purpose, and then reflect on our experiences with them. My personal experiences with the practicum counselors have altered my perception of becoming a professional in several ways: improving stress management and problem solving (although there is always that occasional “bump in the road” bad day), commitment to our wellness through measures of self-care and burnout prevention, etc. I have learned, and continue to learn, about how acting like professionals prior to being completely independent can be indicative of how we are as actual human service professionals and how we handle the pressures of the world of helping professions. If I had not done my internships through the CHS program, I would not have learned to challenge my own level of comfort with clients and how to push myself when the real world of human service handed me something I was not expecting, and certainly was not equipped to handle at the time. And finally, I learned just how grateful I am for these experiences and how they have helped me grow over the last few years and have shaped me as a person and as a future human service professional. I think that by exploring our professional interests through these internships, taking classes and showing our commitment to learning and doing so through demonstration, and reflecting on all of our experiences in every class we take, we can see what it is really like to see and to live our lives how we were meant to live them – as people for and with others.

## 1st Year Graduate Student

### Kathryn Soeder



When I take time to reflect on the Fitness for the Profession guidelines, I am reminded of where I am, how far I’ve come and where I am going. As a first year graduate student, I am astonished at how much I have matured in such a short period of time. I’ve realized that if I am to get the most out of this program, it is crucial to give significant attention to my readings, written reflections, and thoughts. Being intentional in most everything I do has reinforced my responsibility to my studies and commitment to wellness. My matured personal awareness has allowed me to communicate more effectively with my peers and professors in conversation that is thought-provoking and engaging.

Counseling and Interviewing Skills has been extremely helpful in developing my interpersonal skills, and highlighting my commitment to learning. A notable turning point for me was after my first recorded session, when I walked in emitting confidence, and walked out feeling like I hadn’t effectively applied my skills. This was an extreme feeling in the moment, but this experience inspired change in how I could more productively process and apply counseling skills in future sessions. This experience, along with many others, has helped me to learn more about myself, and how I

can use these challenges to develop my unique professional identity and personal goals within the counseling field.

## Practicum Students

### CMHC– Catherine Sangi

and growing edges. I recognized interpersonal skills as my strength, and stress management and commitment to wellness as my growing edges. Before entering practicum I worked in behavioral health for 18 months. On a daily basis I was communicating with my clients, their families, their teachers, and my supervisors. If interpersonal skills were not something I was well-versed at, I was in trouble. I felt very comfortable entering practicum considering I had this prior experience. What I did not expect was to grow so much with my interpersonal skills in the past 6 weeks of practicum. In practicum I am working with a totally different population. I am using skills and theories that I do not use when I work with my kids in behavioral health. This really strengthened the foundation that counseling is different with every client you work with. It's not one size fits all.



It's ironic that I identified one of my growing edges as commitment to wellness. Counseling is all about wellness and supporting your clients to feel well in all aspects of their lives. "Burnout" and "Wellness" were always these intangible terms spoken about in grad school and in undergrad. They are now so real to me at my sixth week in practicum. I saw a quote the other day by Eleanor Brown that describes it perfectly, "Self-care is not selfish. You cannot serve from an empty vessel." We all joined this field to help others, so in order to keep doing that we have to take care of ourselves.

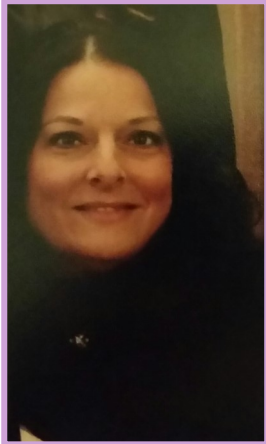
As a school counseling practicum student, I have had a wonderful opportunity for professional and personal development. During my experience, I have had the chance to use many of the professional/personal attributes listed in the Fitness for the Profession document. The practicum class has made me more aware of how I manage my stress. I have developed new skills to manage stress by being more organized as a result of there being a lot of dates and times to remember. This also ties into the development of my increased responsibility. I have the responsibility of making sure the correct paperwork is completed on time along with making sure I am reaching all the hours required for practicum. Additionally, practicum has also given me a greater outlook on my own professional identity. It gave me the experience of working with clients and seeing what my own personal values and beliefs are. I have improved my interpersonal skills as well. I have done this because of my experience with working with clients, supervisor and other practicum students. The biggest impact practicum has had on my development would be in the area of commitment to learning. I am constantly asking questions and trying to better myself as a counselor. I have pushed myself out of my comfort zone so I could gain more experience with direct counseling and become the best school counselor possible for when I enter the workforce.

### School– Amanda Crowley



## Practicum Student

### Rehab– Amy Talipski



The practicum experience has allowed me to look past the counselor that I thought I was and practice as the counselor I want to be. I have been forced to face my fears, learned time management on a whole new level, I have placed myself out of all of my comfort zones, and most importantly I found that there are always things that I need to learn. I see now that being the “best” counselor means being a counselor that is invested in her clients, takes on whatever is necessary to bring comfort to another human being, and when all is said and done you get the reward of being a better person than you were when you began the journey. This can happen over and over, with different clients and situations.

Practicum gave me the opportunity to build a strong support team and bond with my cohort. Knowing that I was not alone and there was someone waiting around to hear how my session went, was a reminder that we are a team and are invested in each other. It is one of the few times in your college career that you will have the chance to really use the skills and knowledge of your peers and get valuable feedback. The constructive criticism was priceless and assisted me in making better decisions with the people I was fortunate enough to have worked with.

My biggest growth point was having the chance to explain rehabilitation counseling to an undergraduate student. In that brief explanation, I remembered all of the reasons I chose to be here and why counseling was so important to me. Practicum afforded me the time to make sure I like what I am doing, the opportunity to decide if I am fit to be in this profession, and a level of supervision that I will never have again to help me work on myself and my skills. It is 16 weeks designed to help a student understand what it is like to be a counselor out in the real world, but it is also 16 weeks of finding the professional you want to be in the end.

### A \_\_\_\_\_ Counselor is....

- A **Clinical Mental Health Counselor** is a counselor who provides services to clients who seek help with everyday life concerns as well as those who struggle with significant emotional, cognitive, and behavioral challenges.
- A **School Counselor** is a counselor who assists students with academic, career, and personal/social development. Their roles and responsibilities are integral to the fulfillment of every school's overall educational mission. School counselors work with the entire school community to develop and deliver comprehensive, results-based K-12 programs designed to respond to the needs of all students.
- A **Rehabilitation Counselor** is a counselor who possesses the specialized knowledge, skills, attitudes and values needed to collaborate in a professional relationship with people who have disabilities to achieve their personal, social, psychological, and vocational goals.

## Internship Student

### Dana Raciti

A student can measure their growth throughout college by measuring various constructs—your knowledge, your level of independence, your maturity. In addition to measuring growth in these ways, the Counseling and Human Services

Department of the University of Scranton also trains its students to measure their growth by reflecting on their progress toward fitness for the profession. *To be fit for the profession of counseling, a counselor must be committed to professional and personal development in the areas of wellness, learning, academic and clinical competencies, identity, maturity, responsibility, interpersonal skills, problem-solving, and stress management.*

I began my journey to become fit for the profession as an undergraduate student in the Counseling and Human Services major. As an undergraduate, most of my development, and likely the development of my peers, occurred in the areas of core academic and clinical competencies, personal maturity, responsibility, and interpersonal skills. Throughout my undergraduate program and until the end of my first year of graduate school, I continued to struggle with transforming theory into practice, a core feature of professional identity. Although I was confident in the material I learned in the classroom and even completed two counseling internships as an undergraduate student, the thought of taking the jump into working with my own clients in practicum made me nervous. After a few weeks and much reassurance of my potential from classmates and professors, being a practicum counselor, though consistently challenging, became less of a duty and more of a privilege. I quickly realized success in practicum was determined by your willingness to try new skills and techniques, receive constructive criticism, and try those new skills and techniques again! From my growth during the practicum experience, I made great strides in all areas of the fitness for the profession. Most significantly, I found increased confidence in my clinical competencies and began to establish my professional identity as a counselor outside of the classroom.

All of what I have learned from both academic and clinical experiences, as well as the progress I had already made toward being fit for the profession, has helped me to be successful in my internship this semester. Now halfway through my internship, I realize becoming fit for the profession will not be completed at graduation. Rather, becoming fit for the profession of counseling is a lifelong process of personal and professional development. As I approach graduation in a few short months, I am appreciative for the knowledge I gained from the CHS department because my education has shaped me into the counselor I am today—a counselor who challenges herself, is committed to lifelong learning, and has a passion for counseling that is so powerful it allows her to, in the words of Ignatian tradition “go and set the world on fire.” It is this passion that will continue to motivate my progress toward being fit for the profession of counseling. My hope is all students who graduate from the University of Scranton’s Counseling and Human Services programs will, too, be fueled with a passion for continual personal and professional development in the counseling field.





## Connecting CHS Students to University Resources

The University of Scranton has many supports that assist its students to succeed in the professional and personal growth process.

Cura Personalis is a key component of the Jesuit tradition here at the University of Scranton. Cura Personalis means the care of the development of the whole person- mind, body, and spirit. When students and faculty care for themselves and others in terms of Cura Personalis, they accept all aspects of the individual for who they are and are committed to helping better one another.

The resources here on campus help to better each individual who seeks guidance, assistance, or participation. The Counseling Department focuses on multiple services that would benefit a practicing counselor most. Whether the help is coming in terms of academic planning and guidance, through talking to another counseling professionals, to planning and developing more professional attributes. To committing to service for others in the community in terms of social justice and equality for each person's rights, to seeking assistance in excelling in academics, to receiving the appropriate services for disabilities. The University has them all!

Involvement in these resources helps students to grow and develop academically, professionally, personally, and socially. These are attributes also listed in the Fitness for the Profession. The Fitness for the Profession Document works hand in hand with the Cura Personalis tradition embedded here at the University.

This section includes the description of many resources accessible to individuals here at the University of Scranton. The description also includes how the services could benefit the Counseling and Human Services Department and the growth and development of its' students.

### *Resources included:*

•Advising Center • Counseling Center• Career Services • Center for Service & Social Justice • CTLE • Jane Kopas Women's Center•

## Advising Center

PCPS Advising Center now services all Undergraduate and Graduate PCPS students. The center's goal is to support students in all stages of their education with the difficulties that may occur within their academic life. The advisors are available for individual assistance with registration, career planning, and academic advising. The seats in a course are determined by the department not the advising center, though they work to advocate for students in special situations who may need a specific class. Academic advising is now available for four year undergraduate, accelerated program, or for graduate school routes, although graduate students will continue to meet with their graduate mentor for routine academic advising. They work together with the students to help them in any ways possible to prepare for their future.

- Undergraduate: Diane Howe, an academic advisor, states that she is motivated to work for Advising because she likes to see students get on a path and see them work to be the best that they can. This fits in with the Jesuit tradition of Cura Personalis. Advising also refers and directs students to other services if they are having difficulties in specific areas. They are there to support students in a time of angst. Diane said through encouraging our undergraduate students to come in each Fall and Spring Semester and having the faculty familiar with the curriculum, ways we can let students know what advising does.

- Graduate: Tammy Manka, the graduate level academic advisor, stated that she is motivated to work with the well rounded students here at the University who value their academics and community service involvement. She enjoys helping students find their balance and give guidance to both undergrad and graduate students. With this new expansion of the Advising Center, we wanted to make students aware of the services that are available to them in Advising. Although graduate students will continue to meet with their graduate mentor for routine advising, Tammy works with students on their grades, extensions that might be needed because of special circumstances, and anything system related.

- Accelerated Students typically meet with their program mentor to get the recommendations for the classes to take. Next they should come meet with Tammy. She looks at what will fulfil undergraduate requirements on top of getting ahead in Graduate School. Tammy also makes sure that once the courses are selected, they are placed in the classes and are properly billed for both the undergraduate level and the graduate level courses.

- Graduate Students typically go through their program mentor and are able to register for themselves. If any issues arise however, advising can help. They also assist in getting graduate students to conferences. There is an application for funding that students may be eligible for that helps them build their profession experiences through these conferences. The application can be for students who are presenting or who want to attend.

With the expansion of the Advising Center, we ask that everyone is patient as the advisors learn their new expanded roles. If you have any questions pertaining to advising or are unsure about something, feel free to stop in or make an appointment.

•McGurrin Hall, Room 111 • Monday– Friday, 8:30am– 4:30pm. • 570-941-6390•

•cps-advising@scranton.edu•

Written by: Kathleen Brown, Rehabilitation Counseling Student, GA

## Counseling Center

The University of Scranton Counseling Center is available to all students free of cost. The Center is staffed by clinical psychologists, licensed counselors and social workers, and post-master's level interns. These qualified mental health professionals are ready and willing to work with clients and empower them to accomplish their goals.

The Counseling Center offers a number of services, ranging from individual counseling to weekly wellness groups that address issues like mood management, anxiety reduction, self-acceptance, and social support. For a current listing of groups offered by the center, consult their webpage at (<http://www.scranton.edu/studentlife/studentaffairs/counseling-center/>)

As a counseling student, I recognize that the topic of mental health, and the idea of seeing a counselor, is still often publicly stigmatized. However, it's important to note that counseling is not merely for people who are "sick," or those experiencing a crisis. Meeting with a counselor can help you set and achieve goals, explore your identity and values, learn healthy coping skills, or simply experience what it's like to be a client (which, by the way, can do wonders for your ability to empathize!). Counseling can also help you recognize your strengths and resources, so you feel more capable of successfully dealing with future challenges. In other words, attending counseling means that you are looking out for your well-being, and committing to try to become your best self. There's no shame in that!

All students are welcome at the Counseling Center, but I believe that counseling majors stand to benefit from the Center as much, if not more, than anyone else. Along with consultation and supervision, personal therapy can be a critical part of a counseling student's self-care, ethical practice, and professional development. It is thus as much a gift to yourself as it is to your future clients. So reach out if you need or want support; the Counseling Center is one of many on-campus resources that will be available to help.

The Counseling Center is open from 8:30am to 4:30pm, and is located on the 6th floor of O'Hara Hall. To contact them, call 570-941-7620. Please see their web page ([http://](http://www.scranton.edu/studentlife/studentaffairs/counseling-center/)

[www.scranton.edu/studentlife/studentaffairs/counseling-center/](http://www.scranton.edu/studentlife/studentaffairs/counseling-center/)) for more information about when and how to refer students, to access on- and off-campus resources for students and parents, and to stay up-to-date on wellness groups being offered.

Written by:

Gabriel Gross, CMHC Student, GA



## Career Services

Everyone has their own way of building a professional identity based on their unique experiences, strengths, interests, and goals. The Center for Career Development helps students to focus on career decisions that are aligned with those strengths, interests, and goals in mind. Students can meet with career counselors, who provide personalized strengths based services, to help students to recognize the links between their personal traits and career options. Counselors in the Career Center understand the importance of fostering the individual student's personal identity and focus on this when guiding a student through career decision making, resume and cover letter writing, and interview preparation.

For Counseling and Human Services students, the Career Center recommends and can assist students in thoughtfully choosing internship and service learning sites in order to further consider career options and to expand one's professional identity. They also recommend that CHS students join CHSA and the National Organization for Human Services, and apply to TUA as undergraduates to begin to network with professionals and expand their understanding of the field.

Students can visit the Career Center for guidance in career decision making and planning, resume and cover letter writing, interview preparation for any position (OA, RA, internship, full time job, long term service, graduate school, etc.), and graduate school application assistance. The Career Center is located in Ciszek Hall (next to Wellness), and is open Monday – Friday 8:30am – 4:30pm. To make an appointment with a career counselor, call the center at (570) 941-7640, and for more information, visit the Center's website [www.scranton.edu/careers](http://www.scranton.edu/careers).

Written by: Mara Wolfe, CHS Student

## Center for Service & Social Justice

The Fitness for the Profession document is a guiding force for CHS and counseling graduate students alike. It offers the personal and professional pillars that one must strive toward in order to be a strong, unique, and outstanding counselor. Similarly, The University of Scranton, as a Jesuit institution, has its own pillars that students are encouraged to use as inspiration for growth and development. Our students' commitment to service and the mantra of being men and women for and with others are central components to the Jesuit tradition and the helping professions. Service is often a key avenue for counseling students to combine their growing identity as a counselor in training with their commitment to a Jesuit institution.

Fortunately, Campus Ministries' Center for Service and Social Justice is an office located in the DeNaples Center that provides students with the opportunity to connect with agencies throughout the Scranton area. Whether a student is looking for resources or contacts in the area to complete his or her service learning or simply wants to get involved with the programs hosted by the office, the Center for Service and Social Justice has much to offer. Students are encouraged to stop in the office to speak with students who work in the office or can schedule an appointment with the director, Pat Vaccaro, in order to explore service options that best fit their interests. The office also hosts dynamic events on campus throughout the year including Pet Therapy, Safe Trick-or-Treat, the Thanksgiving Food Drive, Poverty and Refugee Simulations, and The End of the Year Drive in addition to various fundraisers and donation collections.

All counseling students could benefit from the resources that Campus Ministries' Center for Service and Social Justice has available. To receive more information about upcoming events or service/service learning opportunities, feel free to contact the director, Pat Vaccaro, by email: [patricia.vaccaro@scranton.edu](mailto:patricia.vaccaro@scranton.edu), or stop by the office Monday through Friday from 8:30AM to 4:30PM to speak with a staff member or work study student. The office is located on the second floor of the DeNaples Center, room 205B.

Written by: Sarah Triano, CMHC Student



Lori Moran (assistant director), Pat Vaccaro (director), and Ellen Judge (administrative assistant)



## CTLE

The University of Scranton's Center for Teaching and Learning Excellence (CTLE) provides opportunities for faculty and students to work together to achieve academic success and have a positive learning experience. CTLE offers a broad range of services for students including The Writing Center, Reading Services, Tutoring, and Disability Services. The Writing Center is a place where students can work on their papers or assignments while receiving assistance from well-trained peer consultants. The CTLE's Reading Specialist, Dr. Catalfamo, offers individual consultations and reading strategies for students. Our Tutoring Program offers many different types of tutoring to fit the individual student's needs. The tutoring services we offer include individual tutoring, supplemental instruction, small group tutoring, and drop-in tutoring. Also, the CTLE provides services to students with disabilities who are enrolled at the University of Scranton. The CTLE will ensure that the student's needs are being met and that they are receiving the appropriate accommodations based upon their documentation. As a graduate assistant, I work as an academic coach for students with student's disabilities and/or requesting additional assistance adjusting to the University. I work with students throughout the semester ensuring that their needs are being met here and we work through some of the difficulties they may encounter.

Counseling and Human Services students can utilize CTLE for many of the services I mentioned above. Being a counseling major means completing a ton of research and reflection papers. The Writing Center is a great resource for CHS students because consultants will be able to review content and APA/MLA format with them. Also, for any students struggling in a particular course related or unrelated to CHS, you can take advantage of the many tutoring services we offer here on campus.

CTLE is located on the 5<sup>th</sup> floor of the Loyola Science Center (LSC)

For additional information about our services:

Visit our website: <http://www.scranton.edu/academics/ctle/index.shtml>

Contact Us: 570-941-4038

Written by: Kristen Thomas, School Counseling Student, CTLE GA



The Jane Kopas Women's Center (JKWC), which is part of the Cross Cultural Centers, is a place for the University of Scranton students, faculty and staff to learn about how to have everyone together in equality, understanding and mutual respect. The JKWC helps facilitate thought provoking and challenging conversations that allow people the opportunity to grow. The JKWC has taught me the values of language and how it affects the community around us.

## Jane Kopas Women's Center

The JKWC has many different resources and events to help students learn about inequality and how to stand up for others rights. The JKWC has hosted trainings that could help you grow in your professional and personal life such as Violence Free Zone Training, that talks about different forms of gender based violence, how one can intervene and talk about resources that are in our community. Take Back the Night is an event that 100s of people attend that helps take a stand against gender based violence. Love Your Body Day is about body positivity. *Tran\* the Movie* is a film that talks about the transgender community and follows six individuals of different ages through parts of their life struggles. The *Mask You Live In* is a film that talks about the pressures men face in our society and how these pressures effect the young boys in our society and around the world. Promoting Awareness of the College Transition (P.A.C.T.) is a program that all first-year students have to attend where peer facilitators discuss healthy relationships. The Hunting Ground is a film that brings to light issues about sexual assault on college campuses. These are just a few events that the JKWC has to offer.



This helps counseling majors for the JKWCs event can help you see things in a new light. You can attend different event and training like ones that are listed above and many more. Just check out our Royal Sync or Facebook page. The JKWC has opportunities such as volunteering, service learning, internships, and work-study positions. If you're interested in learning more or becoming involved in the JKWC please stop by The DeNaples Center, Room 205F anytime Monday through Friday between

9am- 5pm or email at [jkw@scranton.edu](mailto:jkw@scranton.edu).

Written by: Dominick Petitto, CHMC Student, JKWC Workstudy

## Undergraduate Awards

### Excellence in Counseling and Human Services Award– *Katherine Sara*



The Excellence in Counseling and Human Services award is given to one senior CHS major each year. At the end of every year, faculty pick one graduating senior from every major for an award which will be given during Class Night. I am beyond appreciative for the faculty who nominated me and humbled to be given this award. I have grown so much professionally, academically, and personally during my time at Scranton and owe so much of that growth to the CHS department. As a counseling major, I learned the meaning of professionalism through applying the Fitness of the Profession document to my life as an intern and a student. During my internships at Scranton Counseling Center and The Center for Career Development, I learned what it was like to apply what I learned in the classroom to a practical setting. Professor Ricciardi challenged my Advanced Internship class to look at ourselves as growing professionals both within the work place and outside of it. My academic growth is shown through my membership in 5 honor societies. I am currently the president of TUA and have been most proud of my work through this honor society. More importantly, I have learned the value of learning outside of grades. I constantly challenge myself to learn new things, regardless of whether or not it will be on an exam, for the betterment of myself as a future counselor. Most of all, I attribute most of my personal growth to the CHS students. These classmates have been there with me since freshman year and we all stood by each other as we learned what it meant to be a counselor, understand ourselves, and begin practical experience through service learning and internships. I have made some of my closest friends through this program and look forward to working with many of them as professional connections or colleagues. I will miss them and our wonderful professors dearly when I graduate.

### Panuska Service Learning Award– *Allison Smith*

The Panuska Service Learning Award is presented to the outstanding student modeled in the Jesuit tradition that walks in faith and justice. I am both humbled and proud to have received the Panuska Service Learning Award this year. This award was such an honor to receive, recognizing all of the service that I have done during my time at the University. For that reason I would like to thank the PCPS community and CHS Department for always embracing the motto of being “men and women for others” and encouraging us to step out of our comfort zones when it comes to service. I have done my service hours with the Jane Kopas Women’s Center on campus, the Lackawanna County Blind Association and the St. Francis of Assisi Kitchen. Additionally as the CHS President, club service events included the ARC Dance, Safe Trick-or-Treat and Street Sweep. For me doing service hours here was a way to give back not only to the University but the local Scranton community as well. After graduation I am returning to the University of Scranton, joining the School Counseling graduate program.



## Graduate Awards

### Outstanding Graduate Student Award for Clinical Mental Health Counseling—*Sarah Triano*

With great honor and humility, I will obtain my diploma at the end of this month along with the award of 2016 Outstanding Graduate Student in Clinical Mental Health Counseling. Receiving this award is incredibly meaningful to me as a final reminder of the dedication, passion, and hard work that I have put into my studies; however, it pales in comparison to what my professors, mentors, and classmates have given to me over the last few years. When asked to reflect on my own accomplishments, I cannot help but to instead think of the lessons and wisdom passed on to me during class discussion, by peers who have become lifelong friends, by supervisors, and through my clinical work. I began my graduate career eager to learn, but filled with uncertainty. Rather than struggling on my own to find success, I found comfort in faculty members who were always willing to listen, support, encourage, and challenge me. In many ways, graduate school for counselors is an inevitable catalyst for growth and change; it calls us to know ourselves deeply, to confront our fears, to learn our limits, and to commit to continuous, lifelong development.

The next stage of my life holds excitement and promise, speckled with those familiar feelings of uncertainty that characterized my early time in the program. I accepted a job at the Child Guidance Resource Center in Havertown, Pennsylvania as a Mental Health Family Therapist. In this position, I will provide intensive, in-home and community-based therapy to children/adolescents and their families. In many ways, this position is a culmination of my education in the CMHC program. I can already feel myself reaching back to recall lessons from Crisis Intervention, Family Counseling, Assessment and Diagnosis, Social and Cultural Issues, Family Violence, Counseling Theories, and Organizational Systems as well as over six-hundred hours' worth of clinical experience. One of my wonderful supervisors likened our work in therapy as weaving a tapestry. Many times, our clients arrive in pain, struggling to make sense of their tattered or confused jumble of thread. As counselors, we have the honor of working with them to untangle what is caught and begin the process of weaving again. I believe that, as I prepare to leave The University of Scranton, I bring with me my own tapestry that I have skillfully crafted with the help so many.

This program has taught me how to be a competent counselor. It has equipped me with the tools and skills I need for the future. But beyond the objective abilities, it has etched into my heart and mind what it truly means to be a counselor. We are advocates for justice and peace. We are witnesses to pain and suffering. We are truth tellers and meaning makers. We are holders of hope and agents of change.





## Graduate Awards

### Outstanding Graduate Student Award for Rehabilitation Counseling—*Dana Raciti*

My name is Dana Raciti, and I am student in the Rehabilitation Counseling Master's Degree program graduating May 2016. I am honored to have been chosen to receive the Outstanding Graduate Student Award for the Rehabilitation Counseling program. The Outstanding Graduate Student Award is presented to the student with the highest GPA in each graduate program. I am thankful to Dean Pellegrino, Dr. Lori Bruch, Dr. Rebecca Dalgin, the Counseling and Human Services Department faculty, and the Graduate and Continuing Education Services staff for this incredible honor. Throughout my education in the Counseling and Human Services department, both as an undergraduate and graduate student, I have been consistently challenged to learn and grow as a both a young adult and a professional counselor. I credit my success in my graduate program to the quality education and support I have received from the faculty and staff in the Counseling and Human Services department. Now as I finish my remaining few weeks as a graduate student, I recognize how greatly I have evolved as a professional counselor since beginning my graduate program. With every day that passes and with each new experience I encounter, I continue to feel more confident in my skills, theory, and ethical decision making. I believe the most important lesson the Rehabilitation Counseling program has taught me is to be a lifelong learner. Seeking out supervision is an excellent way to continue to learn outside of the classroom. Currently I am fulfilling my desire for lifelong learning as a Vocational Rehabilitation Counselor Intern with Pennsylvania's Office of Vocational Rehabilitation. I began my internship with PA OVR in January 2016 and will successfully complete my internship in May 2016. In this position I work with a diverse caseload and seek supervision often to ensure I am learning the proper methods to best serve my clients. In the coming weeks I will transition from the role of an intern to the role of a full-fledged Vocational Rehabilitation Counselor with the Office of Vocational Rehabilitation, and following graduation I will continue my employment with the Office of Vocational Rehabilitation. My education in the Rehabilitation Counseling program has prepared me well for my future, and I look forward to continuing to establish myself as a professional rehabilitation counselor as I serve individuals with disabilities in the Philadelphia area.





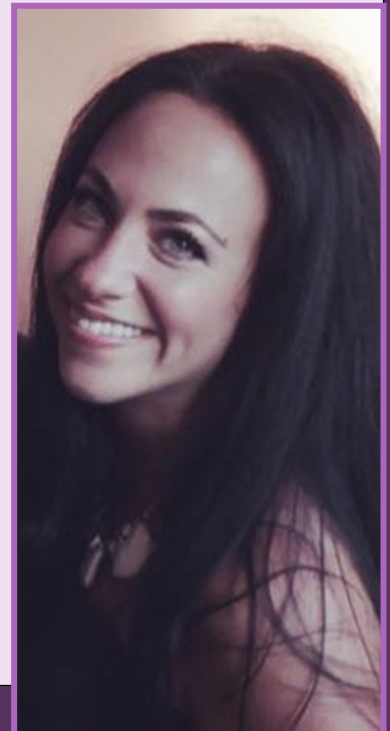
## Graduate Awards

### Outstanding Graduate Student Award for School Counseling – *Marisa McTernan*

My name is Marisa McTernan and I am a graduate student in the School Counseling program here at The University of Scranton. I also work as a graduate assistant within the Counseling and Human Services Department. Recently, I was chosen to receive the 2016 Outstanding Graduate Student Award for my academic accomplishments in the school counseling program. As the recipient of this award, I am grateful and honored to be recognized by department faculty who have played an enormous role in my professional, academic and personal growth throughout graduate school. I want to extend my most sincere thanks to them for their commitment and dedication to their students. Their guidance and support, as well as the support of my family and other important people in my life, have made my accomplishments possible.

As I think about my professional, academic and personal growth over the past two years, the word “confidence” comes to mind. I believe this one word encapsulates the overall growth I have experienced while in the graduate program. Although my hard work and efforts have allowed me to develop the skills and competencies demonstrated by counseling professionals, my experience in the program has helped me develop a strong belief in my abilities, capabilities and, most importantly, myself. Reflection on my growth throughout the program has allowed me to feel more confident in my abilities as a professional, academic student and person.

As my time in graduate school comes to a close, I am currently in the process of applying for elementary and secondary school counselor positions in New Jersey and Northeast Pennsylvania. I plan to use all I have learned about the profession and myself while in the program as I begin the next chapter in my life and continue my growth as a professional and person.



# Faculty Awards

## ACA 2016 Best Innovative Practice Award

### **Dr. Datti**

The Pennsylvania Counseling Association (PCA) won the American Counseling Association (ACA) Best Innovative Practice Award for the North Atlantic Region this year! We submitted our nomination based on the work that we've done so far (and continue to do) on an insurance paneling survey as an advocacy initiative for Licensed Professional Counselors who practice in PA. The initiative, in turn, contributed to increases in PCA members and conference attendance. As PCA President, Dr. Datti was invited to the awards reception at ACA on April 2, where he accepted the award on behalf of PCA, along with a check for \$250! The check will be deposited into PCA's legislative fund to help fund more advocacy. Also, Dr. Datti was able to present information on the survey and initiative at a session at the conference on April 3.

## 2016 Career Champion

### **Geri Barber**

Career Champions are awarded each year for their outstanding contributions to their students' career success. The awards are given out to one person from each department at the end of the year during the Gratitude Reception. Geri is the recipient of the PCPS department award. We are very lucky to have Geri who contributes so much to her students' learning and success in and outside of the classroom.

## Provost Enhancement Award for Excellence in Integrating Diversity in Learning Award

### **Dr. Dalgin**

This award recognizes Dr. Dalgin's efforts to integrate diversity in the curriculum and has enriched the students' learning experiences. The award is given to someone who incorporates a broad mix of perspectives reflecting the richness of our pluralistic society, including substantial readings about ethnic, racial, class, religious and feminist issues and someone who also has a well-developed approach for addressing different learning styles and teaching to cognitive diversity. The award is a special recognition of the faculty member's efforts to ensure that when students leave the University, they will possess the competence, awareness, skills and insights required for successful participation in our pluralistic society.

## Women of Courage and Vision Award

### **Geri Barber, Brandice Ricciardi, Lea Dougherty**

This award recognizes women on campus for all of their hard work, dedication, and commitment. The Counseling and Human Services Department is fortunate to have three outstanding women who won this award. The award is given to women who are so dedicated and committed to working hard every single day to help their students become the best they can be, while continuing themselves to be the best they can be.

## Excellence In Community Services Award

### *The Edward R. Leahy Jr. Award for Excellence in Community*

### *Services awarded to* **SERENDIPITY THERAPEUTIC RIDING PROGRAM, LLC**

Serendipity Therapeutic Riding Program is nestled within the picturesque 102 acre Painted Acres Riding and Training Facility of Greenfield Township. Serendipity is a therapeutic horseback riding and equine facilitated learning program designed to assist individuals with special needs find increased independence through the help of their equine partners. Serendipity focuses on each student's unique needs and goals and adapts a lesson program to achieve success and increased independence for each participant. Serendipity is certified by PATH, The Professional Association of Therapeutic Horsemanship International. Their goal is always to provide each individual participant with a feeling of increased independence and confidence.

Serendipity Therapeutic Riding Program was established in 2014. Over the span of this short time this unique program has served over one hundred individuals from Luzerne, Lackawanna, Susquehanna, and Wayne Counties. There are currently 30 weekly riders and an additional 70 who are part of three different monthly treatment groups. Some of the riders live with developmental, physical, sensory, and behavioral health disabilities. Two of the groups that meet monthly are for individuals in drug and alcohol recovery groups. The third group, called "Horses and Heroes" is comprised of Veterans from our local VA who have mental illness and /or PTSD.

The transformative work being done at Serendipity would not be a reality without the vision, passion and unyielding determination of Sarah Russoniello Kryston. A Penn State Graduate and PATH Intl Certified Therapeutic Horseback Riding Instructor, Sarah is the Director/Founder/Program Coordinator and Therapeutic Riding Instructor at Serendipity. Her inspiration came from being introduced, years ago, to a young man who had Autism. As Sarah guided him through the simple act of brushing a horse first time, she was forever changed by witnessing the undeniable connection between the young man and the horse. She saw pure bliss in the young man's beautiful smile and tears of absolute joy coming from his mother. In that moment, the dream of Serendipity was born.

Since their first rider came through the barn doors in April 2014, there have been more smiles and more tears of joy than anyone could have anticipated. Individuals, who so desperately need connection to facilitate growth and healing, whether due to experiencing trauma or facing other barriers as a result of their diagnosis, develop unbreakable bonds. Often, even sensory issues begin to disappear upon entering the barn. Individuals with physical disabilities, as young as three years old, who have little to no control over their physical environment, are able to control the direction and movement of a magnificent animal by something as simple as a wiggle of their foot. This means freedom. This means everything. This is serendipitous.

Although Sarah wears many hats, she is never found alone in her hands on work. The effects of her work have touched the hearts of her dedicated volunteers, several of whom were former participants in the program. This is just part of Sarah's vision becoming a reality, as it is truly becoming a reciprocal program. This type of program provides former participants the opportunity to give back and to be a part of a meaningful process. Sarah's vision for Serendipity does not end here. She continues to seek funding sources to support her current operations as well as expand the current programs. On this fifth day of April, 2016, it is an honor to present the Edward R. Leahy Jr. Award for Excellence in Community Services to Serendipity Therapeutic Riding Program.

## Chi Delta Rho

Written by: President, Corrine Wolff

Chi Delta Rho has had a semester of professional development and service events. The Chi Sigma Iota conference was held at the end of April on Marywood University's campus. Chi Delta Rho also committed to 2 service events. First, we collaborated with CHSA at Take Back the Night. This was the first time the graduate honor society participated in the pre-rally on the Dionne Green. We provided students with psychoeducational handouts and discussions on healthy relationships, dating relationships and warning signs of dating violence. Also, we provided students with a handout on an array of services where students can receive services if they need support and help. The honor society also hosted a hygiene and personal care drive for the Leahy Clinic. This drive collected a multitude of items, such as shampoo, toothpaste, deodorant, and feminine need products. All of these donations will be donated to the Leahy Clinic and dispersed for clients who receive services at the clinic. The induction for new members of Chi Delta Rho is being held May 26th.

**New Inductees:** Kelli Cali, Sarah Halpin, Kayla Kinney, Joseph Mancini, Aidan Marich, Molly Piazza, Ashley Rempe, Ashely Richards, Sara Studenski, Cassie Bencoter, Marsinlen Blackwell, Kathleen Brown, Perry Cross, Kaylene Falco, Gwyneth Hecht, Rebecca Houser, Lisa Kerr, Brittany Kringer, Andrea Lynch, Dana Marmo, Thomas Mitchell, Tara Morcom, Catherine Sangi,, Kathryn Soeder, Kyle Strobel, Kristen Thomas, Luke Vitagliano, Jenny Wildrick, Alyshia Bixler, Brittany Anderson, & Amanda Crowley

**New Officers:** President– Kristen Thomas; Vice President– Andrea Lynch; Secretary– Katie Soeder; Treasurer – Kaylene Falco; CMHC Liaison– Ashley Rempe; RC Liaison– Kathleen Brown; SC Liaison– Santina Wesolowski



Secretary, Allison Smith (left); Dr.Datti; & President, Katherine Sara at the PCPS Community Celebration

## Tau Upsilon Alpha

Written by: President, Katherine Sara

TUA has spent this semester reflecting upon this past school year and hopes for the future. Last semester, the officers organized a Thanksgiving pie and baked goods fundraiser and raised money for the Leahy Clinic. In addition to this fundraiser, they also participated in the peanut butter, jelly and cracker contest with Chi Delta Rho and CHSA and made baskets with these items to

donate to the Leahy Clinic. This current semester has been revolving around preparing for the new inductees. In May, we will induct 12 new members into TUA with a ceremony to celebrate and recognize their accomplishments. With these new inductees, we are hoping to do more fundraising for the Leahy Clinic or a refugee family in Scranton. We are also looking forward to making some CHS swag (baseball caps) for new and current members as well as their families.

When looking into the future, we are hoping to expand TUA's involvement within the CHS department. Some proposed ideas include a retreat at Chapman Lake for CHS majors to reflect on what it means to be a human service major and have more alumni involvement in the honor society. This could provide students with contacts working in the field who could give them a realistic perspective on human service careers and opportunities beyond the University of Scranton.

We are very proud of the changes TUA has made this past year and are looking forward to welcoming this year's inductees into this society. We expect to see great growth within TUA's outreach and involvement within the CHS department at the University of Scranton.

**New Inductees:** Marissa DiBella, Jessica Liane Goncalbes, Kelly A. Walsh, Delia Casey Gabin, Emily Madelyn Dolores Mulhaul, Gina N. Spohr, Mara Catherine Wolfe, Caroline Laabs, Klaudia Bialy, & Natalie Kern





Pictured: Marissa, Bridget, Jessica & Allison

vice and Social Justice. Through donations from club members we were able to donate two Easter baskets to the local children in Scranton.

Our main service event this semester was the annual ARC Dance, which we hold in the Long Center for the clients of the ARC. The clients who have various types of disabilities come to the University for pizza, crafts and dancing. This year we partnered with the Education club to put on this great event for the clients of the ARC who had such a great time. Additionally CHSA was part of Street Sweep this year with over half of our club in attendance. In large groups we went out and cleaned the streets of Scranton. This was the first time we had ever participated in this event and had a great turnout. CHSA also had a table at Take Back the Night, which is an event to bring awareness to the topics of sexual assault and gender violence. Our activity included having students write on and decorate a Jenga piece on which they wrote a way in which they exhibit self-care. One of our last events for the semester was the Festival of Nations. CHSA had a table here that had posters, which focused on the topic of body image around the globe. This was a great event where people could get information on all the diverse cultures around the world and enjoy great food and entertainment. Having the opportunity to collaborate with other clubs and offices on campus was a wonderful opportunity for us as a club.

Overall CHSA had a very successful semester, especially being able to be part of so many events on campus and emerge ourselves in our mission of service.



## CHSA

Written by: President, Allison Smith

### 2015-2016 Officers

President: Allison Smith

Vice President: Bridgert Furdon

Secretary: Jessica Schmidt

Treasurer: Marissa DiBella

The Spring semester for the Counseling & Human Services Association (CHSA) is one that is focused on the idea of service. Most of our spring events are service focused on giving back

to the local Scranton community. First and foremost we collaborated with Students for Suicide Prevention in hosting guest speaker Shane Burcaw. Shane has a disease called Spinal Muscular Atrophy and he is the cofounder of the non-profit Laughing at My Nightmare. Additionally he is an Emmy award winning author, blogger, and motivational speaker. This event had over 200 people in attendance and brought the message of positivity and humor to our campus. Another spring service event we did was the Easter Basket Drive through the Center of Ser-



Pictured: Allison Smith president of CHSA, Liviana Sacco President of SOTA, Shane Burcaw, and Jamie Torre President of SSP.

# Professional Achievements/Conferences

## Dr. Susan Boaf-Arthur

### Presentations:

**Boaf-Arthur, S.** (2016, April). *Dealing with Trauma: An alternate approach*. Presented at the Mid-Atlantic Consortium for Human Services Conference, Lincroft, New Jersey.

### Publications:

**Boaf-Arthur, S.,** & Boaf-Arthur, A. (2016). Help Seeking Behaviors of International Students: Stigma, Acculturation, and Attitudes Towards Counseling. In K. Bista & C. Foster (Eds.), *Handbook of Research on International Student Mobility, Services, and Policy in Higher Education* (in press). Hershey, PA: IGI Global Publishers.

**Boaf-Arthur, S.,** & Brown, K. (in press). Academic misconduct among international students: A review. In D. Velliaris (Ed.), *Handbook of Research on Academic Misconduct in Higher Education*. Hershey, PA: IGI Global Publishers.

## Dr. Cerrito:

### Grants:

**Cerrito, J. A.,** Ahmed, S.A., & Behun, R. J. (2015). *Cultural transition challenges at the cross-roads: Examining and building resilience among ethnic high school students preparing for post-secondary options*. Marywood University/University of Scranton Cooperative Grant Program.

### Presentations:

Behun, R. J., **Cerrito, J. A.,** & Owens, E. W. (2015, November 11). Counseling students who have experienced trauma: Practical recommendations at the elementary, secondary, and college levels [Webinar]. In *American Counseling Association Webinar Series*.

Behun, R. J., Delmonico, D. L., & **Cerrito, J. A.** (2015, October). *Curricular abstinence: Finding a place for human sexuality in counselor education training programs*. Poster presented at the Association for Counselor Education and Supervision Bi-Annual Conference Philadelphia, PA.

### Publication:

Behun, R. J., Owens, E. W., & **Cerrito, J. A.** (2015). The amended Child Protective Services Law: New requirements for professional counselors as mandated reporters in Pennsylvania. *Journal of the Pennsylvania Counseling Association*, 14(2), 79-85.

## Dr. Datti:

### Presentations:

**Datti, P. A.** (2015, November). *Understanding and Affirming Lesbian, Gay, Bisexual, and Transgender Persons in our Schools*. Lecture and discussion presented at the annual conference of the Pennsylvania Counseling Association, State College, PA.

Boyd, S., Brahim, N., **Datti, P.** Kress, V., Oppmann, R., Popiolek, M., & Williams, K. (2016, April). *Outstanding ACA Branch Programs and Initiatives*. Best Practice Presentation at the American Counseling Association/Canadian Counseling and Psychotherapy Association Conference, Montreal, Canada.

### Professional Service:

President, Pennsylvania Counseling Association (PCA), July 2015 – present.

Act as liaison between PCA and its several divisions/chapters, and the American Counseling Association (ACA). Assist in planning conferences, presentations, outreach activities, trainings, advocacy, and related professional activities for the association. Advocate for clients, counselors, and the profession on several issues, including a research and advocacy survey initiative aimed at assisting LPCs with paneling rates by insurance companies. PCA won the ACA 2016 Best Innovative Practice Award, which Dr. Datti accepted on behalf of PCA at the ACA conference in Montreal this April.

## Professional Achievements/Conferences

### Dr. Purswell

#### Presentation:

Stulmaker, H. L., Jayne, K. M., & **Purswell, K.** (2016, March). *What do I do now? Overcoming challenging problems in the playroom.* American Counseling Association Conference, Montreal, Canada.

### School Counseling:

**Drs. Cerrito and Eschbach**, Department of Counseling and Human Services, are part of the newly formed Pennsylvania College and Career Consortium. The Consortium was initiated on the state level as part of the larger National Consortium for School Counseling and Postsecondary Success begun by First Lady Michelle Obama in her Reach Higher initiative. Drs. Cerrito and Eschbach, along with representatives from the Pennsylvania Department of Education, Temple University, and local and statewide non-profit organizations, have teamed up as key Pennsylvania leaders in this initiative to support more high school students across the Commonwealth in achieving their post secondary goals through navigating the often daunting college application process. The consortium strives to help address the achievement gap present among students of color, ethnic minorities, female students, and students from low socioeconomic or disadvantaged backgrounds.

#### Presentation:

**Eschbach, L. A., Wilkerson, K. S., & Cerrito, J. A.** (2015, October). *Innovative approaches to school counseling program curriculum design and implementation.* Workshop presented at the Association for Counselor Education and Supervision Conference, Philadelphia, PA.

**Cerrito, J.A. & Eschbach, L. A.** (2015, November). *Reaching Higher: School Counselors Helping PreK-12 Students Navigate Post Secondary Options by Promoting College and Career Readiness in Pennsylvania.* Workshop presented at the Pennsylvania Counseling Association Conference Annual Conference, State College, PA.

**Cerrito, J.A. & Eschbach, L. A.** (2016, April). *School Counselors' Vision to "Reach Higher": Promoting College and Career Readiness for All Students.* Workshop presented at the Chi Sigma Iota Pennsylvania Statewide Conference, Marywood University, Scranton, PA.

### Dr. Wilkerson

#### Presentations:

**Wilkerson, K. S.** (2016, January). *Evidence-Based Program and Course Improvements.* 2016 Assessment Institute Workshop. University of Scranton, Scranton, PA.

**Wilkerson, K. S.** (2016, February). *Roundtable: Grading Discussions in D2L.* CTLE Development Event. University of Scranton, Scranton, PA.



# Chi Sigma Iota Conference



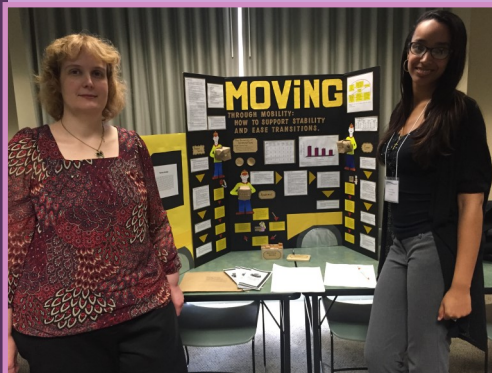
Dr. Cerrito, School Counseling Program Director & Dr. Erford, past ACA President



Sarah Halpin and Tara Morcom, School Counseling Students



Kaylene Falco and Brittany LaRusso, School Counseling Students



Noel Furman and Stephanie Mereday, School Counseling Students

The Pi Chapter of Chi Sigma Iota hosted this year's Annual Chi Sigma Iota Pennsylvania Statewide Conference at Marywood University in Scranton, PA on Saturday, April 23, 2016. The conference was open to all counseling students, professional counselors, professional school counselors, and counselor educators regardless of affiliation in Chi Sigma Iota. The theme this year focused on "Identity and Advocacy: Promoting a Vision for the Future of Counseling" in which keynote speaker, ACA Past President, Dr. Bradley Erford spoke on the importance of advocating for a strong professional identity. Twenty-five innovative and quality education sessions were also offered throughout the day that addressed areas of counseling, counselor education and supervision, and counseling theories/strategies that are both practical and research-based. Included in those education sessions, we had three professors from the University of Scranton present. Dr. Julie Cerrito and Dr. Lee Ann Eschbach spoke on School Counselors' Vision to "Reach Higher": Promoting College and Career Readiness for All Students; and Dr. Katherine Purswell had a presentation on Let's Get Creative: Expressive Arts in Counseling. In addition to Dr. Bradley Erford's presentation and education sessions, a poster presentation was also held in which six of our Professional School Counseling students presented. The presenters and topics were as follows: Kaylene Falco & Brittany LaRusso - Information, Opportunity, Achievement, and Attainment Gaps Resulting from Income Inequality Among PK-12 Students; Sarah Halpin & Tara Morcom - Closing the Gap Among Hispanic English Language Learners; and Noel Furman & Stephanie Mereday - Moving Through Mobility: How to Support Stability and Ease Transitions. The conference was a huge success and was one of the most well attended conferences to date. Thank

you to all University of Scranton faculty and students who supported the conference through attendance and presentation.



# Happening Events in CHS

## MR. SCRANTON- Jonathan Crichton

Scranton. It showcases competitors' style, talent, and speaking skills. The competition consisted of three different sections: the walk, the talent portion, and the questionnaire. The walk was designed to introduce the competitors. It also allowed the participants to "dress and impress", basically show their style to everyone and the judges. The talent portion allowed competitors to pick any talent of their own and showcase it to the crowd and judges. And finally, after a brief elimination period, the final two male and female participants would be asked a set of questions and be judged on their answers.

My talent for Mr. Scranton was dancing. I dance for a hip-hop club on campus called Urban Beats Crew (UBC). I did three separate dances, one from my dance team, one from my YouTube Channel which is called One Foot Video, and a silly/fun dance created by me and my friend. I had a great time, I entered Mr. and Mrs. Scranton for fun. I never expected to win but I am happy I did. I was shocked at first but it was such a great feeling to win this with all my friends and competitors. It was a great environment, everyone who participated and came out to watch were great sports.



## Take Back the Night

On Thursday April 28<sup>th</sup>, 2016, The Jane Kopas Women's Center presented the University of Scranton with its 26<sup>th</sup> annual Take Back the Night. Take Back the Night is an international event that aims to end sexual, domestic, and gender

based violence. The event began at the pre-rally of educational events, followed by a march of students and community members, featuring chants promoting ending sexual violence. The event ended with a speak out on the Alumni Memorial Green where survivors of sexual violence had the chance to share their moving and empowering stories. This year's theme, "Together We Rise" was created to encourage a sense of unity between survivors of sexual violence, and the support they deserve to receive from fellow students, faculty, and the surrounding Scranton community. The event was also centered on engaging those individuals who may not have been directly affected by sexual violence, but should still however be informed on issues such as consent and bystander engagement.

For students in the Counseling and Human Services program, Take Back the Night is an especially important event. As our department seeks to train competent, self-reflective practitioners, being exposed to the harsh reality of issues associated with sexual violence, and learning some potential ways in which we can provide the best services possible is something we should all consider. The Counseling and Human Services department is already very much involved with Take Back the Night, with both Counseling Girls and Women & Counseling Boys and Men, and the Counseling and Human Services Association all having educational tables at the pre-rally, we are off to a great start as a department. However, there is and always will be room for improvement. No matter what direction or particular field our degrees may take

us, one thing is for certain. Sexual violence will one way or another find its way into our futures as practitioners. Therefore, it is essential that the members of the Counseling and Human Services department, students and faculty alike attend Take Back the Night, as it will help to shape us into the best, and most competent practitioners we can become.

Written by: Breanna Betarie, CHS Student



## Eric Arauz Presentation

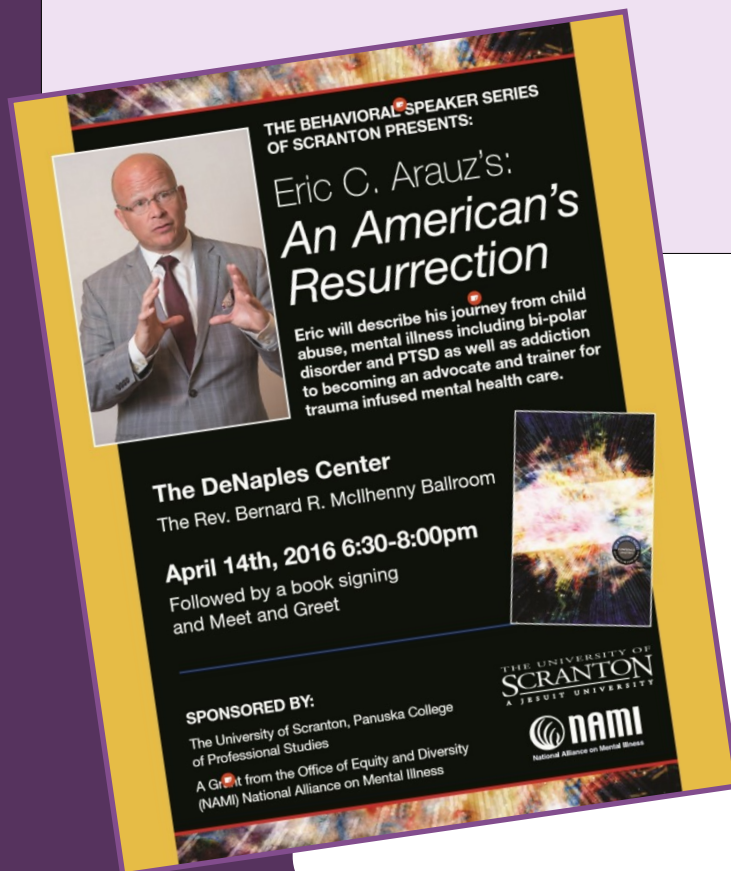
On Thursday, April 16th, The Behavioral Speaker Series of Scranton presented Eric Arauz, author of *An American's Resurrection*. Mr. Arauz's incredible speech detailed his journey through child abuse, mental illness and addiction to become the man he is today: an advocate, a teacher, a father. Arauz's story was emotional and educational. As he told tales which moved the audience to tears, he educated his crowd on the neurological processes involved in trauma and stress. Arauz not only told a story of recovery, but also gave a message of hope and inspiration to all mental health providers and students in that room.

As counseling students, most of the time we only hear clinician's stories. Our professors are able to feature one piece of the client's life: a time when they were in treatment. We never truly know the extent of the client's past. We never truly know what treatment was like for that client. We never truly know where that treatment took the client once they walked out of our professor's office. Mr. Arauz was able to fill in the gaps and give us his full story. He showed us the power of human connection and the importance of compassion and empathy in the mental health fields. He showed us how effective ethical treatment could be, as he was once deemed "untreatable."

Eric bravely stood up and told his story of desolation, will, and the power of humanity. I feel lucky to have heard this story, and am confident in saying that this man was able to educate and empower a room full of future mental health providers to hold out hope for all people who we encounter.

Written by:

Jacqueline Bailey, Junior CHS Student



## 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 <sup>th</sup>	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, Tara Dale
Library	7524	<a href="http://www.scranton.edu/academics/wml/index.shtml">http://www.scranton.edu/academics/wml/index.shtml</a>

### Newsletter Staff:

Faculty Advisor: Professor Brandice Ricciardi

Student Editors: Corrine Wolff & Kathleen Brown

## 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>.