



Counseling and Human Services

Department Newsletter

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Special Edition: Growth, Development & Transitions

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A Note from the Department Chair: Dr. LeeAnn Eschbach

How appropriate to have a newsletter theme of transition and change during this season of transition and change! Our newsletter editors have garnered stories and updates on transition and change for all four academic programs in our department. In addition, they have provided updates and changes on our student organizations, student and faculty presentations at conferences, and even chronicled and documented some of the changes and transitions of my growth as well as my faculty colleagues.

Our academic program transitions and changes are guided and championed by program directors who have been informed by not only accreditation and certification standards, but also our leadership roles in professional organizations, some of our scholarly work examining programmatic issues, and collaborating and communicating with colleagues throughout the country. Changes and innovative, contemporary programming in all four programs did not result from just following the accreditation or certification standards and taking the easy way out. Changes and transitions in all four programs have evolved from analyzing all options and in fact, creating new courses when necessary that blend needed competencies together. We are examining mission statements, internship, and practicum processes and our student review procedures. I applaud my colleagues for their intense work on curricular updates. All our programs reflect the most current thinking on training undergraduate and graduate stu-



dents as well as concepts needed for the professional work of counseling and human service providers, community counselors, rehabilitation counselors, and school counselors.

I do want to take this opportunity to highlight the role of professional accrediting organizations. I believe accreditation standards have paved the way for us to advocate, transition, and implement changes to deliver our programs in the most effective manners for student success in terms in counselor knowledge, skills, attitudes, and professionalism. The undergraduate Counseling and Human Services Program was accredited last fall. The graduate Community and School Counseling Programs are currently writing their self-study for an accreditation site visit next year. The Rehabilitation Counseling Program is identifying program updates and preparing to write an accreditation self-study next year.

Please take time to review the list of scholarly accomplishments of not only my faculty colleagues, but also students who have and are preparing conference presentations. I am sure presenting at conferences will fuel professional development for these students.

Community Counseling



Dr. Banner

Dr. Banner, Director of the Community Counseling Program, shares that the Community Counseling program is in transition to a Clinical Mental Health Counseling (CMHC) program. Students can expect to see new courses and updated curriculum in the coming academic year. This change is in response to CACREP's recently revised accreditation standards. This change is timely and promises to have a positive effect on students, the department, and the counseling profession as a whole. Specifically, it's an important step towards licensure portability. In addition, by uniting CC and MH programs, the counseling profession gains strength and much-needed solidarity. This movement is consistent with the current trend towards shared identity and purpose among our national counseling organizations.



Growth and Development of our students: Arielle Ferry & Rena Rosenblum:

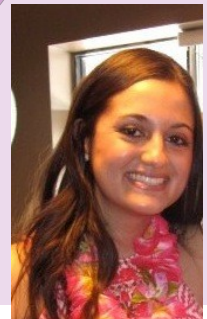


Arielle K. Ferry

Arielle Ferry has only been in the program for a few months now, and states that she already recognizes ways in which she is impacted. When in class, Arielle feels engaged, interested and most importantly challenged in every aspect of herself. In addition to the program she is also a graduate assistant in the Center for Service and Social Justice. This office is responsible for running different service programs for the current students that reach out to the community. Working here allows her to connect with both current students and community members in a very real way. In her eyes, service is the nonverbal, action-oriented version of counseling. People helping people creates a mutual bond of kinship that can't be broken. She has come to understand that this kind of good relationship can both challenge and support a person simultaneously, which is a perfect environment for growth! Being

a part of this every day is an experience that will "stay with me as a counselor in the future." When she is finished with this program she is going to be ready to move out of Scranton, put her education to good use, and meet the clients she's been dreaming about for so long.

Rena Roseblum states that the graduate Community Counseling program has really inspired her. Throughout her three years in this program she has been constantly encouraged to reflect on whom she is and how she can best help those experiencing adversities. When transitioning into a counselor role she has found herself taking experiences from practicum with her. Rena describes practicum as an extremely enjoyable and valuable experience. One aspect that made practicum so great and meaningful for Rena was receiving support, feedback, and guidance from her supervisor and her peers in her group supervision class. In addition, she became more self-aware of her strengths and growing edges as a counselor. Her future plan is to try to secure a job within the mental health field as soon as she graduates in May.



Rena Rosenblum

Rehabilitation Counseling



**Dr. Bruch, Chair of
the Rehabilitation
program**

The Rehabilitation Counseling program at The University of Scranton was founded in 1965. Dr. Bruch has been with the department for 18 years. Professionally, Dr. Bruch has been a member of the National Rehabilitation Association since 1978. Her professional affiliation allows Dr. Bruch to influence the rehabilitation field as well as demonstrate superb mentorship. As a leader in the rehabilitation counseling arena, Dr. Bruch can articulate some areas of improvement. Thus, Dr. Bruch would like to see the rehabilitation counseling

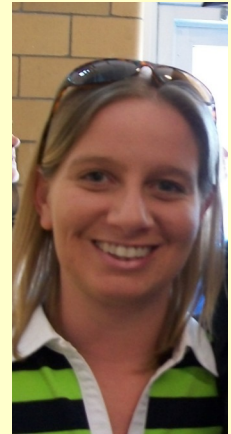
profession become more unified and eventually collaborate with other disciplines.

Dr. Bruch is currently in the stages of planning for the 12th disABILITY Conference. The annual disABILITY Conference presented here at The University is a chance for students and professionals to communicate strategies that will strengthen the field of counseling. The Conference also encourages growth within the field by having guest speakers who are prominent figures within the rehabilitation counseling spectrum.

Dr. Bruch states that our University offers students the opportunity to develop and grow into professional counselors. More so, the counseling facilities here at The University allow prospective counselors the ability to hone their skills and generate counseling competencies. Furthermore, Dr. Bruch mentions how this is an exciting time for the rehabilitation counseling field, as many career paths are becoming available to newly certified counselors.

Growth and Development of our students: Tracie Hallock and Emily Holmes

The Rehabilitation Counseling program has had a large impact on *Tracie Hallock* who is expected to graduate in December. Tracie states, "I look forward to the challenges life presents because I have been blessed with the knowledge of thinking outside the box." Tracie hopes to work in the field for several years and then pursue her doctorate. She recognizes that future possibilities are endless. In the immediate future, Tracie will work in the field to gain experience and will take continuing education credits to work on licensure. Tracie said she has grown personally and professionally through her practicum experience and supervision with Dr. Datti, which allowed her to challenge herself. Currently, Tracie is completing her internship at the Office of Vocational Rehabilitation, where she finds it rewarding to be in the field of making a difference in the life of someone with a disability. Tracie states that she has learned a great deal from Dr. Bruch and Dr. Dalgin who are "wonderful mentors."



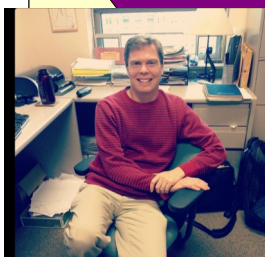
Tracie Hallock



Emily Holmes

First year Rehabilitation Counseling student *Emily Holmes* reflects on how the program has helped her understand the importance of community and personal relationships in the Rehabilitation Counseling field. Emily predicts her career will grow in studying specialized areas of rehabilitation including art therapy and community development. Emily began the program with her heart in drug and alcohol recovery, but through the semester she has been able to discover interest in other areas of rehabilitation. She admires the program for training competent counselors with the knowledge and skills to work with a diverse range of individuals. This comprehensive education will serve as a foundation for her future as a rehabilitation counselor.

School Counseling



Dr. Wilkerson

The school counseling program has allowed Amanda to identify her own "fears, biases, limits, strengths, weaknesses, and capabilities to effectively help impact others."

Dr. Wilkerson believes there has been positive growth and development occurring in the school counseling program over the last few years. Four years ago, the curriculum for school counseling changed from requiring only two courses focused solely on school counseling to a total of six courses. Dr. Wilkerson describes this transition as imperative in preparing students

to meet the changes within the school counseling profession. He believes the new required courses have enhanced our comprehensive school counseling program. Dr. Wilkerson also believes the counseling department has grown by offering more courses online which are functional and create more varied learning opportunities.

Professionally, Dr. Wilkerson contributes to

his growth as a counselor educator by continuously engaging with professionals in his field.

In the future, Dr. Wilkerson would like to partner more with the surrounding school districts. This would provide more long-term, sustained opportunities for students to work directly with professional school counselors on school-wide reform.

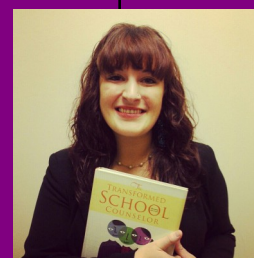
Growth and Development of our students: Caitlin Gaughan, & Amanda Rice:



Caitlin Gaughan

Caitlin Gaughan is a School Counseling Graduate Student in her final year of study. Caitlin believes the rigor of the program has helped mold her "into a more mature and responsible adult and student." As she nears the end of the program, she feels the program has helped her transform both personally and professionally by being "more confident, outgoing, willing to take risks, and happier." She credits this development by learning to prioritize her time, gaining healthy strategies to cope with stress, as well as disclosing personal feelings and experiences in the counseling setting. Caitlin particularly felt personal growth and development while participating in Dr. Eschbach's Group Process and Practice class. The class enabled her to gain self-confidence and, "to embrace the obstacles in life instead of allowing them to hinder growth." Caitlin is currently in internship, which she looks forward to each day. Caitlin hopes to obtain a School Counselor position in an Elementary, Middle, or High School after graduation in May 2013.

Amanda Rice is a first year, dual certification, School Counseling Graduate Student. Upon graduation in Spring of 2014, Amanda aspires to secure a school counselor position in either an elementary or secondary school, while concurrently achieving a doctorate in Clinical and Counseling Psychology. Amanda feels the Professional School Counseling Program has challenged her to grow and develop both professionally and personally through self-reflection assignments, particularly through her Counseling and Interviewing Skills course. The program has helped her gain self-awareness, in which she identifies she must be able to recognize her own "fears, biases, limits, strengths, weaknesses, and capabilities to effectively help impact others" as a professional school counselor. The prestige and workload associated with graduate classes has tested Amanda's endurance, flexibility, motivation, and time management skills. In addition to being a full-time graduate student, Amanda is a graduate assistant at the Jesuit Center, which has facilitated her "developmental journey of personal and professional growth and understanding." As a person who follows the Jesuit principle of *homonis pro aliis*, Amanda strives to use her knowledge and skills to help benefit and care for others, as well as grow into a self-reflective counselor.



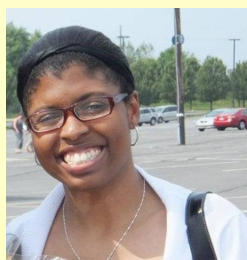
Amanda Rice

Counseling Training Center

The David W. Hall Counselor Training Center (CTC) has undergone some significant renovations this past summer. They included an expansion to the CTC work room, the addition of a video analysis lab, the creation of a new counseling room, and the relocation of the control room. According to the CTC's Director, Professor *Geri Barber*, these improvements have allowed for increased efficiency, enhanced supervision experiences, and more opportunities and growth for the Practicum program and students. Various programs and the changes in the CTC have fostered growth and development for the students involved. Professor Barber believes that, "Practicum is where the rubber hits the road, it brings theory into practice and makes students world ready. Counselors are agents of change and holders of hope and Practicum provides opportunities to watch that process happen." Professor Barber also continues to develop as a counselor, by engaging in self-care and continuing education. She believes in the resiliency of people and that we all have the right to experience peace and joy. It is because of this belief and her insatiable curiosity about others and how to assist them that she continues to grow as a counselor and a person.



Gerianne Barber



Kendra Robinson

When *Kendra Robinson*, a Community Counseling student, was asked about her Practicum experience, she explained how it has allowed her to examine her strengths and weaknesses and grow as a counselor. The Practicum experience provided Kendra with many different opportunities that furthered her knowledge. For Kendra, the highlight of Practicum was having the opportunity to work with a diverse population of individuals. Additionally, Practicum has taught Kendra about the value of her colleagues. They are supportive, always there when she needs a laugh or to vent, and also help her hone her skills by offering another set of eyes when reviewing sessions.

Bridget Sandrowicz, a Rehabilitation Counseling student, believes that Practicum encourages students to broaden their horizons through implementing a variety of programs. Her practicum experiences have included career counseling, shoplifters intervention group counseling, and University of Scranton undergraduate student counseling. Bridget has also experienced outside observation hours in clinics, agencies, and rehabilitation hospitals. These types of experiences are great opportunities to discover oneself and the different types of populations that one can work with during internship or after graduation. In addition, Practicum is a time when graduate students learn and implement time management, stress and coping skills, and how to build a working relationship with other people.



Bridget Sandrowicz



Samantha Morgan

Samantha Morgan, a School Counseling student, feels that Practicum has helped her transition into the role of a counselor. Practicum has been valuable to her for many reasons, from simply thinking of herself as more of a professional, to honing in on her skills, and even theory development. It has been a great opportunity for her to have an experience like this as a counselor, and it has helped her to grow and to identify areas of further growth. Finally, she can see herself as a professional counselor and can take herself seriously in her role as counselor when meeting with clients. She looks forward to improving her confidence in this area and bringing it with her in the future as a professional school counselor.

Counseling and Human Services



Dr. Datti

The addition of the Rehabilitation Services Concentration and several new electives to the CHS program such as individual assessment, counseling LGBT populations, expressive therapies, and counseling in the criminal justice system have enabled the CHS program to continue to grow and be a success. Dr. Datti believes, in addition to fostering growth within the program that, on a greater scale, in order for the relatively new field of counseling to continue its growth and development, individuals must take professional identity seriously. He recommends working with professional organizations and, most importantly, understanding one's own future goals. For example, if an undergraduate student is interested in becoming a counselor, he/she needs to continue their education and get their master's degree. A new direction of professional identity for the undergraduate program includes the addition of the Human Services – Board Certified Practitioner (HS-BCP) credential. Dr. Datti states, "The CHS program prepares students for a plethora of human service occupations as well as counseling and related graduate degrees". In order to continue his own personal and professional growth, Dr. Datti practices on a part-time basis, teaches, is active in state and national professional agencies, serves as an executive board member of PCA, and maintains good relationships with his colleagues, as they enable him to continue to learn and develop. Dr. Datti believes that, "practice helps his teaching and teaching helps his practice". Overall, he is extremely pleased with the CHS department's growth over the last few years and looks forward to what the future holds at the University of Scranton.

Corrine Wolf is President of the CHSA and a junior in the Counseling and Human Service major. She feels the CHS major has helped her to, "reflect on other people's journeys...understand and be empathic towards people." She comments on the importance of never judging a person because she says you never know what journey someone has taken in their life. In the future she sees herself working with people with disabilities, specifically in pediatric oncology. She also hopes to pursue her Master's degree within five years of graduation. Corrine participates in several activities on and off campus which she feels have helped her grow and develop personally and professionally. CHSA, Relay for Life Luminary chair, camp counselor at the American Cancer

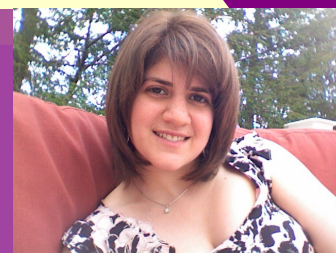
Society's Camp Can Do, and Lackawanna Unit Board member for the American Cancer Society are some of her activities. These things have helped Corrine, "learn the importance of meeting the needs of society and the clientele that we serve...plan for [her] future and realize that with [her] good health anything is possible." She comments that "life is fragile" and she works to enjoy each and every day she has never knowing when her



Corrine Wolf

"life will change in the blink of an eye."

Meghan Norsigian is the Vice President of the CHSA and a senior Counseling and Human Service major. In progressing through her program, Meghan feels it has highlighted her "natural abilities and helped [her] strengths grow into usable, transferable skills...and identify growing points and biases." She comments that her "world view and global awareness has grown significantly over the past four years." Meghan feels the program has increased her ability to communicate with others, increased her awareness of self improvements to be made, and awareness of others' differences. In the future, she believes she sees herself as part of the helping profession. She intends on completing a year of service after she graduates and possibly her Master's degree for social work or women's studies. She is also involved and has been involved in various activities on campus such as theater, women's crew, working in the women's center, a Christian Living community leader, and service trip participant both domestic and internationally. She believes that her experiences "are a huge part of who [she] is... help [her] to become a better advocate, and helps [her] continue to learn about the world we live in and the people who live in it."



Meghan Norsigian

Professional Achievements

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To stay current with the transformations occurring in our field, **Dr. Banner** is engaging in service and scholarship advancement. She recently co-chaired the annual Pennsylvania Counseling Association (PCA) conference and serves as the Ethics/By-Laws chairperson of the association as well. At the PCA conference, Dr. Banner presented on spirituality in the broader context of emotional well-being, and along with our student, Jean Gruber, technology's effect on client vulnerability. As well as presenting at these national conferences, Dr. Banner has been busy writing for various academic writings. She was invited to write a chapter in a brand new CMHC text book to be published in 2012 and was recently published in *The Family Journal* about working for therapeutic change within the foster care system. Being a part of these associations and advancements in the future of the counseling field, Dr. Banner shows a strong passion for counselor education and recently began participating in Chi Delta Rho, our department's chapter of the National Honor Society, Chi Sigma Iota.



PENNSYLVANIA COUNSELING
ASSOCIATION

A Branch of the American Counseling Association

Dr. Datti has been doing some fabulous things over the past year. He and **Dr. Dalgin** wrote, *Latino Americans with disabilities: Revisiting service implications and efforts*, published in the *Rehabilitation Counselors and Educators Journal* this past November. He's presented at the Pennsylvania Counseling Association Conference in State College this past October on Counseling lesbian, gay, bisexual, and transgender clients with disabilities and chronic illnesses. He's also presented two lectures at the Connecticut Positive Futures conference on employment/career programs for adults with HIV/AIDS, and on the factors affecting VR use among Latino men with HIV/AIDS. In addition to Dr. Datti's presentations and publications, he has also been a member of a Grant/Research project with **Dr. Jacob** on implementing an employment/career group for adults with HIV/AIDS in NEPA. This is an eight-week program provided in the Spring 2012 and is slated to be repeated in the

Graduate student in the Community Counseling program, **Jennifer Villare** has been proactive in promoting and advocating for mental health, especially during times of loss like during Hurricane Sandy. Villare states, "Many people may experience extreme sadness and grief, and disasters of this scale often produce anxiety about our own morality." She suggests that it is during these times of stress and loss, that we could use a counselor as a resource to gain support and resources. "I encourage each of us to assess our own mental health and to encourage our neighbors and loved ones to do so as well," states Villare. Villare makes great points in assessing our mental health (especially during times of stress), all the while advocating for the counseling profession!



Thank you Professor Geoffroy!! Transition and change are also themes of **Professor Gerard Geoffroy's** career with us. For the past four semesters (Spring 2011 to Fall 2012) he has been a full time faculty member in our department teaching both graduate and undergraduate courses. At the rank of lecturer, the university allows an individual to only hold that rank for four semesters. Thus, we are grateful for his presence in our department and after a brief respite we hope Prof. Geoffroy will be returning to teach for us again as an adjunct faculty member. He has been a valued adjunct for us since 2003. Over the past 10 years, Prof. Geoffroy has taught several courses for us at both the graduate and undergraduate level: COUN 501 Counseling and Interviewing Skills, COUN 508 Life Span Development, COUN 592 Practicum: Secondary School Counseling, COUN Practicum: Elementary School Counseling, COUN 597 Internship: School Counseling, CHS 242 Counseling Theories, CHS 341 Group Dynamics, and CHS 380 Internship in Counseling and Human Services. What a list! In addition, Prof. Geoffroy assisted with School Counseling advising, reviewing portfolios, coordinating our May 2012 Supervisor's Dinner, and worked with our student editors on this issue of the newsletter. Stop by Professor Geoffroy's office before the end of the semester, and offer your thanks!



Professional Achievements Con't



This past summer and fall semester Shannon Haberzettl, a school counseling graduate student applied for a Fulbright Grant for an English Teaching Assistantship (ETA), to teach English in Malaysia for 10 months after she graduates. She has always loved to travel to other countries and experience different cultures, so when she learned about the Fulbright program here at the University of Scranton she thought it would be a great fit. She also thinks that as a future school counselor, getting to experience another country's education system first-hand would be a unique opportunity that many other professionals do not have.

The process of applying for a Fulbright ETA was intense, but she was able to do the majority of the work over the summer. To apply you need to write a Personal Statement and a Statement of Grant Purpose, detailing what you will do for the academic year while you are overseas. There is an application component, three letters of recommendation, and a campus interview as well. I worked on my application and my essays throughout the summer with the campus Fulbright Advisor, Dr. Susan Trussler, and had an interview with the campus Fulbright committee in October. While she has finished her application and completed her interview, she will not know if she got a Fulbright ETA to Malaysia until next semester. National finalists are announced at the end of January, and after that the individual countries have the opportunity to review the applications and make the final decisions, which can be announced anytime between February and September. Our fingers are crossed for you, Shannon!!



Dr. Dalgin and Dr. Bruch presented this past October at the National Council on Rehabilitation Education (NCRE) in Arlington, VA on Relationships, Resources, and Reality: Enhancing Professionalism for New Rehabilitation Counselors. They both also presented at the NCRE in San Francisco, CA last April on the Rehabilitation Counselor Curriculum: 1956-present. Dr. Dalgin, Dr. Bruch, and Professor Barber all presented at the all-day OVR Supervisor Training in State College on Professionalism for New Rehabilitation Counselors. Dr. Dalgin and Dr. Bruch also recently furthered their education and completed the CORE training in Arlington, VA this past October.

Professional Organization:



Chi Delta Rho is the local chapter of *Chi Sigma Iota* Counseling Academic and Professional Honor Society International. Chi Sigma Iota is an international honor society for counselor educators, students, and professionals. The purpose of the Honor Society is “to promote scholarship, research, professionalism, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling.” Students eligible to join CSI will have completed 12 credits and must have maintained an overall scholastic average of 3.5 or better while enrolled in the program.

“Growth” of our department

Guess from the choices below who these adorable faces have turned into:

Geri Barber

Dr. Banner

Dr. Dalgin

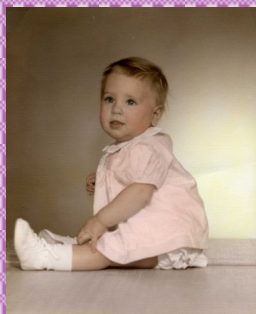
Ann Keeler

Dr. Eschbach

Dr. Bruch

Dr. Datti

Professor Geoffroy



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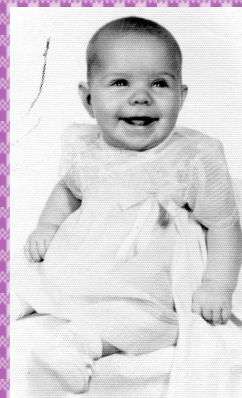
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4 (on right)



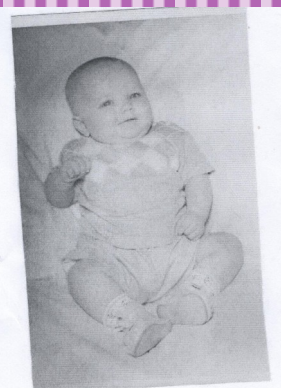
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6



7



8

1. Geri Barber
2. Ann Keeler
3. Dr. Banner
4. Dr. Dalgin
5. Dr. Datti
6. Dr. Bruch
7. Dr. Eschbach
8. Professor Geoffroy

Dates to Remember

**January 26,
2013: Practicum
Orientation!**

Students currently have two options when applying for the National Certified Counseling (NCC) exam. Registration for the exam can be done at www.nbcc.or/Assets/StateForms/Reg/PA-NCE.pdf. One option is to take the computer based test. The cost is \$185 for only the exam and is offered as many as 12 times a month. A second option is to sign up on the University of Scranton campus to take the NCC prior to graduation. The fee for this is \$295 which will cover the final transcript review, the application review, the exam, exam scoring, and part of the annual maintenance fee on the credential in the first year. A few good reasons

The deadline for applying for the NCE is January 18th, the test itself is on April 20th, and applications are in Ann's office.

for taking the exam on the University site are that it allows the students to get one's testing out of the way while book learning is the freshest and

since the students will graduate from CACREP tracks, they can become full NCCs well before they can become full LPCs in PA. This will provide a tangible marker representing the quality of one's academic preparation for resumes, cover letters, and it is highly convenient to have to take the exam on campus.

Useful Links and Resources:

<http://www.cacrep.org/>
<http://www.core-rehab.org/>
<http://www.counseling.org>
<http://www.cshse.org>
<http://www.ncate.org/>
<http://pde.state.pa.us/>
<http://www.psca-web.org>
<http://www.schoolcounselor.org>

Remember to stay updated and to read your CHSL Listserv emails! They contain valuable information regarding incoming meetings, job opportunities , and much more!

Special thanks to our fabulous GA's for helping make this newsletter possible:

Meghan Lightfoot
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