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Counseling and Human Services Departmental Newsletter

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Looking Towards the Future of a United Profession



Dr. Lori Bruch, Chair

July 1, 2017 was a historic day in the world of counseling unification. The merger of the Council for Accreditation and Related Educational Programs (CACREP) and the Council on Rehabilitation Education (CORE) marked new promise for the counseling profession with CACREP being entrusted to carry forth the mission of both organizations. After many years of false starts and strife, the leadership of both organizations worked tirelessly to overcome many obstacles in achieving the 20/20 Vision for the Future of Counseling that called for a unified counseling profession with one accrediting body. For our CHS department, this means our Clinical Mental Health, Rehabilitation Counseling, and School Counseling programs are now all accredited by CACREP. In many ways, this will allow our programs to work together seamlessly as we build on our theme of *Educating the Counselor of the Future*. While any change of this magnitude can be concerning, Socrates reminds us that, *"the secret of change is to focus all of your energy, not on fighting the old, but on building the new"*. Over the last year, your CHS faculty and staff have been engaging in retreats to focus our energies on further building our counseling program. In the Jesuit tradition of

Magis, this merger marks an opportunity for us to provide our students an education that exceeds the *"gold standard"* that CACREP is known for preparing students to meet the contemporary challenges of a complex community. This is a powerful combination and a mark of distinction in your University of Scranton counseling education. Our undergraduate CHS students also benefit from accreditation through the Council for Standards in Human Service Education (CSHSE). Achieving both your B.S. and M.S. at the University of Scranton, provides you with the necessary knowledge, skills, and attitudes to excel in your career. I, for one, am looking forward to our continued work on unifying our counseling profession while strengthening our specialty areas in Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling. I hope you enjoy the many thoughts and stories shared throughout this edition of our newsletter. The themes and hopes of the 20/20 Vision for the Future of Counseling are so nicely expressed by our department faculty, staff, and students. Some of these areas include the dimensions of our Fitness for Profession document which highlights the importance of self-awareness and reflection. Our graduate students have been involved in several important advocacy

and community service projects that you will read about. While our forty graduating CHS undergraduate students have completed over 14,000 hours of community based learning and internship work within the community. These students recently met with Father Keller, President of the University of Scranton, for an afternoon of reflection on what their CHS and Scranton education has meant to them. Our Chi Delta Rho and Tau Upsilon Alpha Honor Societies along with our Counseling and Human Services Association have been providing fund raising activities to help with hurricane relief efforts along with support for our Leahy Community Health and Family Center. It's hard to believe another semester is coming to a close. The holidays are upon us and we will be wrapping the semester up with finals and hopefully a big bow for your continued success. As Chair of the CHS Department, I would like to acknowledge the many accomplishments of my colleagues and thank them for a great year. A special thank you to Dean Debra Pellegrino and her talented leadership team who supports our department each step of the way. In closing, the words of one of my favorite poets ring true, *"Unity is strength...when there is teamwork and collaboration wonderful things can be achieved."* ~ Mattie Stepanek
Wishing you a Happy Holiday Season,
Lori

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 lifelong commitment to becoming the best one can be spiritually, mentally, physically, socially, and vocationally.

2. **Commitment to Learning**

-The ability to self-assess, correct, and direct; continually seek knowledge and understanding; demonstrate academic and life management skills.

3. **Core Academic and Clinical Competences**

-Holds knowledge in the core areas of certification.

4. **Professional Identity**

-The commitment to ongoing development as a professional with the ability to put theory-into-practice.

5. **Personal Maturity**

- Ability to live and function at appropriate level of emotional, psychological, and relational wellbeing; freedom from limitations to one's professional performance.

6. **Responsibility**

- Ability to fulfill professional commitments, be accountable for actions and outcomes; demonstrate effective work habits and attitudes.

7. **Interpersonal Skills**

-Ability to interact with clients, families, other professionals, and the community effectively.

8. **Communication Skills**

- Ability to communicate effectively (speaking, body language, reading, writing, listening) for varied situations; sensitive to diversity.

9. **Problem-Solving**

-The ability to seek out resources for help, support, and insight.

10. **Stress Management**

-The ability to recognize sources of stress and how they affect an individual;; ability to develop effective coping techniques; seeks appropriate support when needed.

Fitness for the Profession, a lifelong journey

Clinical Mental Health Counseling



Dr. Ben Willis

To me, the biggest development in the professional counseling field that I am most excited about is the advancement in professional identity. ACA's 20/20 Vision has set some clear priorities for professional counselors to help us become more united as a profession and to help expand our profession and services to clients. Many steps from ACA's 20/20 Vision have been taken, and some are currently in the works. Some of the specific aspects that are currently being advocated for (and hopefully soon become reality) are Medicare reimbursement for licensed counselors and licensure portability across states. From the beginning of states forming counseling licensure laws in the 1970's, it has been a goal for counselors to be able to live and practice in different states and be able to provide services for many different types of clients. The recent work by AMHCA, the AASCB, NBCC, and ACES to create a licensure portability model this year is a big step towards that as well as current legislation to open

up Medicare reimbursement to licensed counselors! It is exciting to be in a time that many counselors for years have been working towards for us and our clients! It will be a big step when counselors can more easily provide our services to the aging demographic that Medicare serves and might help revive the gerontological counseling programs that are struggling to survive. All of these things revolve around professional counselors having a united professional identity that advocates for our field and our clients' needs. We are making good steps, and I hope to see us fulfill the goals and objectives from the ACA 20/20 Vision more in the years to come.

As we move towards the future, technology is going to play a big part in the treatment of all of our clients. Because of how prevalent technology has become in our clients lives, counselors, like other professionals, need to rethink how they are doing business. I have seen and read about many counselors who are already incorporating technology into their practice. In the October 2017 issue of *Counseling Today*, two articles discussed the ways two counselors have found technology to be useful to them in their practice. Jane Webber, a LPC from New Jersey, indicates that technology had become standard in her office. In her work with adolescent trauma, she notes that while in session, she often finds clients more comfortable answering questions via text than in face-to-face conversation (Meyers, 2017). Counseling professor Cheryl Sawyer noted her use of technology in narrative therapy. Using digital narratives as a tool in client storytelling, Ms. Sawyer creates Power Point slides of client stories. Clients are then invited to add music, images and art to fully illustrate what they are feeling (Phillips, 2017). I must admit that I have mixed feelings on using technology in my future practice. On one hand, I can see how helpful technology can be. Not only are you meeting your client in their world, but you also may be able to reach clients previously unavailable to you. There are however, some concerns that cannot be ignored. Confidentiality is paramount to building trust with clients, therefore; extra care must be taken to make sure that text messages and emails are encrypted and safe from outside sources. Privacy settings must be set for the security of not only your client, but also your own safety and confidentiality.

A quick google search provided me with some interesting products that may be worth investigating as well. One is the mobile app Pacifica, created to help combat anxiety. It aims to break unhealthy cycles by providing relaxation and goal setting tips to the user. Another option is the wearable device known as Spire. Spire can help detect mood by tracking an individual's breathing patterns and other physiological signs. Once detected, the device sends wellness tips and instructions on how to relax to an individual's phone via notifications (Utley, 2016). As we move forward in our graduate program and inch closer towards our professional goals, it will be necessary for all of us to research, read and investigate the pros and cons of technology usage in counseling so that we are all informed and able to keep our clients and ourselves safe.

References: Meyers, L. (2017, October). Informed by trauma. *Counseling Today*, 60, 21-25.; Phillips, L. (2017, October). Stories of empowerment. *Counseling Today*, 60, 27-33; Utley, T. (2016, Jan 25). 4 technologies innovating mental health in 2016. Retrieved from <https://www.forbes.com/sites/toriutley/2016/01/25/4-technologies->



Tricia Cummings

School Counseling

Dr. Julie Cerrito



What recent developments within the CMHC/SC/RC field are you most excited about?

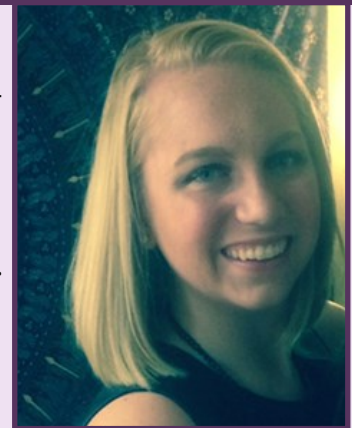
For SC, I am most excited that Pennsylvania's newly consolidated state plan for the Every Student Succeeds Act (ESSA) includes language surrounding the importance of improving postsecondary access for ALL students and initiatives such as how to engage school counselors in improving postsecondary success. It is wonderful to see how school counselors are acknowledged and celebrated for the important work they do in helping students reach their post-secondary college and career goals. Pennsylvania is also examining how to improve college access through statewide college application campaigns. I am proud to say that our school counseling faculty and students have partnered with several local school districts over the past two years to address the college application process and assist students and their parents in navigating the journey to college and a career. Pennsylvania has secured increased investments in Pre-K to 12 education over the past two years and have promoted policy changes that advance equity and personalized pathways to college and career readiness. In addition, Pennsylvania is about to unveil new Career Education and Work Standards (CEWS) to be implemented in Grades 3, 5, 8, and 11. So, there is so much to be excited about and never a better time to be a school counselor!

Where do you hope to see progress being made in the future?

I am just so pleased that our school counseling faculty and students have been instrumental in supporting and contributing to these state-wide initiatives in ESSA. All that work around a board table has paid off! My hope is that we can continue this momentum through our work with PDE, PSCA, and nationally. Additionally, my goal is to continue to get students out into the schools so that they can develop a true understanding of the importance of preparing youth for their future selves beyond high school, whether that is at a 2 year, 4 year, or trade/technical school. So many of the jobs of today require some level of advanced schooling beyond high school and it is important that students understand their options of pursuing their career dreams.

Recently there have been a few changes in the CHS Department that have happened and are allowing our department/programs to grow. The first is the recent merge between CORE (the former Rehabilitation Counseling accreditation standards) and CA-CREP (the accreditation standards for Clinical Mental Health and School Counseling programs) in 2017. Now that all of the programs are under the same accreditation standards, it serves as a way to educate and prepare students in all of our available programs for their time here at the University as well as post-graduation when they are beginning to enter their workforce. Another change is that the School Counseling graduate program has gone from a 48-credit program to a 60-credit program. The additional four classes students will have to take (Crisis Intervention, Addictive Behaviors, and two electives), will only ensure better counselor preparation and broaden their scope of disciplines and areas of interest. Additionally, being in a 60-credit program will allow students to meet the educational requirements to become a licensed counselor. Overall, these are two very big changes that are only going to benefit the students and the department as a whole.

Allison Smith



One recent initiative that has been gaining recognition in the School Counseling field is the Reach Higher Initiative. Launched in 2014, this campaign has been gaining national recognition. The initiative in and of itself encourages high school students to further their educational career once they have graduated from high school. Recently the Counseling and Human Services Department organized two events that implemented this initiative. The first was this past spring's College Signing Day held at Lakeland High School that celebrated the achievements of the seniors who were graduating and going on to pursue additional education. More recently this Fall, a Post-Secondary Education Readiness Night was held at Wyalusing Valley High School to educate students from local high schools on information about going to pursue further education and entering the workforce post-graduation. Both were wonderful opportunities to participate in and work to incorporate the Reach Higher Initiative into local schools.

Rehabilitation Counseling



Dr. Rebecca Dalgin

What recent developments within the RC field are you most excited about?

The most significant recent development for the field of rehabilitation is the passage of the Workforce Innovations Opportunities Act - WIOA. This piece of legislation, signed into law in 2014, contains numerous elements directly affecting the lives of individuals with disabilities, their families, and the rehabilitation counseling profession. The WIOA has the potential for significant advancement in employment for citizens with disabilities and has a primary focus on students transitioning from high school into the adult service systems assisting with employment, education and independent living goals. It will be exciting to see how this legislation continues to shape the way rehabilitation counselors interface with our clients, schools and employers.

Where do you hope to see progress being made in the future?

I hope to see an increase in employment for individuals with disabilities. A huge gap remains in this area between individuals with disabilities and those without. As a matter of fact, the Office of Disability Employment Policy puts the labor force participation for people ages 16 and up as 21% for people with disabilities and 68% for people without disabilities. There are many initiatives to work with employers to help increase accessibility and opportunities and to decrease remaining negative stereotypes and attitudes. I am hopeful with the new policies and programs coming out of the WIOA, specifically those focused on young people just beginning their career journeys, that we will start to see this gap lessen.

What is a recent development in Rehabilitation Counseling that you are most excited to implement?

In the world of Rehabilitation Counseling and in the lives of individuals with disabilities, Assistive Technology is an exciting promise for a more inclusive, accessible future. The development and integration of technology into the field creates endless possibilities for professionals looking to increase opportunities for individuals with disabilities. Assistive Technology is beginning to become a vital part of the lives of individuals with disabilities, not just making things fun, but making things possible. Natural disasters traditionally pose a fatal threat for individuals with mobility limitations, but now we are creating emergency stair travel devices for individuals with disabilities to self-transfer into in order to evacuate during emergency situations. Assistive Technology such as iPads or speech generating devices can be significant factors in gaining and maintain meaningful competitive employment for individuals with intellectual disabilities. There are more opportunities for individuals with disabilities to enjoying recreational activities with adaptive sports equipment or innovative sensory experiences, thanks to the advancements in technology and research. In some peoples lives, Assistive Technology provides a voice or way to communicate that may otherwise be unavailable. Technology can be the difference between living independently or relying on others for daily assistance. The possibilities of what technology can provide for this population are endless, and I am the most excited to implement these innovative techniques in my pursuit to help become more autonomous and successful in my role as a Rehabilitation Counselor.

Natalie Davison



Counseling and Human Services

Dr. Paul Datti

What recent developments within the Clinical Mental Health Counseling/School Counseling/Rehabilitation Counseling fields are you most excited about?



That's easy. The merger of CACREP and CORE is a huge step forward for the counseling profession. Up until now Rehabilitation Counseling was seen as separate from the other fields of counseling, but this merger shows that we are all counselors first, and have specialties after. This will help with the development of professional identity within the field, and will allow us to be more on the same level of Social Workers and Licensed Marriage & Family Therapists.

Where do you hope to see progress being made in the future?

Dr. Datti's hope is that the developments that are happening will allow for more advocacy to occur within the profession. Dr. Datti was a past president for the Pennsylvania Counseling Association (PCA), and very recently, they have hired lobbyists to ensure that counselors get the same recognition and wording that others (SW, LMFT) get in Pennsylvania legislature. These efforts have ensured that counselors are now included with these other helping professionals in being able to diagnose. Dr. Datti is excited to see continual progress from an advocacy standpoint and witness what this does for the counseling profession and identity.

What recent developments within the counseling field are you most excited about?

As I journey through junior year, I reflect on what my future might hold. It excites me how there is an overwhelming number of opportunities within the human services field. I recently have been intrigued by the growing Autism spectrum diagnosis and the increase of job opportunities within this area.

Where do you hope to see progress being made in the future?

After attending the disAbility conference, I was inspired by RJ Mitte's dedication to advocacy for equal opportunity employment. He is a perfect example of defying possible limitations people may place on us and showing them differently. He showed how "can't is a decision" and he choose differently. People like RJ give me hope for the future of the counseling profession because there are many others like him working towards embracing individuals with disabilities in the community and allowing their dreams to come true too. Individuals with disabilities may have to think outside the box or the "norm" to accomplish their dreams, whether big or small, but that doesn't mean they can't accomplish them. It is so important for us as future counselors to advocate for this issue, amongst many others.



Another issue that I have spent time reflecting on is the stigma placed around mental illness. It is our job to advocate and educate the people around us on the fact that having mental health issues or illnesses is not a bad thing. We learn in our classes how to be in tune with our emotions and how being self-aware has its benefits. However, many other people don't realize that getting help does not show weakness but, in fact, strength. There is no stigma against receiving treatment for a physical disease such as cancer, so why is there a stigma against receiving assistance with mental illness? Where is the disconnect? Are individuals unaware that what they are going through isn't "normal"? Or do people recognize that they may have an issue but don't even know where to begin to get help? I hope that we can reflect on these ideas and think about how we can work to end stigma against mental illness.

Julia Decker

Counselor Training Center

What recent developments within the CMHC/SC/RC/ field are you most excited about?

It is exciting to me that there is movement towards Counselors being recognized and acknowledged as an integral part of the systems that can assist in promoting the health and wellness of children and adults in more concrete and deliberate ways. We can see this in lobbying efforts to have counselors included as care providers for Medicare and to have counselor licensure be more uniform across the country.

Where do you hope to see progress made in the future?

I hope to see the stigma associated with seeking counseling go away or at least to continue to lessen. There seems to have been an increased effort by the counseling profession and communities in general to bring awareness to needs of those who live with mental illness, disabilities and trauma. We see this with suicide awareness and mental health support events on campus and in the community. When it is easier for people to seek services from the standpoints of reduced stigma, increased awareness and easier access, it sets the stage for people to learn new strategies and skills to potentially manage life's challenges with a bit more ease and support. The desired outcome would be that people could enjoy life and living more. I have said frequently that the best intervention is prevention so I hope to see continued efforts to dedicate time and resources to prevention efforts across a wide spectrum of issues.

In the Counselor Training Center I hope to see the development of additional opportunities for SC, CMHC, and RC students to work collaboratively with each other both on campus and in the community. When students engage in these collaborative opportunities it extends the insight and learning outcomes.



Of course one other thing I'd like to see progress towards both in the counselor training center and the profession is movement toward electronic record keeping and technology based interventions.

Geri Barber,
Director, Counseling Training Center

Internships

This section includes reflections from students who are currently in their internship placement from Counseling and Human Services, Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling Programs. We also included a practicum student as well because of their direct contact with clients and community prior to entering internship. They reflect on the newest initiative within their discipline area that they are the most excited about as well as how their internship experiences allowed them to learn more about counseling.

CHS Internship: 150 hours

CHS Advanced Internship: 200 hours

Practicum: 100 hours

Graduate Level Internship: 600 hours

CHS Internship

What is a recent development/initiative/technique in your discipline area that you are most excited to learn about and/or implement?

Being able to have empathy for any patient I come across is something I am continually developing. Everyday, through internship and my classes, I learn that people come from very different backgrounds. People are raised and influenced from a lot of different factors, such as their environment, family, friends, and culture. This means that no two patients are the same when it comes to the problems they face in their own unique lives. As I work to become a mental health professional, I am learning how to develop empathy for each case and truly understand how each patient feels.

How has your internship experience allowed you to learn more about new developments in the counseling field?

Asera Care (Hospice Organization) has allowed me to learn how precious life is no matter what stage of life you are in. No matter how old you are, we still all deal with problems that need to be worked through. These problems may change depending on your age, but they are still important. Working with the elder population through Asera Care has showed me a plethora of new physiological and physical problems that we as professionals can help rectify. As I continue my internship, I learn about new struggles, problems, and victories that come about in this set population. With these experiences, I am able to take away new ways to help people in many different populations. It is a humbling experience and I cannot wait to pursue more learning opportunities like this one in the near future, thanks to my program.



Jojo Crichton

Clinical Mental Health Counseling

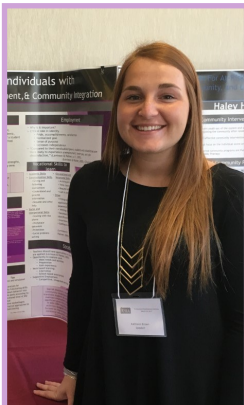
This Fall semester marks the beginning of my final year in the Clinical Mental Health Counseling Program. One of the most significant components of this last year, and of the program overall, is the completion of a 600-hour internship. This semester, I have begun my internship at Hospice of the Sacred Heart. Although it has only been a few short weeks, I feel as though I am learning so much and already feel more immersed in the counseling field and profession. My days spent visiting the hospice's inpatient unit and nursing facilities allow me to meet with and develop relationships with people from all walks of life. I am afforded the opportunity to interact with both people receiving hospice services and their loved ones. Although each of these people shares some common bond, they each illuminate, for me, a different aspect of the death and dying process, and of life's journey. As I establish new relationships and become more conscious of the experiences of others, I find myself yearning to become more aware of developments in the counseling field. Meeting so many new and different people, particularly at such a remarkable moment in their lives, encourages me to delve deeper into what it means to be a counselor, and how I can continue to be competent at what I do. As a result, I have certainly found myself engaging in more counseling-based research now than during previous semesters (which is surprising, given some of the research-based assignments I have had to complete over the years). With that said, one concept I have recently come across is that of integrated care. The mind-body connection is not a novel thought, but recent evidence suggests that symptoms previously considered psychosomatic may actually be real, measurable indicators of changes in physical health. As I continue my education, during these final semesters and beyond, I intend to continue advocating for the mind-body connection and implementing my own techniques in a way that fosters holistic wellness.



Sara Studenski

Rehabilitation Counseling

What are your thoughts on the changes occurring in the CHS Department? Although there are multiple changes occurring in the CHS department, I think one of the most important ones is the change from the option of 48 or 60 credits for the Rehabilitation Counseling students. When I first started the program, I immediately chose to only do the 48 credits because I would be done sooner and I had a graduate assistant position which only lasted two years. Additionally, I was unsure when I began whether or not I would want my LPC requiring the 60 credits. I thought about this decision many times and knew that 60 credits was not what was in my best interest at this time. I could have changed my mind at any point and continued on a 60 credit track, but I chose the direction which felt best for me. I have always enjoyed school, so I know the option of returning is always there if I decide I want my LPC. I enjoyed having the choice when I did, it matched what worked for me. Now, with the 60 credits being the requirement for the program, I think we will have more students interested in pursuing their LPCs and taking their time going through the program at one time.



Kathleen Brown

What is a recent development/initiative/technique in your discipline area that you are most excited to learn about and/or implement? Techniques, initiatives, and new developments are constantly surfacing in the field of rehabilitation counseling. One of the ways that I try and stay up to date on the ever changing field is through my professional memberships like NRA (National Rehabilitation Association), PRA (PA Rehabilitation Association), ACA (American Counseling Association), and PCA (PA Counseling Association). Through memberships in these organizations, new developments are constantly shared through emails, newsletters, and journals. One of the most recent journals from NRA had an article relating employment, health and well-being, and disability. In this article the authors touch upon how counselors should not be focusing only on the disability and its limitations which result in the presenting problem, but should be focusing on all aspects of the individual's life. By focusing on all aspects of the individual's life, the overall well-being of the individual would improve. Having being rooted in the Jesuit tradition of Cura Personalis, "care for the whole person", for the last 6.5 years, I was instantly drawn to this technique used in the article. I have been trying to implement this technique in my work as an intern with the diverse individuals, disabilities, and situations that I encounter. The process has been beneficial thus far and I hope to see other counselors realizing the connection between all aspects of an individual and not just the presenting problems.

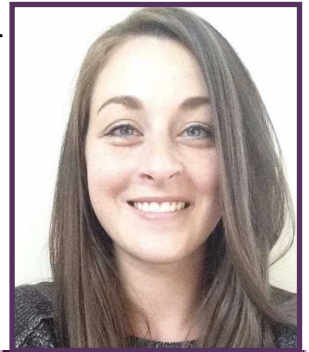
School Counseling

What is a recent development/initiative/technique in your discipline area that you are most excited to learn about and/or implement?

During my internship at the Elementary Level we have started implementing a research based curriculum called MindUP during our Guidance Lessons and Individual Counseling Sessions. This curriculum incorporates brain-focused strategies to help students maintain mindfulness and a conscious awareness of their current environment. It focuses on academic success, social/emotional awareness as well as the importance of psychological well-being and how it impacts the success of our students. MindUP is a wonderful resource for school counselors and the lessons can be acquired for each age level (Pre-K-8). It's exciting to see the two domains (academic & social/emotional) of the ASCA foundation present in this curriculum and proved to be such an important part of the success of our students. In my opinion, it encapsulates the importance of School Counselors within the School Environment by proving our position is crucial in the success and well-being of all students.

How has your internship experience allowed you to learn more about new developments in the counseling field?

During my internship experience I've been introduced to multiple developments within the counseling field and I'm truly grateful for my field supervisors for all the experiences I've had thus far. Although these topics may not be new for us as school counselors, I feel they are new to the local districts. I encourage students at the University of Scranton to feel confident in our program because I find as an intern I am both accepting resources and providing them. Some new developments to the local districts would include the importance of successful Classroom Management strategies; the importance of College/Career lessons at ALL levels; and the importance of School Climate and Positive Behavior Plans. The University of Scranton has done a wonderful job preparing its students with ways to assist in these developments in the school environment. Some new developments I've noticed in the school setting with which I'd like to become more knowledgeable would be the increase in students in the behavioral support classrooms. I find that there is a significant increase in students who need behavioral support within the schools; I'd like as a counselor to become more involved with these classrooms and develop needs-based guidance lessons for those classrooms.



Emma Keyes

Practicum Student

What are your thoughts on the changes occurring in the CHS Department?

As CORE and CACREP merge, the counseling field becomes more united and moves closer to achieving its 20/20 vision which includes collaboratively engaging in defining professional counseling, increasing implementation of standards for counseling program development, broadening license portability, and holds all counselors accountable to provide the most ethical care for all of the individuals we interact with. I am looking forward to all counseling professionals collaboratively engaging in integrative care to foster growth and promote wellness through holistic care in the future, both as our program and the counseling field in general, progress.



Casey Scafella

What is a recent development/initiative/technique in your discipline area that you are most excited to learn about and/or implement?

I am most excited to learn about and implement neurobiological aspects of experience, learning, and development into counseling. As I studied neuroscience and psychology during my undergraduate career, I am fascinated by the implications of neural nets and synaptic connections made throughout our social experiences that form patterns for interpreting and responding to similar events in the future. As holders of hope and agents of change, we have a responsibility to educate and support our clients through active exploration of patterns that have room for growth and our aim is to promote resilience and empowerment. Through increased awareness of the neurobiological plasticity we know humans are capable of, counselors can assist our clients in the development of new interaction patterns, attachments, and emotional responses to situations and may create healing for our clients through the development and maintenance of the therapeutic relationship.

Job Placement

This section includes a reflection from a student who graduated from our Counseling and Human Services Program. She reflects on the changes that she is most excited to see in the field and how changes in the profession are having an impact on her as she transitions from undergraduate to graduate school.

CHS Student

Bridget O'Connor



This past year transitioning from my undergraduate degree to my master's degree, I have heard people talking about mental health awareness more than ever. Between social media, celebrities, and advocates for the profession, the word is getting out. The spotlight on the importance of mental health is going viral. People are more open to talking about their mental health, and where they can receive help. For example, I have so much respect for the hit song of summer 2017 by the rapper Logic, "1-800-273-8255," which is the hotline for the National Suicide Prevention Lifeline. The lyrics in the song are so powerful. After the VMA performance of that song by Logic, more people than ever were calling the hotline to talk to crisis centers over the phone. The profession is making a name for itself and is getting attention from so many around the globe. Advocating for mental health is very important to me, and I cannot wait to see how the conversation grows as I dive further into my career.

I hope to see license portability in the next few years. In my Clinical Mental Health master's program, we often discuss the issues that come with moving to a new state as a licensed counselor. Many in the profession are hoping that the requirements change soon. I see this as something imperative for the profession. Counselors who move to different states or have clients who move to different states would find this helpful in order to practice therapy. Online counseling would not have as many risks, and counselors would not have to seek more supervised hours for a career they have already had proper supervision for in their previous state. The requirements for licensure are different from state to state, so having set requirements for all 50 states would benefit so many practitioners and clients.

The Future of CHS

CORE/CACREP Merger

By: Dr. Rebecca Spirito-Dalgin,

Rehabilitation Counseling Program Director

In July of 2017, we saw the completion of the merger between our two accreditation bodies CORE and CACREP. Our Rehabilitation Counseling program is now fully accredited by CACREP until 2022. This has major significance for our program and the field. It emphasizes that Rehabilitation is a specialty area of counseling and will help to align a large number of the educational standards for our CHS department graduate programs. It also pushes the field of rehabilitation counseling to take a strong look at our identity and our unique contributions to the counseling profession and has sparked numerous discussions across our professional organizations regarding the roles and scope of practice of rehabilitation counselors and the need for us to work together to strengthen the profession as whole. We are excited to see where these changes will take the profession and the future of our program.



Changes in School Counseling

By: Dr. Julie Cerrito

School Counseling Program Director

The school counseling program successfully transitioned from a 48 to a 60 credit program and welcomed the first class in the Fall of 2017 under the newly revised curriculum. This change was made in response to CACREP requirements stating that as of July 1, 2020, all entry-level masters degree programs in counseling will require a minimum of 60 semester credit hours or 90 quarter credit hours for all students. This requirement also fits with the educational requirements required for licensure in the state of Pennsylvania. The twelve additional credits include the following courses: COUN 563 - Crisis Intervention, COUN 549 - Assessment and Diagnosis, and 6 credits of electives that students can tailor to their personal and professional career goals. We believe that the additional courses will afford school counseling graduate students more employment opportunities that extend beyond school settings and will enable them to work in a variety of different settings including community and clinical mental health counseling, career services, college admissions, and private practices.

Happenings in CHS

Pennsylvania Counseling Association Conference

The Pennsylvania Counseling Association hosted this year's fall conference November 3-5, 2017 in King of Prussia, PA. This year's theme was Building Alliances: Working Together for Change. The University of Scranton was well represented at this year's conference and many of our graduate students and faculty members presented.

- **Dr. Paul Datti** and **Dominick Petitto** presented at the Pre-Conference institute, Transgressing Binaries: Towards a Multidimensional Understanding of Gender, Sexuality, and Intersections with Other Identities. Dr. Datti also presented (Re)defining the Relationship: Understanding Polyamory and Implications for Counselors.
- **Dr. Leann Eschbach** and **Emily Lang** presented on the Application of The Hope Centered Career Model for At Risk Youth and the Post-High School Transition.
- **Gabriel Gross** and **Dr. Ben Willis** presented on Navigating Death and Dying: An Identity and Relational Focused Approach.
- **Dr. Kevin Wilkerson** presented on Attending to Atheists: Counseling Perspectives for Professional Practice
- **Kathryn Soeder** and **Dr. Katherine Purswell** presented on Interpersonal Neurobiology and Attachment: Practical Implications for Counselors.

PCA is a state branch of the American Counseling Association, the national professional association that represents professional counselors who live and practice in the United States. PCA is an organization of professional counselors who value a collegial community, continuous learning, service to others, visionary leadership, and a commitment to professional ethics and standards of practice. Those interested in joining PCA should visit www.pacounseling.org.

Written by: Mara Wolfe



Happenings in CHS

Office of Vocational Rehabilitation Mock Interview Day

Being apart of the OVR interviews was an amazing experience. The event not only benefited the students that came, but also gave the opportunity for graduate students to learn something new too. I found the interviewing process to be fun and educational. Being apart of this process taught me about future careers and populations I could work with. It's something I have never experienced before and honestly I was a little nervous. These students came to me to practice interviewing for future employment and I had a bit of nostalgia because only two years ago, I was in my career seminar practicing interviewing for internships. In a way, I connected with these students because I have been in their position before. I used my knowledge and skills to work with these students to help them strengthen their own.



Elyse Travers

It was nice to see other parts of the event like Dress for Success. It gave the students a chance to learn how to properly dress for an interview. Which tied in well with the mock interviewing portion of the event. The students that I met during the interviews had personalities that were full of life and happiness. I could tell how appreciative they were to be at this event. Even if they were nervous during the interview, they managed to answer any question I gave them. Their answers to my questions were answered with confidence and passion and that showed me what true potential they have for future employment.

The students that I worked with were a positive reminder for me on why I chose this field of work. Being apart of opportunities like this one, continues to impact my life daily. I encourage those who missed this year's event to try and participate next year.

It truly was a rewarding experience to be a part of and I am looking forward to the next one.



Happenings in CHS

Working with Assistive Technology

Greetings all,

I wanted to take some time to share about the experience of working at the Summer Academy program this past summer. Through a partnership between the Office of Vocational Rehabilitation, the Bureau of Blindness and Visual Services, the Pennsylvania Department of Labor & Industry, and several other key governmental organizations, the Summer Academy is hosted at Penn State University as a three week program for high school students who are blind and visually impaired, preparing for post-secondary level education. Here, students who wish to go to college or prepare for a career following high school, have the opportunity to further develop their independent living skills, traveling and networking skills, and skills related to assistive technology. As a graduate student in the Rehabilitation Counseling program at the University of Scranton, I can honestly say this experience with new technology opened my eyes to the many resources that are made available for people with visual impairments. Through the tech expo and courses run for using assistive software on the iphone, I witnessed a shift from accommodating people with disabilities to giving them full access to tools and information technology that they can use to be successful in careers and daily living.

One device I saw and used at the tech expo was the google smart glasses paired with Aira, an app that brings independence and self-assurance into the lives of people who are visually impaired. Through this technology, users can connect to an online agent who receives video footage and a google map image of where the user is located. Through a built in speaker on the ear piece of the google smart glasses, app users can receive verbal instruction, description, and assistance detailing their surroundings and activity that is happening right in front of them. The second of many really cool devices that I saw was the OrCam Myeye device. The OrCam Myeye is a portable vision device that hooks up to one's glasses and it can scan and read texts, identify faces, and read labels during shopping. This device blew my mind, and I thought about what the future holds for people with disabilities as technology continues to grow and expand to unmeasurable limits. Where technology helps make things easier for people without disabilities, it also helps make tasks possible for a person with a disability. Empowerment is a crucial aspect focused on at the Summer Academy and I truly believe that this work experience gave me to chance to learn more about accessibility and it helped me grow as a Rehabilitation Counselor in the making.

Alex Malecki



Thank you for your time,
Alex Malecki

Happenings in CHS

Post Secondary Education Readiness Night

On September 26, 2017, fifteen students from the University of Scranton Graduate Counseling Program made the hour long journey to Wyalusing Valley High School to provide information sessions to 10th-12th grade students and their parents focusing on preparing for their post secondary education and life after high school. This event was planned in conjunction with the Wyalusing Area High School and Towanda Area High School Guidance Departments. Dr. Eschbach, Dr. Cerrito and the University of Scranton graduate counseling students participating in practicum or internship. Work station topics included: How to Select a Major, Minors/Concentrations/Tracks, How to Select a College, College Scorecard, A Guide to College Housing, The College Application Process, How to Visit a College, The Common Application, A Crash Course in Financial Aid, Registering for the SAT/ACT, and Making Responsible Financial Decisions. In addition to the work stations, there was a mini local college fair with representatives attending from the University of Scranton, Pennsylvania College of Technology, Wilkes University, Corning Area Community College, Luzerne County Community College, Lackawanna College, Lackawanna College's School of Petroleum and Natural Gas, Mansfield University of Pennsylvania, King's College, and Keystone College.

Overall, the event was considered a great success! Many high school students and parents commented on how valuable the information presented was. Over 75 high school students and parents attended the event from three different area school districts including: Wyalusing Valley, Towanda Area, and Tunkhannock Area. Attendees who completed the pre/post surveys also were eligible to win door prizes that were donated by local area businesses and the postsecondary institutions that attended.

A big thanks goes out to the University of Scranton Admissions Office as they were gracious enough to provide the refreshments and folders for attendees!

Written By: Jerika Cummiskey

Practicum Student Participant



Pictured left to right: Back Row: Stephanie Mereday, Dr. Julie Cerrito, Jerika Cummiskey, Kelly Styczynski, Zachary Watters, Noel Furman, Emma Keyes, Dr. Lee Ann Eschbach, Allison Smith, Nicole Gaetano. Front Row: Casey Scafella, Angela Pesce, Brianna Polluck, Kelsey Loftus, Christina Brislin, Sarah Halpin, Sara Studenski

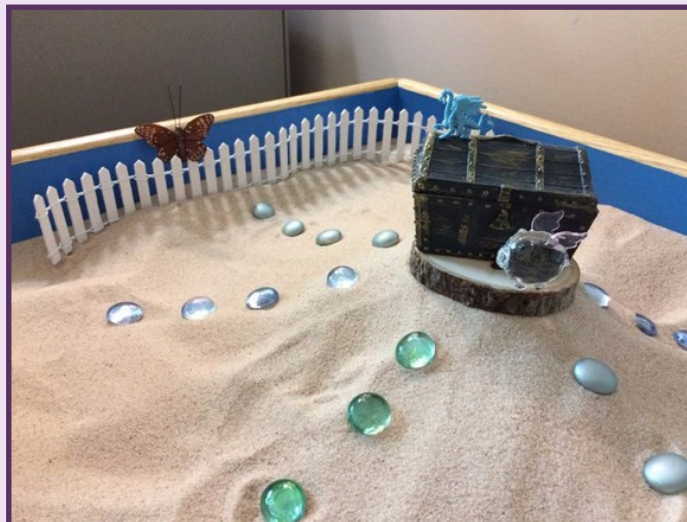
Happenings in CHS

Digging Deeper: Sandtray Therapy with Pre-Adolescents, Teens, and Adults

A Workshop with Dr. Katie Purswell

Earlier in the semester, CMHC Co-Director Dr. Purswell led an engaging, 6-hour training on the innovative expressive modality of sandtray therapy. This unique form of therapy, which gained popularity in the 1970s and even more recognition as a counseling technique just recently, can be used with clients ranging from pre-adolescence to adulthood. Dr. Purswell explained sandtray therapy as an approach that involves using miniature items or figurines in sand to allow clients the opportunity to make internal processes and feelings more external, thereby allowing clients to better understand and see what they are feeling and find new ways to talk about these feelings. One of the major benefits of this therapy is that it does not require individuals to talk specifically about what is happening to them, but rather, they can speak in a metaphorical perspective. For example, instead of asking the client how the dragon miniature relates to his or her own life, the counselor might ask them to explain how the dragon is feeling.

This innovative approach to counseling is new for most people in the field, but Dr. Purswell has received extensive training in sandtray therapy and often incorporates it into her own work. Dr. Purswell was very happy with how the workshop she led went, and shared that she got great feedback after the event. She hoped to make the workshop practical by teaching clients about the therapy and then allowing them to practice it and try it out themselves. Dr. Purswell believes this approach can be beneficial for clients dealing with a variety of issues, and hopes more professionals will consider learning about and implementing it in the near future.



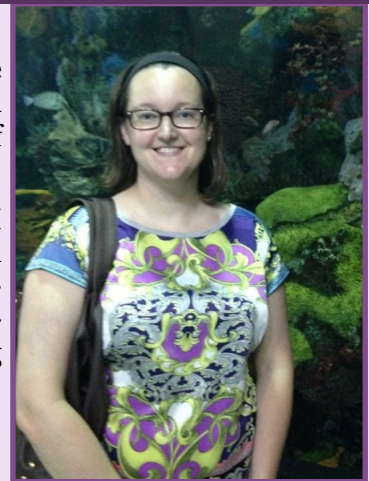
2017 disABILITY Conference

As a graduate student in the Rehabilitation Counseling Program, I believe this year's disABILITY Conference proved to be an incredibly valuable and exciting experience from start to finish. The day began with a joint training seminar that not only allowed me to gain some very practical insight into the inner workings of the individual agencies throughout our area, but also provided an illustration of the ways in which these agencies work together to more effectively meet the needs of the clients they serve. The concepts, skills, and evidence-based practices that I had been learning about in class really came to life as I participated in a variety of discussions and exercises with industry specialists throughout the day. But perhaps the most notable aspect of the daytime training session was the invaluable networking opportunity it afforded me, as I was able to connect with seasoned professionals that I hope to one day work alongside.

Following the seminar, and in true Hollywood fashion, fellow advocate and Breaking Bad superstar, RJ Mitte, took the stage and undeniably stole the show. While his star power alone was more than enough to draw in the masses, it was the stories he told and the messages he conveyed that had the greatest impact. Throughout his presentation, Mr. Mitte chronicled his life, discussing everything from his early childhood experiences, to his current roles as official Ambassador for United Cerebral Palsy and celebrity face of the #CutTheBull campaign. While revealing what his personal disability has meant to him, Mr. Mitte very poignantly expressed what he hopes disability might one day mean to everyone. As he spoke, I felt a genuine sense of pride in the profession I am pursuing, as well as an inherent awareness of the importance of advocacy.

By the end of the night, there was no question how grateful I was to have had the opportunity to attend such an exceptional event. And with that said, I would like to leave you with this...if anyone reading this has the opportunity to attend next year's disABILITY Conference, whether it be the daytime seminar, the evening presentation, or both...please go...you'll be so glad you did!

Shannon Saxon-Price





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

CHSA

2017-2018 Officers

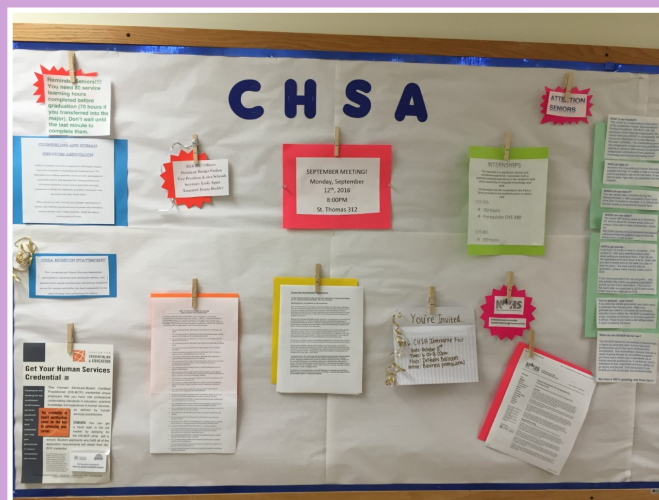
Christina Futterknecht—President

Delia Gavin—Vice President

Geoffrey Morton—Secretary

Samantha Volpe—Treasurer

The Counseling and Human Services Association has completed two service events this semester. So far we have participated in Safe Trick or Treat and our Cards for Veterans Event, where we create thank you notes for veterans who served our country. Later this month, we are partnering with TUA in a fundraiser designed to help the survivors of the hurricanes that have occurred this year. We've been honored to work with partners like TUA and AseraCare to reach out to our community because the driving force behind counseling is compassion for others and doing service lets us put that into practice in the here and now.



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

Chi Delta Rho

WHAT IS CHI DELTA RHO?

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

OUR MISSION

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

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

SEMESTER UPDATE

This semester, Chi Delta Rho focused the majority of its efforts on supporting hurricane relief funds through the Red Cross. Through the support of the University of Scranton community, and Chi Delta Rho's awesome members, our small honors society was able to raise nearly \$300 to donate to relief efforts. This was done through our annual bake sale that occurred on November 9th – Dr. Bruch claims that it is the most successful one to date!

In addition to these efforts, Chi Delta Rho supported the Katie Foundation, whose efforts focus on mental health and suicide awareness, by running a table at their 5K event's wellness fair. At this table, visitors were able to take depression and anxiety screenings, talk to our many volunteers about mental health awareness, and make stress balls.

Finally Chi Delta Rho put together a small donation for the Blessing of the Books event here at the University. Members and counseling department faculty donated children's books with a counseling theme – empathy, friendship, kindness, etc. – and wrote a note of encouragement to the eventual recipients of the books.

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

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



Pictured from left to right: Jackie Bailey, Nicole Gaetano, Allison Smith, Natalie Davison, John Esposito, Mara Wolfe, Zachary Watters, Sara Studenski, and Liam Mooney.

2017-2018 Officers

Ashley Rempe, President
Zachary Watters, Vice President
Mara Wolfe, Secretary
Natalie Davison, Treasurer

John Esposito, Clinical Mental Health Counseling Liaison
Kerry Pernot, Rehabilitation Counseling Liaison
Allison Smith, School Counseling Liaison

Tau Upsilon Alpha



2016-2017 Officers

Julia Decker—President

Lea Zaengle—Vice President

Emily Mulhaul—Secretary

Christina Augustzin—Treasurer

Tau Upsilon Alpha, the Undergraduate Counseling and Human Services Honor Society, fosters learning, leadership, and personal growth. We work to promote service to humanity with academic excellence. Members demonstrate academic excellence in the Counseling and Human Services major. The opportunity to apply to TUA is sent to students who have completed the equivalent of 3 full time semesters towards their bachelor's degree, have a 3.25 GPA or higher, and are in the top 35% of their class within the CHS major.

In addition to welcoming the new inductees this past spring, we are welcoming four new officers. Julia Decker, the President, is a junior Counseling and Human Services major with a minor in psychology and a concentration in Nutrition. She is a member of CHSA and is a work study student at the Center for Service and Social Justice. Lea Zaengle, the Vice President, is a senior Counseling and Human Services major from Philadelphia, PA. and is also a member of the CHSA club. She interned at AseraCare Hospice last semester and is currently interning at the Catherine McAuley Center. Emily Mulhaul, the Secretary, is a senior double major in Counseling & Human Services and Psychology, also in the accelerated Clinical Mental Health Counseling program. In the Fall of 2016 she interned at Clearbrook Treatment Centers, an inpatient addiction treatment center, and will be returning in the Spring of 2017 for her advanced undergraduate internship. Christina Augustzin, the Treasurer, is a junior Counseling and Human Services major with a minor in Criminal Justice and plans to intern at the District Attorney's Juvenile Unit in the Fall 2018 semester. She is also a member of CHSA and is the Social Media Coordinator for "Her Campus."

We are very grateful for the privilege of being the officers of this honor society and are looking forward to our events in the spring. This fall we TUA partnered with CHSA and hosted a Krispy Kreme Donut fundraiser in November where students were able to text a specific phone number and have donuts delivered right to their dorm room! TUA is proud to donate the profits to the hurricane relief fund through the Red Cross. To find out more about our officers and upcoming events, check out the bulletin board on 4th floor McGurrin.

Undergraduate Awards

Rose Kelly Award

My name is Deidre Dzugay, and I am the 2017 winner of the Rose Kelly Award! When I was first nominated, I honestly never heard of the award. After learning about it and why I was nominated, I was filled with joy and excitement. The fact that I was even nominated blows my mind because I am usually not the person to step back and be proud of my accomplishments. I honestly just love helping people and doing everything I can to stop the stigma of mental health, so it doesn't even feel like I'm trying hard to do anything! I guess that's what they mean when they say, "if you love what you do, you'll never work a day in your life!" Winning this award means more than I could even imagine. It really is proof that what I'm trying to do for the school and others is really working. This award really makes me feel like I'm making a difference, and that is a feeling I could never put into words. This is just another form of motivation for myself to continue what I'm doing and even give another 200% more. My one true goal is to inspire others and have them pursue their goals because of me. I feel like I am on the right track. The one group of people I'd love to thank is the CHS department. Without this department, I don't know what I'd be doing with my life; so thank you! With this award, I am excited to continue stopping the stigma of mental health and guiding others.



Deidre Dzugay



Faculty Awards

2017 Counselor Educator of the Year from the Pennsylvania School Counselors Association (PSCA).

Dr. Cerrito has been recognized for outstanding leadership in school counseling, particularly in addressing the college and career readiness needs of PK-12 students and issues surrounding equity, diversity, and advocacy. Dr. Cerrito has been a part of the National Reach Higher Initiative representing the state of Pennsylvania as a counselor educator at the annual White House Convening since its inception in 2014. She has also worked extensively with PSCA and PDE regarding several statewide initiatives focusing on the impact school counselors have on the college and career trajectories of school aged students in Pennsylvania.



Graduate Awards

2017 Graduate Student Scholarship from the Pennsylvania School Counselors Association (PSCA)



Jerika Cummiskey was awarded the Graduate Student Scholarship from The Pennsylvania School Counselors Association (PSCA) for her exceptional academic achievement and outstanding leadership in school counseling, especially in the area of PK-12 college and career readiness counseling. Jerika is one of two school counseling graduate students statewide selected to receive the scholarship and will be honored at the annual PSCA Recognition Banquet in Hershey, PA on Thursday, November 30, 2017. The scholarship provides a financial award to graduate students in an approved School Counselor Education program at a college or university in Pennsylvania. The scholarship is open to Pennsylvania residents who plan to enter or who are already enrolled in a graduate program designed to lead to certification as a school counselor.

Professional Achievements/Conferences

Dr. Julie Cerrito

Publication:

Behun, R. J., **Cerrito, J. A.**, Delmonico, D. L. & Campenni, C. E. (2017). Curricular abstinence: Examining human sexuality training in school counselor preparation programs. *Journal of School Counseling* 15(14), 3-33.

Presentations:

Behun, J. A. & **Cerrito, J. A.** (2017, October). The ethical decision making process and its impact on personal wellness: The standard of self-care. Paper presented at the meeting of the Association for Counselor Education and Supervision Bi-Annual Conference, Chicago, IL.

Cerrito, J. A., Valonis, L. & Watters, Z. (2017, December). Making college transitions sweet: Tips for hosting a College Signing Day. Paper presented at the meeting of the Pennsylvania School Counselors Association Annual Conference, Hershey, PA.

Dr. Julie Cerrito & Dr. Lee Ann Eschbach

Presentation:

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

Dr. Paul Datti

Publication:

Conyers, L. M., Richardson, L., **Datti, P. A.**, Koch, L., & Misrok, M. (2017). Benefits of Employment for People with HIV: Health, Social, and Prevention Outcomes. *AIDS Education & Prevention* 29(5), 476-491.

Presentations:

Edwards, J., & **Datti, P. A.** (2017, November). (Re)defining the relationship: Understanding polyamory and implications for counselors. Presentation provided at the annual Pennsylvania Counseling Association fall conference, King of Prussia, PA.

Datti, P. A., Edwards, J., Marsili, R., & Petitto, D. (2017, November). Transgressing binaries: Towards a multidimensional understanding of gender, sexuality, and intersections with other identities. Half-day pre-conference institute provided at the annual Pennsylvania Counseling Association fall conference, King of Prussia, PA.

Dalton, S., **Datti, P. A.**, Marsili, R., & Petitto, D. (2017, July). Community training on affirmative counseling practices for LGBT clients. Sponsored by the PA Association of LGBT Issues in Counseling and the PA Counseling Association, Unitarian Universalist Fellowship, Ligonier, PA, July 2017.

Dr. Paul Datti, Gerianne Barber, & Brandice Ricciardi

Publication:

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

Dr. Lee Ann Eschbach

Presentations:

Eschbach, L. A. & Lang, E. (2017). Application of the Hope-Centered Career Model for At-Risk Youth and Transitions. Presentation provided at the Pennsylvania Counseling Association Conference, King of Prussia, PA.

Eschbach, L. A. & Bamford, S. (2017). #betheripple: Implementing a Trackable Kindness Challenge in Your School. Presentation provided at the Pennsylvania School Counseling Association, Hershey, PA.

Dr. Lee Ann Eschbach & Dr. Rebecca Spirito-Dalgin

Presentation:

Eschbach, L. A. & Spirito-Dalgin, R. (2017). A Qualitative Exploration of the Impact of Mental Health Treatment Court: Perspectives of Recent Graduates. Presentation provided at the National Psychiatric Rehabilitation Conference, Atlanta, GA.

Professional Achievements/Conferences

Dr. Katherine Purswell

Publications:

Purswell, K., & Bratton, S. (in press). Children's experiences in the therapeutic relationship: Development and validation of a self-report measure. *Journal of Humanistic Counseling*.

Presentations:

Purswell, K., & Stulmaker, H. (2017). *Limit setting in play therapy: An exploration of theoretical approaches*. Association for Humanistic Counseling Conference, Syracuse, New York.

Soeder, K., & **Purswell, K.** (2017, November). *Interpersonal neurobiology and attachment: Practical implications for counselors*. Pennsylvania Counseling Association Conference, King of Prussia, Pennsylvania.

Purswell, K. (2017, September). *Digging deeper: Sandtray therapy with pre-adolescents, teens, and adults*. 6-hour workshop, Counseling and Human Services Continuing Education Workshop Series. University of Scranton, Scranton, Pennsylvania.

Professor Brandice Ricciardi

Presentations:

Ricciardi, B. "Ethical Practice for Counseling Professionals" invited presentation Geisinger Marworth Waverly, PA 7/26/17.

Ricciardi, B. "Walking with Those Grieving the Loss of a Child" invited presentation Diocese of Scranton, Scranton, PA 10/21/17.

Dr. Rebecca Spirito-Dalgin

Publications:

Spirito-Dalgin, R., Dalgin, M. H., & Metzger, S. A. (2017). A Longitudinal Analysis of the Influence of a Peer Run Warm Line Phone Service on Psychiatric Recovery. *Community Mental Health Journal*, 1-9.

Spirito-Dalgin, R. (2017). The Complex Nature of Disability Stigma in Employment: Impact on Access and Opportunity. In S. B. Thomson & G. Grandy (Eds.) *Stigmas in the Organizational Environment* (55-70). New York: Palgrave Macmillan.

Dr. Kevin Wilkerson

Presentations:

Wilkerson, K. "Attending to Atheists: Counseling Perspectives for Professional Practice" will be presented at the annual Pennsylvania Counseling Association conference in King of Prussia, PA, on 11/4/17.

Wilkerson, K. "Twitter and Pinterest and YouTube, Oh My! Enhancing Communication Via Social Media" will be presented at the annual Pennsylvania School Counselors Association Conference in Hershey, PA, on 12/1/17.

Dr. Benjamin Willis

Publication:

Willis, B. (2017, Dec.). An analysis of peer feedback exchanged in group supervision. *Counselor Education and Supervision*.

Presentations:

Willis, B. (2017). Forging Strong Professional Identity: Towards a Better Understanding of Identity Development. Presentation at the Association for Counselor Educators and Supervisors Conference.

Willis, B. & Gross, G. (2017). Navigating Death and Dying: An Identity and Relational Focused Approach. Presentation provided at the annual Pennsylvania Counseling Association Conference, King of Prussia, PA.

Willis, B. (2017). Identity: Why it Matters and How it Develops. Presentation provided at the Faculty Research Series Seminar, University of Scranton.

Faculty Fun Fact

With the winter break quickly approaching, we were curious as to what our faculty members like to drink when they are cozied up next to a crackling fire, hence we asked them what their favorite festive fireside refreshment is!

Dr. Datti — 100 year old cognac

Dr. Cerrito just likes to be by the crackling fire and the freshly cut evergreen tree in the Nittany Lion Inn.

Professor Ricciardi — Warm apple cider though at Christmas I always try to have a glass of eggnog as it reminds me of holidays with my grandparents.

Dr. Eschbach — Hot apple cider or gran marnier

Dr. Dalgin — mulled or spiced apple cider—YUM!

Dr. Wilkerson—I make a mix using Fresca and pink lemonade that is pretty refreshing. It's like an anti-Sprite. Instead of lemon-lime, it's grapefruit/lemonade.

Dr. Willis — Hot chocolate

Dr. Purswell — Mulled cider

Dr. Bruch — Hot cup of tea

Dr. Bordonada — Cranberry sparkler



PCPS CONTACT LIST

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

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

McGurrin Hall Phone Prefix (570)-941-

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

Newsletter Staff:

Faculty Advisor: Brandice Ricciardi

Student Editors: Jerika Cummiskey and Emma Sommers

Special thanks to John Esposito for his editorial assistance.

CRC

Certified Rehabilitation Counselor (CRC)

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

NCE

National Counselor Examination for Licensure and Certification

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

HS-BCP

Human Services Board Certified Practitioner (HS-BCP)

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