

Counseling and Human Services Departmental Newsletter

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Applied Behavior Analysis



**Dr. Lori Bruch,
Department Chair**

Greetings from the 4th floor of McGurrin Hall, home to the Counseling and Human Services Department, Lots of exciting initiatives are underway in our department where the faculty and staff have continued to demonstrate innovation and leadership in program development, implementation, and assessment. As you may know the department consists of an undergraduate program in Counseling and Human Services that is accredited by the Council for Standards in Human Service Education (CSHSE) and is supported by faculty members Drs. Paul Datti, Tiffany Bordonada, Mary Troy, and Elizabeth Jacob (Emirita faculty). We are home to three graduate programs that are all accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Clinical Mental Health program is supported by Drs. Oliver Morgan, Ben Willis, and Prof. John O’Bell. The Rehabilitation Counseling program is supported by Drs. Rebecca Spirito Dalgin

and Lori Bruch. The School Counseling Program is supported by Drs. LeeAnn Eschbach, Kevin Wilkerson, and Julie Cerrito. Our Counselor Training Center is the clinical heart of our program and supported by the work of Prof. Gerianne Barber.

During this academic year, we welcomed Dr. Vanessa Jensen to the CHS Department. She has expertly developed a post graduate certificate in Applied Behavioral Analysis for professionals who are currently working in the field of behavioral health. We recently heard from the Association for Behavior Analysis International (ABAI) that they have verified “our coursework requirements meet the eligibility to take the Board Certified Behavior Analyst® or Board Certified Assistant Behavior Analyst® examination. Applicants will also need to meet additional requirements before they can be deemed eligible to take the examination.” We are thrilled to include this evidence based program to help raise the number of Board Certified Behavior Analysts in our area. Our future plans include the development of an ABA campus clinic, a minor in ABA at the undergraduate level, along with an online master’s program in ABA.

Additionally, our University, through the leadership of Dean Debra A. Pellegrino, opened the Autism Collaborative Centers of Excellence Executive Hub (ACCE) on Thursday, April 4, 2019. This is the first of five hubs to open as part of a seven million dollar collaboration from the ALLOne Foundation. The five centers of excellence hubs are Misericordia University, Friendship House, Wyoming Valley Children’s Association, Geisinger Autism and Developmental Medicine Institute, and The University of Scranton. *ACCE works to connect individuals, families, and caregivers to ASD care in Northeastern and North Central Pennsylvania. Through partnerships with community organizations and those they serve, ACCE strives to advance an inclusive and collaborative environment where participants feel they have support when they need it along with the autonomy they desire in the community.* We are pleased to welcome Dr. Erin Dunleavy as Project Manager of the University’s Executive Hub. As we embark on this journey of collaboration I am reminded of a quote by Henry Ford, “*Coming together is a beginning, staying together is progress, and working together is success.*” It is clear that the ACCE group is already working together and destined for success.

To further support the work of ACCE, our 18th Annual U.S. Conference on disABILITY is dedicated to the topic of Autism. We hope that you will save Thursday, October 10, 2019 and join us as we explore Autism Across the Spectrum: Building Inclusive Communities.

As we go to print with the 2019 spring edition of the newsletter, I’d like to thank our Co-Editors, Kaitlin Lambert and Emma Sommers. Also, a special thank you to Dr. Mary Troy, our faculty advisor to the Newsletter. So many people support the work of our department, we are grateful for our graduate assistants and work study students. We are particularly blessed to have Ann Keeler and Pam Turbessi as our front office team making CHS a welcoming place for all. To our graduates, we know that you have been well-prepared. Now in the words of St. Ignatius “*Go forth and set the world on fire.*”

Wishing everyone a relaxing summer,

Lori A. Bruch, Ed.D., CRC, LPC
Chair, Counseling and Human Services

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

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

- 1. Commitment to Wellness**
 - The 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

An Overview of Applied Behavior Analysis

Applied Behavior Analysis is the science in which the principles of the analysis of behavior are applied systematically to improve socially significant behavior and experimentation is used to identify the variables responsible for behavior change.
(Cooper, Heron & Howard (2007))

This definition contains six key components of ABA. These include:

- ABA is guided by the attitudes and methods of scientific inquiry
- All procedures are described and implemented in a systematic, technological manner
- Not all means of changing behavior qualify as ABA; only those derived from the basic principles of behavior
- Focus on socially significant behavior
- Meaningful improvement in important behavior
- Analyze the factors responsible for improvement

Additional Information on Applied Behavior Analysis (ABA):

- In a 1987 study, Ivar O. Lovaas compared the results of a control group to that of young children with autism who received ABA therapy. Results indicated that with 40 hours of ABA therapy a week for several years 90% of participants substantially improved, some even to normal intellectual functioning compared to the control group.
- ABA therapy accounts for 45% of therapies that develop long-lasting and observable results according to the Surgeon General's autism treatment report (<http://www.special-learning.com/about/aba>)
- Studies have indicated that approximately 50% of individuals with autism who receive ABA services before the age of four show a significant increase in IQ, verbal skills, and social functioning (<http://www.special-learning.com/about/aba>)
- After 4 years of intensive behavioral treatment for children averaging 34 months old, Sallows and Graupner (2005) found that 48% of participants showed rapid learning, achieved average post-treatment scores, and were succeeding in regular education classrooms

Introducing the new ABA Masters Program!

How is Applied Behavior Analysis (ABA) different from counseling?

Applied Behavior Analysis (ABA) is very different from counseling. Whereas counseling typically involves talk therapy during the treatment process, with a focus on emotions and attitudes, ABA focuses on the behavior itself and the environment in which it takes place. The function of each behavior is identified and then evidence-based interventions are utilized in order to increase socially adaptive behaviors across functioning environments while decreasing socially maladaptive behaviors which can limit inclusion in everyday activities. The goal is always to improve an individual's ultimate outcome or quality of life.

What does the program entail?

The Applied Behavior Analysis (ABA) Post-Masters Certificate Program is an 18-credit post-graduate certificate program designed to provide professionals in psychology, education, child care, speech and language disorders, counseling and human services with a mastery of therapy methods and treatments of children and adults with autism and related developmental disorders. The curriculum contains the following six courses:

ABA 600: Concepts & Principles of Behavior Analysis

ABA 610: Ethical & Professional Conduct in Behavior Analysis

ABA 620: Problem Identification & Behavior Change Considerations in Behavior Analysis

ABA 630: Applied Behavior Analysis I

ABA 640: Measurement & Experimental Design in Behavior Analysis

ABA 650: Applied Behavior Analysis II

Each course includes rigorous practicum experiences that are directly linked to the content from the Behavior Analyst Certification Board (BACB) Task List, thereby affording students with the opportunity to apply theory to practice.

An On-Campus Center for Autism Education and Training provides a welcoming space for individuals with autism and their families. The center will provide information and referral services. Students will have the opportunity to work alongside a Board Certified Behavior Analyst faculty member who will assist with personal academic planning throughout the program.



Written by: Dr. Jensen, Ed.D, BCBC-P, Associate Professor

Clinical Mental Health Counseling

In what ways will the addition of the Applied Behavioral Analysis program benefit the CHS Department?



I think that it is a good complement to the department! One recent graduate that I ran into asked me about the program without me even mentioning it, and I see that ABA is a good direction that some CMHC will chose to go for further education and job opportunities. ABA is a strong application of Behavioral Therapy and has a lot of application to work, especially with children and adolescents. I hope that even those who are not planning on taking the ABA program will be benefiting from increased exposure of how ABAs work. I hope that there could even be collaborations between students in the CMHC, RC, and SC programs and students in the ABA programs, and I hope that it happens to the mutual benefit of students in all programs.

Dr. Ben Willis, CMHC Program Director

What is your own understanding of Applied Behavior Analysis?

I believe Applied Behavior Analysis (ABA) is a theory and/or a set of theories that are combined to increase specific behaviors in different settings. My understanding is that ABA increases focus and attention in academic settings. ABA also decreases behaviors that are deemed inappropriate or considered to be problematic.



Dani Burge, CMHC Student

What is your own understanding of Applied Behavior Analysis?

Applied behavioral analysis (ABA) is a therapy developed from learning theory, where the client is improving specific behaviors through social learning. ABA uses positive reinforcement to allow for learning to take place within the client so that a variety of behaviors and skills, such as social interaction and communication, can be modified and maintained. ABA is also a great intervention for reducing negative behaviors in situations where these behaviors are presenting. ABA is typically used with clients with autism; however, ABA is a very useful tool for clients without autism, as well. I could see myself implementing ABA with my current and future clients in the college setting as a way for them to identify behaviors that need modification, measure their progress, and work to maintain positive behaviors and outcomes.



Julia Lettieri, CMHC Internship Student

School Counseling



**Dr. Cerrito,
SC Program
Director**

In what ways will the addition of the Applied Behavioral Analysis program benefit the CHS Department?

School counselors are involved with many students who have special needs including those with Autism, Asperger Syndrome, and other Pervasive Developmental Disorders. The ABA program is a wonderful complement to the School Counseling Program in that it will allow graduate students to take coursework that will enable them to learn effective behavioral techniques and interventions to work with specific student populations. Given the prevalence of these disorders, it is paramount that school counselors can help students overcome difficulties and find success in school and life.

The addition of this program allows prospective students another degree program from which to choose to meet their future career goals. The ABA program offers some unique classes that counseling majors may be able to take as electives that will allow them to develop a secondary area of expertise or specialization that fits with their counseling degree. The addition of the Autism hub will also likely create some unique opportunities for graduate students to gain clinical experiences with a specific client population.

What is your own understanding of Applied Behavior Analysis?

I had not heard about Applied Behavior Analysis until I became a part of this department. My knowledge is still pretty limited, but I see it as an art through which we can assist clients and students who may need extra support in making changes to their behavior patterns, perhaps due to a disability or past trauma. After working as a substitute teacher in classrooms with Behavior Technicians, as well as talking with some of the faculty in our department, I'm understanding ABA to be an extremely important part of counseling work. I'm really interested in learning more about it to inform my future work as a school counselor!



**Sarah Frederick,
SC Student**

In your clinical experiences, how have you seen ABA utilized?

When I was working as a Therapeutic Staff Support I utilized positive reinforcement when working with my clients. Something would trigger the student to act out and they would get a consequence. If you don't work on this assignment now, you will not be able to go on the computer. In order to have the student repeat the behavior that was expected of him, positive reinforcements were given. Whether that be a food reward or a green smiley face, the child was rewarded for his positive behavior.

How do you see ABA complementing your own field and the work you are doing /will be doing in the future?

I think having the knowledge of ABA will enable me to collaborate with teachers that have students in their classroom that act out. They can implement a reward system when they see the child doing something positive so that behavior will be repeated.



**Kimberley McGuire, SC
Internship Student**

Rehabilitation Counseling

Dr. Dalgin, RC Program Director



In what ways will the addition of the Applied Behavioral Analysis program benefit the CHS Department?

The new ABA program is a natural counterpart to the Rehabilitation Counseling program due to our shared work with individuals with disabilities. The skills and strategies that are the focus in the ABA program would be a strong benefit to the work we do as Rehabilitation Counselors across nearly all settings. Clearly, there is a strong connection to settings involving children, especially those with developmental, behavioral, and mental health disabilities. However, many adult settings utilize ABA techniques. For example, ABA strategies and techniques are also used within substance abuse settings. Contingency management and voucher based reinforcement strategies are being used in many programs and some are now combining these strategies with cognitive therapy with hopes of decreasing relapse rates.

What is your own understanding of Applied Behavior Analysis?

I think it is important to address that Applied Behavior Analysis, or ABA, is used in a variety of settings and for a shocking number of purposes. The car you drove to work, the phone you used to scroll through Facebook, the fact that you use Facebook, and the newest fitness regimen, all involved a group of behaviorists, psychologists, and marketers who used ABA. However, few think of themselves as mindless consumers who can be influenced by a commercial or ad; and the reality is, it's complicated. The important quality all of us possess, is the ability to allow or modify our own behaviors to fit our needs to increase our happiness. But the flip side of this, is our vulnerability to perfectly calculated products and lifestyles that are presented to us hourly. We also need to understand where our proclivities to life come from and how our environment limits or enhances them. Taking this nuanced look at how to change behaviors can be liberating, in that we can elicit healthy change in ourselves and others through ABA. But it's important to keep our perspectives nuanced and non-binary. Humans are not a series of "0's and 1's" nor defined by what rewards or punishes us. We are defined by our past, environment, others, likes and dislikes. And along the way, if we or our clients need to adopt healthier behaviors let's start with 0's and 1's and end with new perspectives, tools, and resiliency.



Harrison Wolff, Rehabilitation Counseling Student

Counselor Training Center

What is your own understanding of Applied Behavior Analysis?

Applied Behavior Analysis to me is assessing the relationships between a specific behavior and the environment the behavior exists, then applying interventions in hopes of improving or changing a specific behavior. It is when we change the environment to change the behavior.



Elisa Gibson, Practicum Student

In what ways will the addition of the Applied Behavioral Analysis program benefit the CHS Department?

The addition of the new Applied Behavior Analysis program is an opportunity for students and community professionals to expand their skill set and enhance the services available for those with ASD in the local community and beyond. It is exciting to see significant planning come together in the program being able to accept it's first students very soon. The program participants will ultimately be able to offer enhanced services to community members in need. This program stands to energize all of our programs through shared knowledge, collaboration and potentially bringing new projects and populations to the Counselor training center. It is an exciting time.



Gerianne Barber, Practicum Director

Counseling and Human Services

In what ways will the addition of the Applied Behavioral Analysis program benefit the CHS Department?

It will compliment the CHS program in a wonderful way! A lot of what our students learn and will eventually practice is behaviorally related. The ABA classes and eventual program will allow for a broader understanding of concepts, interventions, and other practices that can help the students in their professional endeavors...especially for undergrad level careers such as Mental Health Aide, Residential Counselor, Behavioral Management Aide, Therapeutic Support Staff (TSS), and others. And, their interest may be strong enough for them to continue on this path to the graduate level.

It gives our terrific department yet another specialty! We already are significantly recognized for having quality programs that train students to be professional counselors with specialties in clinical mental health, working in schools, and working with people with disabilities. And now we will have a program to train helpers in the specialty of Applied Behavioral Analysis!



Dr. Datti
Program Director

What is your own understanding of Applied Behavior Analysis?

Though Applied Behavior Analysis (ABA) is presented as the new, up and coming practice, it is not a new theory. In fact, it has actually been studied for decades. ABA is a theory centered on behavior and learning. ABA's principles are used systematically to alter an unwanted behavior or reinforce a learned or wanted behavior. It is a flexible treatment that can be used with anyone, on different levels, regardless of diagnosis. ABA can be adapted to each individual and be provided in different locations, not just the office. ABA can also be used one on one or in a group setting. It can be used to teach life skills, communication, academics, fears, anger, anxiety, and so much more. Currently, this theory is used frequently to treat those who are on the Autism Spectrum. It can also be used with clients who are diagnosed with Alzheimer's Disease. I believe ABA is a theory that can bridge many gaps in the counseling and human services field, as well as healthcare, education, and more.



Natasha Burdyn, CHS Intern Student

What is your own understanding of Applied Behavioral Analysis?

Applied Behavioral Analysis is the practical application of the scientific understanding of behavior. It works to systematically understand the functionality of a behavior- by separating it in to four major categories and discerning which methods of conditioning would be most effective to help create more socially acceptable behaviors within an individual. Its founding father B.F Skinner had ground breaking work that is particularly useful with individuals who have autism as well as individuals with emotional behavioral concerns.



Erin O'Connell, CHS Student

Recent Graduates

In your clinical experiences, how have you seen ABA utilized?

I've worked closely with children who are on the autism spectrum and children who have diagnosis that make typical classroom style learning more difficult. I've seen ABA utilized and individualized in these cases to help each child reach their full potential in school by identifying maladaptive behaviors and working with the child to modify them. I've also seen when behavior modification skills learned using ABA carry into other settings that the child is in.

How do you see ABA complementing your own field and the work you are doing /will be doing in the future?

ABA fits what I currently do because I mainly work with kids on the autism spectrum or other behavioral concerns. It helps to use ABA with this population because you have more individualized structure that's conducive to how they learn and help them succeed. Moving forward as a counselor, I aim to become a therapist who is certified in parent-child interaction therapy (PCIT).



Kelly Styczynski, CMHC Graduate

In your clinical experiences, how have you seen ABA utilized?

I honestly don't think that I would be surviving my first year as a School Counselor if it were not for the work of Applied Behavioral Analysis. With over 700 students to attend to across two buildings, it would be nearly impossible to perform an applied behavior analysis on every individual in need of one. Luckily, my school district employs a behavioral analyst who carries a caseload of around 25 students falling into what we would consider Tier 3, or focused, individual observation and instruction to determine the function of a negative behavior and ultimately decrease its frequency. She works with these specific students individually and in small groups, as well as with the adults who interact with them every day. She truly makes an immense difference. Without her, I likely would not have been able to perform the great majority of my everyday school counselor duties - targeted small groups and Future Ready classroom lessons would have only existed in my dreams. She not only takes a huge weight off of my shoulders, but also provides feedback and consultation in many unique cases. So, quite literally, Applied Behavior Analysis has made my reach extend further than it could have without.

How do you see ABA complementing your own field and the work you are doing/will be doing in the future?

Within my specific role, Applied Behavior Analysis is still essential, though it is often done in very informal ways. Rather than utilizing official procedures for behavioral analysis, I find myself relying on a plethora of factors to determine the motivation and function of a behavior. First and foremost, I need to trust my own observations. At the elementary level, it can be an easy thing to infer why observed, negative behaviors occur. Cutting in line here, taking a toy there - those issues are usually pretty cut and dry. With so many students to work with, though, it is impossible to observe every negative behavior. Because of this, I also have to trust those around me - this means staff as well as students. When I have not directly observed a behavior, it is crucial that I can trust the reports of the individual(s) who have. This, however, leads to the necessity of also trusting my instincts and inferences. I frequently find myself telling school stakeholders that I need to "put on my detective hat," meaning that I must hear all sides of a story in order to find the truth. Usually that truth falls somewhere in the middle of those stories, and often these inferences can be made simply by utilizing the counseling skills that form the basis of our graduate studies. My "detective hat" is definitely one of my most frequently used and, while I may not realize it, requires me to constantly look for those antecedents, behaviors, and consequences. So while it is often at a very small level and in a very informal manner, I use Applied Behavior Analysis nearly every day, and will likely continue to well into the future, regardless of the work I am doing.



Zachary Watters, SC Graduate

In your clinical experiences, how have you seen ABA utilized?

ABA is an abbreviation for Applied Behavior Analysis, in which is a scientific discipline surrounding techniques based upon applying or learning to change behaviors. I personally use ABA on a daily basis. Currently, I work as a Therapeutic Support Staff (TSS) using ABA to guide my client's maladaptive behavior change and adjustment. Using ABA, I aim to assist my client in showing the appropriate behaviors based on both environment and social norms pertaining to his surroundings and peers. A relevant example includes my use of modeling when working with my client. He has Pica, so he tends to put random, unsafe items in his mouth not realizing any potential danger. In accordance with ABA, I model safe behaviors when it comes to what he is allowed to put in his mouth, like his food or snacks. Through this method of behavioral change, I am working with my client to correct his maladaptive behaviors into ideal/ desired behaviors.

How do you see ABA complementing your own field and the work you are doing /will be doing in the future?

I strive to be a counselor for high school students, or for Juvenile teens placed in the foster care system. ABA can be used in helping to adjust juvenile destructive behavior in the same way it is used to help persons diagnosed with autism. This can be done by providing alternative behaviors, or coping mechanisms in order to improve social interactions and overall performance within the appropriate environment. Being aware of this scientific behavioral technique will also assist me in working with my targeted segment in challenging populations. Knowing different ways to help adjust maladaptive behaviors will be beneficial for both myself, as well as the clients in my future profession.



Cheyenne Jackson, CHS Graduate

Events

Undergraduate Career Fair

On Thursday, April 4th, 2019 The Center for Career Development hosted it's Spring 2019 Career Expo. The event was held in Byron Center from 11:00am-2:00pm, and welcomed over 350 students and 120 organizations to our campus. These organizations stemmed from across all industries and interest areas for all three schools within the University community, providing a unique experience to all students who attended. The Career Expo is an event designed to aid students of all years and all majors obtain internship opportunities as well as part/full-time employment. Planning for the event begins months in advance, therefore, The Center for Career Development relies heavily on our student interns who serve on the Student Advisory Committee, to assist in all event planning, promotion, and successful implementation. Be sure to reach out to the following Counseling and Human Services Department Students on their roles and experiences in the event!

Marjorie Carl | Senior, CHS Major- Served as PCPS Student Liaison

Melissa Dittrich | Senior, CHS Major- Served as CAS Student Liaison

Michael Diana | Senior, CHS Minor- Served as Alumni/Employer Communications

Breanna Betarie | 2nd Year CMHC Graduate Student – Student Advisory Committee Chair

By: Breanna Betarie

PCPS Graduate Retreat

The “Focus on You” retreat was a fantastic opportunity for graduate students to spend a Saturday afternoon focusing on fellowship, reflection, and relaxation. We enjoyed a guest speaker, David DeNotaris, who shared about his own vocational journey. We also engaged in a guided meditation, small group discussions, and a large group discussion about career. The end of the day was marked by a happy hour and opportunities to take part in small acts of self-care, such as letter writing, crafts, and conversation with peers and faculty. It was a wonderful change of pace in the midst of a busy semester



From left to right: Tammy Manka, Emily Holmes, Danielle Franscella and Dr. Lori Bruch

By: Sarah Fredrick

Events

On April 5th, the Chi Delta Rho chapter of Chi Sigma Iota Counseling Honor Society International welcomed 38 new members with an induction ceremony. These outstanding individuals celebrated alongside their peers, counseling faculty, friends, and families, as well as special guests. Betty Rozelle, a graduate of the Rehabilitation Counseling program and soon-to-be director of the college admissions counseling department at Scranton Preparatory School, served as an inspiring and encouraging guest speaker. We are excited to have these new members in our organization and wish them the best!

Congratulations to the new members:

- | | | |
|-------------------------------|------------------------------|------------------------------|
| Adrianna Borkowski | Bridget Kolf | Nicole Riley |
| Danielle Burge | Chelsea Kresge | Rose Rosado Hernandez |
| Adriana Cataldo | Kaitlin Lambert | Shannon Saxon-Price |
| Sarah Cherundolo | Alex Malecki | Tykira Silas |
| Morgan Craig | Anne Marie Pelligrino | Gina Spohr |
| Nicholas Dalvano | Kate Mazurik | John Stocks |
| Allison Daly | Harry Miles | Alexandra Sweeney |
| Nicole Dubiac | Sara Miraglia | Leah Talarico |
| Cassandra Enck | Crystal Morris | Stacey Watkins |
| Sarah Frederick | Melinda Myers | Tessa Werner-Brooks |
| Christina Futterknecht | Nicole O'Brien | Megan White |
| Harli Haggerty | Sarah Redick | Harrison Wolff |
| Cheyenne Jackson | Abigail Rieder | |

New Officers:

- President: Sarah Fredrick
- Vice President: Leah Talarico
- Secretary: Tykira Silas
- Treasurer: Abigail Rieder

- Clinical Mental Health Counseling Liaison: Melisa Gallo
- Rehabilitation Counseling Liaison: Rose Rosado Hernandez
- School Counseling Liaison: Christina Futterknecht



Chi Delta Rho Induction Ceremony

Tau Upsilon Alpha Induction Ceremony

On Friday May 10th, The Tau Upsilon Alpha Honor Society welcomed 6 new members at their annual induction ceremony. Gina Spohr, a recent graduate of the CHS program, served as the alumni guest speaker, while faculty member Dr. Mary Troy provided the keynote address. Congratulations to our new members on all of your hard work and dedication!

Inductees:

- Melissa Spillane**
- Hannah Howard**
- Carly Dugan**
- Samantha Schussler**
- Deidre Dzugay**
- Allie Hotchkiss**

- Keynote Speaker: Dr. Mary Troy
- Alumni Guest Speaker: Ms. Gina Spohr



The Internship Dinner is an annual event that celebrates the accomplishments of our undergraduates in Counseling and Human Services and our graduates in School Counseling, Clinical Mental Health and Rehabilitation Counseling programs. This dinner is to celebrate the recent graduates on all their accomplishments and their completion of internship, as well as the outstanding supervisors who have worked with them all semester.

The entire Counseling and Human Services Department congratulates all of this year's internship students on all their dedication and hard work. Now, "go forth and set the world on fire!"

Speakers:

- Elizabeth Pantucci– Rehabilitation Counseling
- Alex Carter– Clinical Mental Health Counseling
- Noel Furman– School Counseling
- Amy Atkinson– Counseling & Human Services

Internship Dinner

Honor Societies and Clubs

Chi Delta Rho

This has been a great semester for Chi Delta Rho. We welcomed 39 new members into our honor society at our induction ceremony on April 5th. Chi Delta Rho was honored to have Betty Rozelle as our guest speaker at this event. Betty is a School Counselor at Scranton Preparatory School, and previously worked as a Career Counselor for The University of Scranton. Chi Delta Rho also staffed a table at the Take Back the Night Pre-Rally. Take Back the Night is an event that raises awareness of and advocates for an end to sexual, interpersonal, and gender-based violence. Our honor society's focus was on self-care. We helped students make stress balls, discussed stress management and burnout prevention, and provided information and resources for self-care. We look forward to closing out this year, and bringing in the new year with new officers and new members!



From left to right: Leah Talarico, Jackie Bailey, Nicholas Dalvano, Cheyenne Jackson, Christina Futternecht, Melisa Gallo, and John "Buddy" Stocks

TUA

The Epsilon Chapter of TUA has definitely had a busy spring semester! As a society, we met with a pizza social to discuss upcoming events. The bulk of our time commitment has revolved around welcoming the newest members to our honor society. We are excited to elect new officers for the 2019-2020 academic year and welcome the new members at our upcoming induction ceremony on May 10. In addition, we successfully donated the funds raised from our Krispy Kreme fundraiser in the fall to the American Red Cross for local natural disaster relief. We are also in the process of conducting merchandise sales, along with volunteering with Take Back the Night.



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

CHSA

CHSA is a student club comprised of CHS majors, minors, and other students with an interest in counseling and the helping professions. This group participates in community and university service activities to uphold the mission statement of being “men and women for and with others”. During this semester, CHSA participated in events including the internship fair, Take Back the Night, and more. Advocacy is an important aspect of the counseling profession because it helps to promote equality, foster community, and act on behalf of those who are marginalized or struggling. It is the club’s hope that the advocacy we do not only helps to raise awareness, but motivates other clubs and students to as well!



Right to left: Kayla Collins (President), Courtney Loughlin (Treasurer), Hannah Howard (Vice President), and Keilani Nodel (Secretary)

Faculty Promotions



Dr. Cerrito: Tenure and Associate Professor

Effective in the Fall of 2019, Dr. Cerrito has been promoted to an Associate Professor in the CHS Department and has also achieved tenure! Congratulations to Dr. Cerrito, we are so lucky to have you!

Dr. Willis: Tenure

We congratulate Dr. Willis on achieving tenure, and are incredibly grateful to have him as a part of our esteemed team of faculty in the CHS Department!



Dr. Dalgin: Full Professor

Effective in the Fall of 2019, Dr. Dalgin has been promoted to full Professor in the CHS Department. Congratulations Dr. Dalgin, we are so lucky to have you!

Faculty Awards

Jane Kopas Women's Center 25th Anniversary Legacy Award: Geri Barber

This award recognizes a current or former student, staff person, or faculty member who embodies the JKWC ideals of being a person for others who is committed to feminism, dedicated to gender equity, and devoted to justice in their personal and professional lives. Through Professor Barber's work as teacher, her role as counselor, and her service on Committees such as the Taskforce on Healing, Reconciliation, and Hope, she has sought to create a more just and safe world for all people – especially women and children.

In her time at the University, Professor Barber has been a dedicated partner of the Jane Kopas Women's Center. She is supportive of the Center's programming and embodies the JKWC ideals. She was instrumental in developing and implementing a signature program of the Women's Center - Promoting Awareness of the College Transition better known as PACT. In recent years, as the legal landscape around Title IX became more complex and we sought to offer an additional confidential resource for students, she was instrumental in creating a campus-based confidential support group for students affected by sexual and other interpersonal violence. Professor Barber is recognized by students, faculty, and staff alike for her commitment to feminism, her dedication to justice, and the amazing way in which she listens to, validates, walks with, and supports people who have experienced sexual violence. She has been described as humble, strong, passionate, brilliant, caring, and the best teacher. Our University is undoubtedly a better place because of her deep-rooted commitment to educating and caring for individuals and communities impacted by sexual violence while working to eradicate such violence.



Congratulations to Professor Barber for receiving this prestigious and well deserved award!

Magis Award: Dr. Oliver Morgan



This award is intended to recognize a faculty member who makes specific, sustained, and creative efforts to adapt classic principles of Jesuit Pedagogy in his or her own courses. Because Jesuit Pedagogy emerges from the humanist tradition, all faculty are eligible to be nominated for the award. The principles might be considered in the following categories: The Jesuit Paradigm for Course Design including: context, experience, reflection, action, and evaluation; Themes of Jesuit Education including: academic rigor, learning integration Eloquentia Perfecta, discernment, Cura Personalis, curricula blending past and present, and social justice; and Favored Strategies including: prelection, frequent reviews, repeated exercises, emulation, competition, Eloquentia Perfecta.

Congratulations to Dr. Morgan on receiving this prestigious and well deserved award!

Student Awards



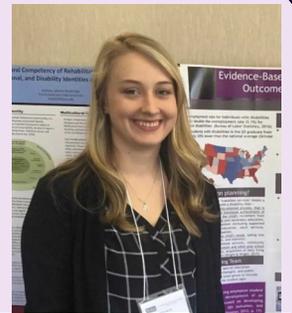
Class Night Counseling and Human Services Award

It is truly an honor to receive the Excellence in Counseling & Human Services award! I am so grateful and blessed by it. Being a Counseling and Human Services major has shaped me into the person I am today and I am extremely appreciative of the ways that the faculty and staff have invested in me. I am looking forward to grow as a person and professional in the Clinical Mental Health Counseling Master’s program here at the University of Scranton. Thank you again to all who have supported me along my journey here so far.

Julia Decker

Outstanding Graduate Student Award in Rehabilitation Counseling

I am honored and humbled to receive the Outstanding Graduate Student in Rehabilitation Counseling Award. I am grateful to the CHS department, especially my rehabilitation counseling mentors Dr. Lori Bruch and Dr. Rebecca Dalgin, for their unwavering support, endless wisdom, and encouragement as I developed skills and confidence in my professional identity as a vocational rehabilitation counselor. I look back with nothing but gratitude for my experiences in the rehabilitation counseling program and The University of Scranton. As I move into the beginning of my career, this award serves as a reminder to continue to strive for Magis as success, change, and growth require hard work, dedication, and passion.



Mara Wolfe

Outstanding Graduate Student Award in School Counseling



I am so honored and humbled to be the recipient of this year’s Outstanding School Counseling Student Award. A quote from Brene Brown comes to mind when I reflect upon my time here: “We don’t have to do all of it alone. We were never meant to.” There are countless people who have helped me get to this point. From the moment I became a student here, I have been met with professors who have wanted to see me succeed. They have shared their wisdom with me, encouraged me to reach (and surpass) my goals, and have taken a genuine interest in my development as a person and a counselor. I have been lucky to have classmates who have shared their passion for this profession with me, have seen the value in collaborative learning, who have helped cheer me along, and have always been able to find humor in even the most stressful moments. Finally, I have found several supervisors who have become my mentors, and who have shown me that counseling is a process of lifelong learning, and that it is a privilege to be in this profession. This achievement is by no means one that I have received on my own; I have been so blessed to be surrounded by such intelligent, inspirational, and supportive people throughout my time as a graduate student in the Counseling Department. I am deeply grateful to have found a home on the 4th floor of McGurrin Hall, and even more grateful for the family it has given me.

Jackie Bailey

Outstanding Graduate Student Award in Clinical Mental Health Counseling

I feel deeply honored to be the recipient of the Outstanding Graduate Student Award in Clinical Mental Health Counseling this year. As I begin my new career as a counselor, I feel prepared and energized to help individuals that are in need of support and to make change at a systemic level. I leave the University of Scranton thankful for the many opportunities and the wisdom and compassion of my professors and peers. The Jesuit principles embedded into the university have transformed my practice as a counselor and my growth as an individual, leading me to consider the whole person, to strive for excellence, and “en todo amar y servir.”



Amanda Lara

Publications

- Behun, R. J., **Cerrito, J. A.**, Delmonico, D. L., & Kolbert, J. B. (In press). The influence of personal and professional characteristics on the school counselors' ability to recognize and report child sexual abuse. *Journal of School Counseling*.
- Cerrito, J. A.** (2018, October). Advancing Career Counseling in Counselor Education. *Chi Sigma Iota Exemplar*, 33(3), 9- 11. Retrieved from https://cdn.ymaws.com/www.csinet.org/resource/resmgr/publications_exemplar/
- Cerrito, J. A.** (2018, September). Capitalize on children's curiosity with early career awareness. [Web log post]. Retrieved from <https://www.kuder.com/blog/education-providers/capitalize-on-childrens-curiosity-with-early-career-awareness/>
- Datti, P.**, Vitagliano, L. A., & Wzazelek, B. G. (2018). Using intimate partner metaphors in career choice & development. *Journal of Pennsylvania Counseling Association*, 17(2), 2-10.
- Datti, P.** (in press). Human service considerations for LGBT+ clients living with HIV. Practical article to appear in the *2018 National Organization for Human Services Conference Proceedings*.
- Datti, P.** The Human Services– Board Certified Practitioner (HS-BCP) Impact Booklet, published by the Center for Credentialing and Education, April 2019..
- Feather, K. A., & **Bordonada, T. M.** (2019) An anti-bullying experiential group activity for children with a disability. *Counseling Today*, 61(7), 38-43.
- Feather, K. A., **Bordonada, T. M.**, Nelson, K. A., & Evans, K. (in review) Social Justice Training: An Innovative Certificate Program for Counselor Education. Manuscript accepted with minor revisions for *Teaching and Supervision in Counseling Journal*.
- Limberg, D. H., Ohrt, J. H., Carlson, R. G., **Bordonada, T. M.**, Bates, D., Wymer, B., & Guest, J. (in review) School Counselors; Experiences and Responses During the South Carolina 1,000 Year Flood. Manuscript accepted with minor revisions for *Professional School Counseling journal*.
- Morgan, O.** (2019, October). *Addiction, Attachment, Trauma, Recovery: The Power of Connection*. (WW Norton). Professional Series in Interpersonal Neurobiology.
- Morgan, O.** (Sept 2018). Coming to grips with childhood adversity. *Counseling Today*.
- Morgen & **Morgan**. Revision of book chapter in Cashwell & Young (in Press), *Integrating Spirituality and Religion into Counseling: Guide to Competent Practice*, 3rd edition. Chapter 12: 12 Step Spirituality.

Presentations/Awards

Barber, G. (2019, April). *Professional Burnout, Personal Responsibility: Promoting Ethical and Sustainable Practice*. Presentation at the Pennsylvania Rehab Association.

Barber, G. (2019) *Jane Kopas Woman's Center 25th Anniversary Legacy Award* --- for embodying the JKWC ideals of being a person for others committed to feminism, gender equity and justice both personally and professionally.

Bruch, A., Ed.D., CRC, LPC. (2019, April). 2nd Annual Dr. Ralph N. Pacinelli Panel Member. Presentation at the Pennsylvania Rehab Association.

Cerrito, J. A. & Bordonada, T. (2018, November). *Integrating community based learning into counseling curriculum: An opportunity to share and compare*. Paper presented at the meeting of the Pennsylvania Counseling Association, Pittsburgh, PA

Datti, P. A. (2019, March). *Examining differences in human service utilization among Latinx men living with HIV and varied racial identifications*. Research presentation at the Mid Atlantic Consortium on Human Services, York PA..

Morgan, O. (March 2019) *From wounds to the sacred: Addictions, trauma and spirituality*. Keynote Address at the Eastern Psychological Association Annual Conference, New York, NY.

Morgan, O. (2019) *Magis Award*---specific, sustained, and creative efforts to adapt classic principles of Jesuit Pedagogy in his or her own courses.

Troy, M. (2019, March). *The effects of perceived encouragement during adolescence on female career choice*. Poster presented at the annual American Counseling Association Conference, New Orleans, LA.

CRC

Certified Rehabilitation Counselor (CRC)

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

NCE

National Counselor Examination for Licensure and Certification

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

HS-BCP

Human Services Board Certified Practitioner (HS-BCP)

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

Faculty Fun Fact

We asked our faculty to tell us, “What is your Spirit Animal?”

Dr. Bruch– not a llama!

Dr. Troy– According to Pottermore, my Patronus is a black & white cat. This cat is known to be talkative, so I would say the Patronus finder was correct!

Dr. Bordonada– Dragonfly

Dr. Datti– According to a Facebook quiz, my spirit animal is a Cougar (not in the pop culture sense, of course), which is about right.

Dr. Morgan- my “spirit animal” (I do believe in such things!) is a White Deer. I experienced this spirit animal (great story) during a vision quest in my mid-thirties. It is the Native American symbol for spiritual awareness (deer) and for life-transformation (occurred before my marriage).

Dr. Wilkerson- My Spirit Animal, by my own definition, would a wolf. The online quiz I took indicates that it is a whale.

Dr. Cerrito– My spirit animal and the result I received was "butterfly". A totem animal guiding me to be sensitive to personal cycles of expansion and growth, as well as the beauty of life's continuous unfolding and the ability to go through important changes with grace and lightness.

Dr. Eschbach– Bear

Gerianne Barber– Turtle

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18th Annual U.S. Conference on *disABILITY*

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For more information contact **Dr. Rebecca Dalgin** at 570-941-7819 or email rebecca.dalgin@scranton.edu or visit www.scranton.edu/disabilityconference