

Counselion

Knowing the Signs of Childhood Sexual Abuse AND BEING PREPARED TO INTERVENE

By **Lois A. Pessolano Ehrmann, Ph.D., LPC, NCC**

Recent months have seen our university and regional communities barraged by the local and national media related to alleged childhood sexual abuse.

The outcome of those allegations, whether true or false, will be the focus of multiple and intensive investigations and court proceedings, but the issue of childhood sexual abuse always deserves strong attention and focus.

We live in the cruel reality that sexual perpetration of children occurs in epidemic proportions. Conservative studies show that one in three girls and one in six to seven boys are sexually molested in some fashion during their childhoods. Professional counselors in every setting are on the front line in shedding light on the issues and needs of children who are traumatized in this and other forms of abuse.

All professional counselors, regardless of work setting or targeted population, need a thorough understanding of the factors that contribute to trauma in children and the treatments that can mitigate those effects. This article provides a starting place with four critical areas where professional counselors are called to action.

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A Clear Definition of Trauma

Trauma is an experience that results in some type of hurt or wound for the individual. The trauma can be physical, as in traumatic brain injury or broken bones, but the wounds can also be emotional and psychological. Intervening in the case of child sexual abuse can be particularly difficult because the physical signs are often not as clear as in other forms of maltreatment and injury for children.

A traumatic event is one in which a person experiences, witnesses or is confronted with threatened death, or serious injury, or threat to the physical integrity of oneself or others. The person's response is one of intense fear, helplessness or horror. Traumatic events can be of a private and personal nature, such as childhood sexual or physical abuse, or they can be public such as the experiences of 9/11 or other natural catastrophes.

Children who have experienced sexual abuse certainly experience a real threat to their physical integrity. They may also be frightened that the perpetrator will hurt their family members. Often perpetrators threaten children that if they break the silence and tell someone of the abuse, harm will come to their parents or other children in the family. Breaking the silence may also be attached to feared rejection by the parents if they find out. Trickery by child perpetrators certainly exacerbates the trauma by degrading the level of trust that children have in adults. Professional counselors need to know and understand what trauma does to a child and how the trauma of sexual abuse can cause impairments in a child's sense of security, self-esteem, ability to trust adults and others, and the ability to function resiliently in the world.

Diagnosis Difficulties

Children cannot always verbalize about the sexual abuse victimization, which often makes diagnosis difficult. Professional counselors need to remain educated about the signs and symptoms of past or current sexual abuse within different developmental stages so as to avoid misdiagnosis. Children can get misdiagnosed with attention deficit hyperactivity disorder, oppositional defiant disorder, conduct disorders, generalized anxiety disorder, separation anxiety disorder, and reactive attachment disorder. The true diagnosis for children who have been sexually abused and showing symptoms is post-traumatic stress disorder. Professionals in the field of child traumatology are hopeful that the newest version of the DSM will include the diagnosis of developmental trauma disorder as the components of that diagnosis more accurately reflect the issues of children who are abused.



Professional counselors need to know and understand what trauma does to a child and how the trauma of sexual abuse can cause impairments in a child's sense of security, self-esteem, ability to trust adults and others, and the ability to function resiliently in the world.

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Any major change in a child's mood, thinking, or behavior is cause to check out what is happening for the child and the family. Symptoms of sexual abuse and the ensuing trauma can vary depending on the child's developmental stage, but some general signals deserving further review are the following:

- Regressive Behaviors (indicating incomplete bonding when children revert to developmentally inappropriate behaviors): clinging, whining, returning to wanting a bottle after weaning, wanting to sleep with parents, bedwetting, loss of bladder/bowel control, attachment to blankets, stuffed animals at late age, rocking, and other self-soothing behaviors
- Passive, Acting-in Behaviors (indicating shock): clinging, withdrawing, disengaging, daydreaming, dissociation
- Hyperactive, Acting-out Behaviors (indicating a need for limits): running, hitting, yelling, tattling, defiance, acting out of control, not following directions, taking things away from other children
- High-Risk Behaviors (indicating a need for professional help): chronic lying, stealing, bullying, playing with fire, self-mutilation or injury, cruelty to animals/other children, attraction to violence, gore and evil, refusal to make culturally appropriate eye contact, seductive, manipulative behaviors, attention deficiencies

Many of these symptoms overlap with other disorders or common developmental processes and should not be taken individually as trauma. What they do indicate is that professional counselors should take time with children and families in order to more thoroughly understand what is going on for the child and to prevent misdiagnosis.

Mandated Reporting

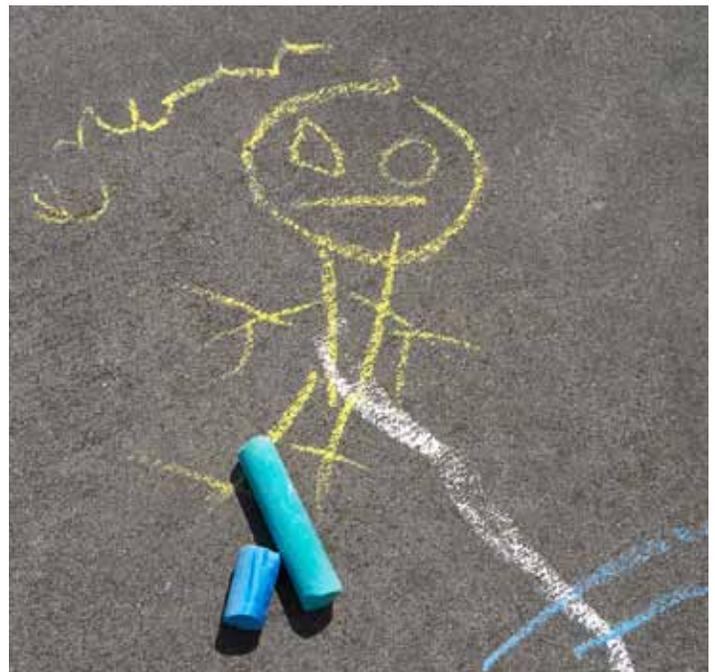
A third important aspect of childhood sexual abuse has to do with mandated reporting. If a professional counselor suspects childhood sexual abuse or a child has indicated that such has happened to him or her, the counselor must report suspicions to the authorities. Depending on the child's age, you should be honest about your concerns and the need to keep the child safe from further sexual abuse and maltreatment.

Treatment

After reporting and working to get the child into a safe environment, counselors can do a great deal to help a child heal from the effects of sexual abuse and maltreatment. Sexual abuse of children does induce trauma, but this trauma can be healed so professional counselors should demonstrate confidence about healing and provide hope to affected children and parents. Getting children and their families to the right kind of treatment is essential. Seeking and obtaining services for child victims that are trauma informed is very important because traditional treatment for survivors of trauma has limited effectiveness.

Exciting discoveries about how trauma affects the brain and neurological systems of survivors have resulted in promising and evidence-based best practices that directly address an individual's traumatic experience and facilitate effective recovery from trauma including sexual abuse. At the Individual and Family CHOICES Program in State College, for example, staff are trained and supervised in using some of these strategies to help clients of all ages heal and resolve trauma. These strategies include eye movement desensitization and reprocessing (EMDR) and other bilateral stimulation trauma resolution techniques, neurofeedback for emotional and brain-based regulation, internal family systems, attachment focused family therapy, systemic family therapy and play therapy, somato-sensory strategies, and mindfulness training. These treatments also incorporate a trauma-informed version

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Counselor and Parent Resources

Information on mandated reporting in Pennsylvania

- http://www.childwelfare.gov/system-wide/laws_policies/statutes/manda.cfm
- <http://www.rainn.org/pdf-files-and-other-documents/Public-Policy/Legal-resources/2009-Mandatory-Report/Pennsylvania09C.pdf>

Additional sources of information and training opportunities

For training and information on mandated reporting:

- http://www.pa-fsa.org/mandated_reporters/mandated_reporter_training.aspx?AspxAutoDetectCookieSupport=1

For the National Child Traumatic Stress Network:

- <http://www.nctsn.org/trauma-types/sexual-abuse>

For information on trauma-informed treatment:

- <http://www.samhsa.gov/nctic/trauma.asp>

For training in trauma focused cognitive behavioral therapy:

- <http://tfcbt.musc.edu/>

For training in intensive trauma therapy:

- <http://www.traumatherapy.us/training.htm>

For training in EMDR:

- www.emdria.org
- www.emdr.com

of cognitive behavioral therapy, hypnotherapy, and emotion focused therapy. Finding strategies that are trauma informed and sensitive is the priority so that the treatment itself does not in any way re-traumatize the child or the family. These specialized areas of training require additional education, so often the counselor will be either getting additional training or finding the services needed for these children.

Even when informed services are not available, professional counselors can support and empower sexually abused children in the following ways:

- Acknowledge the abuse and reassure the child that the abuse was not caused by the child and is not the child's fault.
- Deliberately make session time safe for the child to explore feelings through play, art, movement, or words related to the abuse experiences.
- Never make promises that possibly cannot be kept, and keep all promises made in order to help the child begin to rebuild trust in trustworthy adults.
- Communicate with parents (assuming they are not the perpetrators) about how their children are responding in therapy and support them in their own reactions to the abuse.

Professional counselors are in a unique position to be at the front line of assisting our nation's most vulnerable citizens. Our child clients look to us for support and to help in the rebuilding of trust broken as a result of an older individual's maltreatment of them. We have to take that responsibility very seriously and vow to get the best training we can acquire in order to empower their voices and to reestablish what every child deserves; a safe and nurturing family and environment. ♦

"CHILD ABUSE CASTS A SHADOW
THE LENGTH OF A LIFETIME."

—Herbert Ward

CHOOSING TO DO A POST-DOC: Nadine Mastroleo's Experience

By **Hyoyoen In**

Most of Penn State's Counselor Education and Supervision Ph.D. graduates move directly into faculty or supervision positions. A few discover that their interests and skills lead them toward grantsmanship and research. Expanding their knowledge and skills in these areas can lead to a post-doctoral position.

Dr. Nadine Mastroleo '08 Ph.D. is a prime example of this alternate path.

Nadine is currently an assistant professor in the Department of Behavioral and Social Sciences at Brown University and has established research collaborations nationwide. Nadine credits her success to the post-doc: "I know my post-doc position was the reason for all of this professional development." Nadine completed a National Institute of Health: National Institute of Alcohol Abuse and Alcoholism (NIAAA) T32 postdoctoral fellowship from 2008 to 2010 at the Brown University Center for Alcohol and Addiction Studies (CAAS).

Why a Post-Doc?

Nadine says, "My goal is to be a faculty member with proven potential to bring major grant funding to a position. These two years dedicated to expanding my understanding of the grant writing and funding process has positioned me to be very competitive for the kind of faculty positions I'm seeking as well as getting a leg up on the tenure-and-promotion process."



Personal connections are so important in professional development, and Nadine's post-doc years led her to network with leaders in the field of alcohol research, including the individuals who review NIH grants and make funding decisions.

Aspiration to be a significant player in the alcohol research field also convinced her to seek a post-doc position. During her Ph.D. work, Nadine was a research assistant in a program focused on identification and intervention of alcohol problems of Penn State undergraduates. The post-doc opportunity has provided her with additional specialized training as well as the opportunity to work with the best researchers in that field. "I had other opportunities, but this was just too special to pass up" she said.

Nadine's post-doc work focuses on academic and didactic programming with hands-on research experience and grant writing. "The first year I worked ten hours a week on my mentor's project, received training on grant writing and alcohol treatment, and developed manuscripts for publication. It was time to focus directly on building my own program of research while learning new, innovative research methodologies," she said. In her second year Nadine expanded her professional development as she became more focused on developing her own grants.

Broadening Knowledge, Experience, and Connections

The two-year post-doc has greatly broadened Nadine's understanding of NIH funding mechanisms and honed her skills for writing a competitive NIH grant and publication. "I learned better how to write incredibly concisely and scientifically, while still selling the story and its importance. It's a real skill and one that must be shaped over time," she stated.

Nadine collaborated with senior addictions scientists on developing an innovative project, and critical feedback from them enabled her to improve her grant application. "The critical thinking and scientific inquiry involved in grant writing is so exciting in that you get to really focus in on the importance of your proposed study [and] the role it may play in moving the research forward in your specialization," she said. She also learned a great deal about analytic technique, having expanded her focus of research to include secondary

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FACULTY MEMBER AND DOCTORAL STUDENT
LEAD TRAINING EFFORTS TO

Reintegrate Offenders into Society through Career Development

Two representatives from Counselor Education joined a state-wide multidisciplinary team focused on establishing the Offender Workforce Development Specialist (OWDS) program in Pennsylvania. **Greg Gaertner**, adjunct faculty member and Team PA Leader, and **Jason Gines**, doctoral student, completed a specialized training program sponsored by the National Institute of Corrections under the auspices of the US Department of Justice. The program was developed to strengthen the workforce development services to Pennsylvania offenders using a curriculum created by the National Career Development Association. The curriculum applies career theory and workforce concepts to persons with a criminal history.

After completing the 180-hour competency based program, Greg and Jason qualified as Global Career Development Facilitators credential that has many implications including being trainers of OWDS teams.

A Model to Meet Critical Needs

Stemming the costs of incarceration while reducing the rate of recidivism and ensuring public safety has been an ongoing challenge for most states, including Pennsylvania. The costs in terms of dollars and human capital have been staggering, as experts call for alternatives to confinement and specialized community reentry programs for those coming out of jails and prisons. Greg emphasized that, “A known risk factor for recidivism has been unemployment, which involves not only getting a job, but keeping one as well.”

OWDS training has three basic aims. It provides participants with the knowledge and skills required to deliver effective workforce development services. It also promotes collaborations among agencies that will result in increased positive employment outcomes. Lastly, it requires participant teams to develop a plan for delivering OWDS services in their jurisdictions. Jason notes, “It is a plan that emphasizes interagency collaboration, since



Greg Gaertner addresses attendees at a training session.

no one agency can meet the needs of those returning to the community from incarceration.”

Gaertner, who teaches a course on rehabilitation in corrections, noted, “The true essence of the OWDS program is bringing together different agencies including state, local, and nonprofit community-based groups under the same roof to establish linkages and partnerships.”

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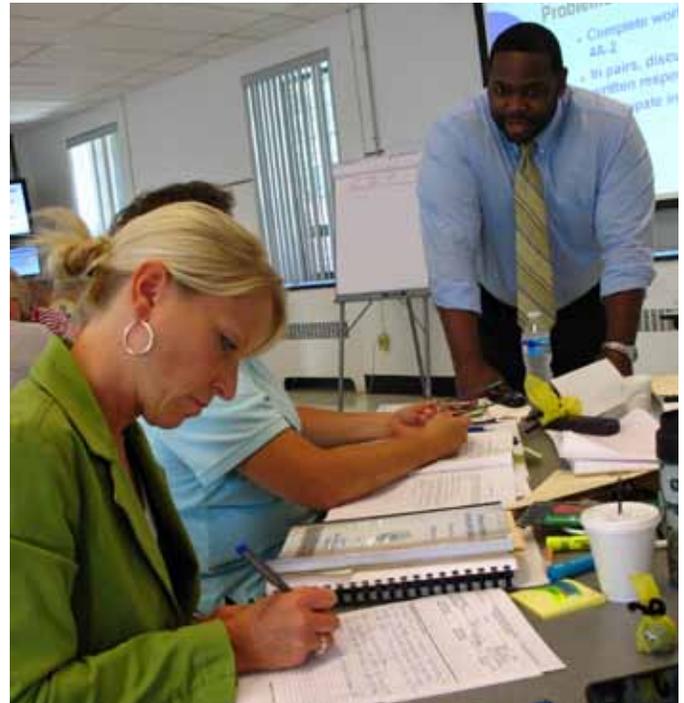
Reintegrate Offenders into Society *Continued from page 6.*

The first level of collaboration is simply understanding terminology. For example, different agencies refer to persons with a criminal history as offenders, ex-offenders, clients, residents, or customers. As OWDS training progresses, resources are shared, networks are established, and a transitional bridge from the Pennsylvania prison/jails to the community is established for a particular region or county.

Greg and Jason Train New Teams

After completing the initial OWDS training in 2010, the Team PA, which also included representatives from the Pennsylvania Department of Corrections, Pennsylvania Board of Probation and Parole, and the Pennsylvania Office of Vocational Rehabilitation, provided a series of one-day career-development training sessions across the state and later delivered the full three-week OWDS curriculum to other workforce and criminal justice professionals. On October 28, 2011, the first OWDS graduation ceremony was held at the PA Department of Corrections Training Academy in Elizabethtown, where four new teams were added to the PA OWDS (Berks County, Lancaster County, Statewide, and State Parole). Each team graduated with defined action plans for improving the delivery of workforce services in their respective jurisdictions.

Research has indicated that the OWDS approach has reduced recidivism in other states and at the federal level. Additional trainings are planned under the sponsorship of the PA Department of Corrections with continuing support from the PA Department of Labor and Industry and the PA Board of Probation and Parole.



Jason Gines oversees a training session.

The university representatives will continue to serve as instructors and consultants. Greg added, “The OWDS initiative has the potential to be a win-win proposition for the persons receiving the direct services as well as the taxpayers of the Commonwealth.” ♦

Choosing to Do a Post-Doc: Nadine Mastroleo’s Experience *Continued from page 5.*

data analysis and process coding of therapeutic interventions.

Personal connections are so important in professional development, and her post-doc years led her to network with leaders in the field of alcohol research, including the individuals who review NIH grants and make funding decisions. “The amount I have learned has been amazing and the connections I have made at the national level are priceless,” Nadine said.

To students who are interested in the post-doc position, Nadine suggests, “You have to be willing to still feel like you are in

graduate school in some ways, as essentially you are signing on for two more years of additional professional development.” Lastly, she emphasized the importance of finding the right type of post-doc position: “If you are interested in research, find programs that teach grant-writing skills. Also, investigate the level of faculty involvement and pick a program that matches your interests and desired level of mentorship.”

As a faculty member at Brown University, Nadine continues to commit herself to researching alcohol interventions and related areas. She still benefits from her post-doc; she received the Loan Repayment Award from NIH for the last three years, which will pay off approximately 90 percent of her student loans. She acknowledged, “Without the post-doc, that would have been impossible.” ♦

DR. PATRICIA BEST: A Life of Changes, but Always People Focused

By Michelle Klein



Dr. Patricia Best '90 D.Ed. has had quite a few life-changing moments in her career, but an early one is particularly poignant. Seated around the kitchen table with her parents in the fall of 1962, she talked about going to college after graduation. Her Latin teacher had inspired her by "making Latin come alive."

She did not consider college until her high school guidance counselor, Mr. McCloud, encouraged her. "College was not talked about much in my family. I assumed I would go to work after high school," she recalled while sitting outside of Chambers Building on a recent morning. "That conversation changed my life."

A Passion for Education

Inspired primarily by her Latin teacher, Patricia chose to pursue a career in education. "In the 60s the career conversation for women was primarily about either education or nursing," she said. "Happily, education was my passion." She earned her room and board serving as a dorm counselor, another life-changing experience. "That experience gave me a different perspective about working with people. It was about communication, building consensus, and developing community. I learned to facilitate problem solving, conflict resolution, and positive interpersonal relationships. It became a critical part of my college education," she said, adding, "It opened the door to counseling as a future career direction."

The School Counselor

Patricia taught high school English and French for a number of years in Ohio, obtaining her M.A. in English education before she began thinking seriously about guidance counseling. "It was not that I was unhappy being a teacher," she said. "It just seemed

"As counselors and educators, we have an opportunity like no other to help shape the future by preparing students to make good decisions about their lives and to become productive and healthy individuals, family members, and community members."

Patricia, the daughter of a hardware store manager and a homemaker, became the first in her family to graduate from college. "In a footnote to that story, I was also able to reconnect with my Latin teacher after I became superintendent of State College schools and personally thank her for her inspiration and example."

"SUCCESS HAS NOTHING TO DO WITH WHAT YOU GAIN IN LIFE OR ACCOMPLISH FOR YOURSELF. IT'S WHAT YOU DO FOR OTHERS."

—Danny Thomas

that counseling was a natural extension of helping students learn skills, solve problems, and improve relationships." So she began taking courses for high school counseling certification while teaching. After a year as a guidance counselor in Michigan, Patricia moved with her family to State College, where she began her career in the State College Area School District (SCASD) as a substitute English teacher. A one-semester federally funded counseling position then led to a full-time guidance counselor position at the high school. She held this position from 1978 to 1983, at which time she took a leave of absence to complete her residency at Penn State for a doctorate in counselor education.

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Dr. Patricia Best *Continued from page 8.*

She recalls her advisor, **Dr. Edwin Herr**, as a “wonderful mentor and role model. He described a successful counselor educator as a good statesperson—that is, a skilled practitioner, a tireless advocate for the needs of young people and a principled representative of the profession. I carried those words with me during my career.”

She returned to guidance work, completed her dissertation, and began taking classes in educational leadership as a way to expand her focus to viewing education through a more systemic approach.

The School Administrator with Counseling Skills

She obtained her certificate in educational administration from Penn State in 1990. Then another life-changing career move came her way in the form of a new position as director of planning, research and communications, which Patricia saw as “a perfect match for my counseling background.” This was her first administrative position and led to her serving as SCASD’s assistant superintendent from 1995 to 1999, and ultimately as the superintendent from 1999 until she retired in 2009.

Discussing her move from counseling to administration, Patricia said, “I loved the one-on-one connections with students, seeing them grow and mature, as well as working with students in small groups. That was so much a part of the work of daily school counseling. It was difficult to leave that part behind. I saw district administration as a pathway to increased responsibility and broader impact and influence—an opportunity to make a contribution in a different way.”

She describes her counselor education training as “priceless,” outlining its benefits in four main ways. The first is the focus on listening to understand, stressing that there is “no more important basic skill for administrators than that.” The second is the understanding of interpersonal and group dynamics. “Most of the work of a superintendent is accomplished with and through the efforts of other people—for example, the school board, student government, faculty, staff and administrators, parents, and the community,” Patricia said. Then there is understanding decision-making processes and strategies, as many administrative decisions are complex and multifaceted. The fourth “won’t surprise anyone,” she commented with a smile, adding “resolving conflicts, appreciating different perspectives, preserving respectful relationships,

and using a variety of strategies to achieve a working agreement...always a challenge!”

She expanded enthusiastically on the benefits of a counselor education background. “As counselors and educators, we have an opportunity like no other to help shape the future by preparing students to make good decisions about their lives and to become productive and healthy individuals, family members, and community members.” While the focus of administrative work is often on the controversial issues and conflicts, she emphasized that “there were so many more rewarding and satisfying aspects to being a superintendent.” She particularly enjoyed exploring opportunities for students.

Counselor Education’s Personal Life Lessons

On a personal level, Patricia relayed that counselor education taught her the importance of self-awareness and personal stress management. She and her family have a small cabin on Penns Creek, a retreat she describes as “a place of peace and reflection,” especially in times of turmoil. And there were plenty of those, as in most superintendents’ experiences. Now retired, Patricia enjoys more time there when she is not busy due to her numerous community volunteer activities and positions. She believes that “community involvement is an extension of responsible participation in life. The ethic of service is not just something nice to pursue. Initially my community involvement was due to personal belief and interest, but then it matched up completely with the expectations of a superintendent of schools.”

It is clear that although Patricia is retired, she demonstrates that retirement is really about expanding choices by putting energies and efforts into different areas. She was recently appointed to the board of trustees of Mount Nittany Medical Center and serves on the boards of the Center for the Performing Arts at Penn State and Discovery Space Children’s Science Museum in downtown State College. In July, she will become president of the College of Education’s Alumni Society Board. She also enjoys spending time with her two stepsons David, an assistant high school principal in Bradford, Pa., and Michael, a chef in Burlington, Vt. “The two things that have always been of utmost importance to me in life and in my profession are very simply learning and relationships. Preparation in counselor education emphasizes both and provided an invaluable professional foundation for me in serving as a superintendent of schools,” Patricia concluded. ♦

Therapeutic Support Staff (TSS): A STEPPING STONE TO THE COUNSELING PROFESSION

By **Hyoyeon In**

Kristin Field, Stephanie Graboski, and Nicole Freed are second-year master's students in the Counselor Education program with an emphasis in elementary school counseling. Each has worked as therapeutic support staff (TSS) while pursuing her degree as a way to earn income while gaining experience directly related to school counseling.

A TSS provides individualized interventions to a child or adolescent with behavioral, social, or emotional problems at school, home, day care, or other community settings. "The TSS basically implements a treatment plan and tracks a child's behavior throughout the day or session. Master's-level staff such as a behavioral specialists consultant (BSC) or a mobile therapist (MT) write up the treatment plan based on an individual client's needs," Nicole explained.

Stephanie described how she worked with a first grader who had problems following directions, completing his work, and staying on task. Hanging out at the back in the classroom, she tracked her client's behaviors and reinforced his progress for three hours per day, five days a week. "He could earn a smiley sticker for complying with directions and completing his work. He was responding well to the smiley chart and it was really rewarding to observe his progress in the classroom," Stephanie said.

Nicole emphasized, "The goal for the TSS eventually is not being needed anymore. When starting to work with children, you need to sit closer to them until they're pro-



Left to right: Kristin Field, Nicole Freed, and Stephanie Graboski

gressing, and then you would pull yourself back a little more." She explained that instead of prompting and redirecting, she often used social cues to empower clients. "Rather than telling the child *you need to do this right now*, I prompt the child *look around at what other kids in your class are doing now*."

All three of these women agreed that working as a TSS has helped them grow as school counselors who must collaborate with other people to best meet student needs. "I could collaborate with an autistic support teacher in a school for my autistic client. For example, *I am noticing this in my client, what do you think we can do about it?*" said Kristin. "When teachers weren't aware of my child's behavioral issues, they might not be sensitive to his needs—and as a result his tantrums would escalate in situations that could have been avoided. Learning to work with everyone involved was critical."

TSS experiences also exposed the three women to the school system and the mental health field. "It pushed me into the whole school system and gave me a better understanding of how the school works," Stephanie said. "As a school counselor, you have to work with mental health agencies, take an active part in IEP (Individualized Education Program) meetings, and collaborate with those teams. As a TSS, we were part of that team. Going to the meetings and being able to give input helped our growth as counselors."

Kristine stated that TSS activities prepared her to work with different types of children whom she had not met before. For example, "I was able to work with an autistic child, see what a tantrum looks like, how I can deal with that, and know that I could successfully handle similar situations."

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Therapeutic Support Staff (TSS): *Continued from page 10.*

There were things a TSS could not do that taught them what they wanted to do as counselors. Stephanie reflected, "There are certain things that I couldn't do as a TSS. My client didn't have any social interactions with his peers, but I couldn't pull the child aside to work directly on his social skills. As a counselor I could have created a friendship group or lunch bunch and helped him practice how to interact with peers, but that wasn't happening." Nicole shared a similar experience: "Last week my client was really upset and I thought he was beyond what I could do as a TSS in the classroom. I told his teacher some observations that I made and suggested it might help him to talk to the counselor."

All agreed that this type of work has helped them see more clearly what troubled students need and how they can help as counselors. Currently, they are doing their internships in elementary schools and benefit in multiple ways from their TSS work.

And don't forget one other important benefit: *The Pay*. The cost of earning a master's degree is not cheap, and the income plus experience makes TSS work a great option. ♦

"WE LEARN BY EXAMPLE AND BY DIRECT EXPERIENCE BECAUSE THERE ARE REAL LIMITS TO THE ADEQUACY OF VERBAL INSTRUCTION."

—Malcom Gladwell

Leader within Our Midst

Rho Alpha Mu Chapter is pleased to highlight our very own **Michael Hannon** who recently received from Chi Sigma Iota International a Leadership Fellow Award. Fellowships are awarded to a few individuals of exceptional merit who have exhibited leadership at their chapter level. Mike was nominated by the chapter for this competitive process and was chosen to apprentice with Chi Sigma Iota International leaders from a large and diverse applicant pool.

Mike will continue developing leadership skills through this experience with the intent of providing long-term benefits to the counseling profession. He will be dedicating service hours to CSI by inter-

facing on a regular basis with the executive director, executive council members, various committee chairs, and a host of other national ACA leaders.

Mike's involvement at the international level will begin by attending Chi Sigma Iota activities during the ACA Conference in San Francisco. His fellowship provides a complimentary registration and a \$600 grant from CSI to help defer expenses to attend the conference.

Please join RAM Executive Committee in congratulating Mike on this prestigious award.

"LEADERSHIP SHOULD BE BORN OUT OF THE UNDERSTANDING OF THE NEEDS OF THOSE WHO WOULD BE AFFECTED BY IT."

—Marian Anderson

Counselor Education has LEFT THE BUILDING... for Renovations

Counselor Education has inhabited CEDAR Building for decades, and the time finally came when renovations could be put off no longer. So the first couple of weeks in January saw all of CEDAR, including Counselor Education, moved to new homes for at least one year.

Faculty and the CEDAR clinic are now in Ritenour Building. Alumni will recognize Ritenour as the previous health clinic. It is a tight fit, so staff had to move into town (224 Allen Street).

Lots of adaptations have had to be made for the new digs, but things are working out and people are keeping in mind a fresh, new, modern CEDAR home to return to some time next spring.

"THE GREAT THING IN THE WORLD IS NOT SO MUCH WHERE WE STAND, AS IN WHAT DIRECTION WE ARE MOVING."

—Oliver Wendell Holmes

National Research Awards

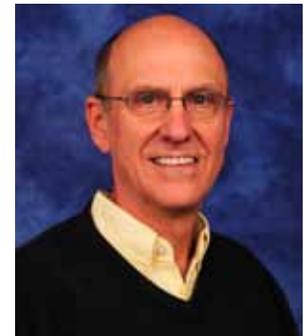
JoLynn Carney and Richard Hazler

Drs. JoLynn Carney and Richard Hazler were awarded the American Counseling Association (ACA) Research Award at the American Counseling Association National Conference March 24, 2012. Their study was titled “The Relations Between Bullying Exposures in Middle Childhood, Anxiety, and Adrenocortical Activity,” published in April 2010 in the *Journal of School Violence* (vol. 9, no. 2). Co-authors include Insoo Oh (Ewha Womans University), Leah C. Hibell (Purdue University), and Douglas A. Granger (Johns Hopkins University).

The study was designed to integrate one specific biological process into the research on bullying by focusing on how levels of exposure to bullying could be related to anxiety and adrenocortical activity. The researchers explored the pathways through which exposures to bullying during middle childhood might be related to individual differences in a stress reaction of the body via hypothalamic-pituitary-adrenal (HPA axis) activity. A normal school context was used in order to evaluate group reactions in a naturalistic environment. The findings raise the possibility that bullying-related alterations in children’s HPA axis activity may be of sufficient magnitude to moderate the often described association between victimization and physical complaints.



JoLynn Carney



Richard Hazler

The ACA Research Award honors and recognizes high-quality, original research conducted by an ACA member (or an ACA member and other colleagues working in collaboration) in areas of interest to the counseling profession and the divisions or organizational affiliates of ACA. For the purpose of this award, research involves systematic inquiry or investigation using quantitative or qualitative techniques, which result in usable findings and recommendations for the field.

Keith B. Wilson



Keith Wilson

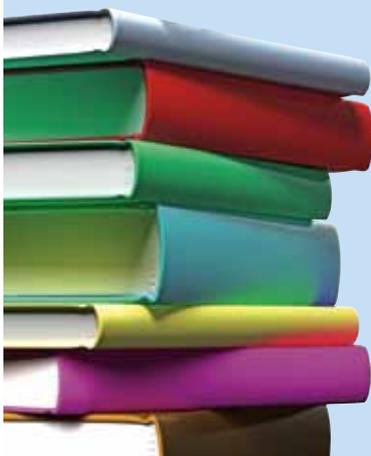
Dr. Keith B. Wilson was named winner of the Rehabilitation Researcher of the Year Award by the National Council on Rehabilitation Education (NCRE). The award will be presented at the NCRE’s national conference on April 13, 2012. This award recognizes recent research in the field of rehabilitation education.

Keith was recognized for his research contributions and impact on the field. For example, a recent look (November 2011) at the most frequently cited article rankings (<http://rcb.sagepub.com/rss/>) is an indication of the impact Keith is having on the field of

rehabilitation education and the human services. His articles have consistently appeared in the most cited rankings as indicated by HighWire hosted journals, at times at number one. In the month of November 2011 three of his articles appeared in the most cited at number 3, 32, and 33. Keith’s 2000 article, Predicting Vocational Rehabilitation Acceptance Based on Race, Education, Work Status, and Source of Support at Application, which appeared in *Rehabilitation Counseling Bulletin* (vol. 43, no. 20) was ranked number 3 in this citation index.

This and other top-ranked articles are empirical pieces that used sophisticated sampling and statistical procedures to address complex research questions in the rehabilitation field. The high number of researchers citing his work speaks to how peers view his research contributions as high quality and informative to rehabilitation education and the human services.

Favorite Books



Impossible and Other Stories

Brandon Hunt

(Counselor Education Faculty)

Impossible and Other Stories by **Daryl Gregory** (2011) is a collection of short stories that, although labeled SciFi/Fantasy, really focus on the human condition. Some stories had me laughing, others had me crying, and some left me gobsmacked. I still think about some of his characters weeks after reading the stories and wonder how they are and what they're up to now. If you like reading stories about how people exist in their daily lives, I highly recommend this book as well as Daryl's novels. He's just a brilliant writer.

Stones into Schools: Promoting Peace Through Education in Afghanistan and Pakistan

Jessica Martin

(Secondary School Counseling Student)

Stones into Schools: Promoting Peace Through Education in Afghanistan and Pakistan by Greg Mortenson is the story of his nonprofit Central Asia Institute (CAI) that has worked to promote peace through education by establishing more than 171 schools over the past 17 years. Most of the schools are for girls, in remote regions of Pakistan and Afghanistan. The book brings to life both the heroic stories of the CAI's fixers on the ground—renegade men of unrecognized and untapped talent who became galvanized by the importance of girls' education—and the triumphs of the young women who are now graduating from the schools. Their stories are ones you will not soon forget.

The Spirit Catches You and You Fall Down

Lindsey Nichols

(Doctoral Student)

The Spirit Catches You and You Fall Down by **Anne Fadiman** reinforced for me the importance of understanding other cultures and acknowledging that there are many ways to look at the world. It made me realize that no matter what I learn about the beliefs of others, I will always need to pay attention to the needs and beliefs of each individual within their world.

Dibs in Search of Self

Nancy Hieu Nguyen

(Doctoral Student)

Dibs in Search of Self by **Virginia Axline** really helps understand how play therapy works in an actual case. It reads like a novel, but is a factual account of Axline's patient work from beginning to end with an incredibly gifted yet misunderstood child named Dibs. I read it during my first play therapy course and several experienced years later continue to re-read it and suggest it to those who want to learn more about counseling children and/or play therapy. This is an excellent read and could have you wondering who will be the Dibs in your life!

"READING IS A BASIC TOOL IN THE LIVING OF A GOOD LIFE."

—**Mortimer J. Adler**

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Faculty Updates

Publications:

Strauser, D., **Deirdre O'Sullivan**, & Wong, A. (2012). Work personality, work engagement, and academic effort in a group of college students. *Journal of Employment Counseling*, 42 (2).

Deirdre O'Sullivan, Strauser, D., & Wong, A. (2012). Five factor model of personality, work behavior self-efficacy, and length of employment for individuals with disabilities: An exploratory analysis. *Rehabilitation Counseling Bulletin*, 55 (3).

Richard Hazler & Jolynn Carney. (2012). Critical characteristics of effective bullying prevention programs. In S. R. Jimerson, A. B. Nickerson, M. J. Mayer, & M. J. Furlong (Eds.), *Handbook of school violence and school safety: International research and practice*, 2nd edition (357–368). New York: Routledge.

This publication is available in alternative media upon request.

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