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Richard Hazler
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Counselion

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Inaugural year of career counseling-engineering sees tremendous success

By Jessica Buterbaugh

As a scholar, Diandra Prescod focuses her research on addressing one of the biggest occupational crises in the country — the STEM crisis.

Enrollment in STEM-related majors is on the increase, according to Prescod, Assistant Professor of Education (Counselor Education) and coordinator of the career counseling emphasis in Penn State's College of Education.

However, millions of STEM-related jobs remain vacant each year due to a lack of applicants. That's because, she said, many students enter these majors without an adequate understanding of how demanding and difficult the classes are and many end up changing their majors before graduating.

Penn State engineering students are not immune from this trend. To address growing concerns, Eric Marsh, Glenn Professor of Engineering in the Department of Mechanical and Nuclear Engineering (MNE), approached Prescod last summer about providing career counseling services to undergraduate students in his department.

"Our students need guidance and support beyond what is offered in the traditional engineering curriculum to help find a career that best matches their unique strengths and talents," Marsh said. "Diandra's work in career development interventions for STEM students is a perfect fit for our goal to better support our undergraduate

"We've had a great first year. We've provided services to approximately 225 students who have experienced a variety of issues and problems, including stress management, time management, coping skills, resume review and interview skills."
--Diandra Prescod

students."

At the start of the fall semester, a new partnership was formed where Prescod and five of her graduate students provided regular career counseling to MNE students throughout the academic year.

"We've had a great first year," Prescod said. "We've provided services to approximately 225 students who have experienced a variety of issues and problems, including stress management, time management, coping skills, resume review and interview skills."

After each session, students complete a satisfaction survey so that

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Front row from left, Brenda Colby, Yangyang Liu, Lilian Ma and Yuan Zheng. Back row from left, Joshua Kirby, Dr. Diandra Prescod and Christopher Hughes.

Prescod and the other counselors can track the success of the program and re-evaluate areas of concern. So far, students' responses are encouraging.

"Ninety-four percent of the students agreed that the counselor made them feel comfortable during their session and 96 percent believe the counselor understood their career questions and needs," Prescod said.

"Even more encouraging is that 92 percent of the students reported that they would consider returning to future counseling sessions and would recommend our services to a friend."

Although the partnership is still in its infancy, it already is seeing growth. By the end of the spring 2018 semester, Prescod and her graduate students, at the request of Mary Frecker, professor of mechanical and biomedical engineering and department head for graduate programs, began meeting with master and doctoral MNE students.

"MNE houses approximately 1,200 undergraduate students and 240 graduate students, so we now have a total of 1,440 students we can reach," Prescod said. "Our goal is to serve the majority of those students by the end of 2019."

The partnership is beneficial for all who are involved, she said.

MNE students who participate in the sessions become better equipped to

handle the difficulties and anxieties of their major while also gaining a better understanding of career opportunities. Marsh and his MNE colleagues can offer their students services that are not typically part of an engineering curriculum, and retain students.

Career counseling master's students gain hands-on experience to help them develop their professional skills while also expanding their academic experiences and interests, and doctoral students Latoya Haynes-Thoby and

Deanna Burgess gain counselor supervision and research experience. Prescod also can apply her own research to help Penn State students and continue to build that research.

"What's most important is that we want the students to know that this is not a one-time service," Prescod said. "They can see a career counselor weekly if they feel the need to."

"Many times students pursuing STEM degrees struggle to get through their classes and sometimes question their skills and abilities.

At times, they feel stressed about the many obligations they face — class, internship, clubs, family life — and simply need someone to speak to about their day-to-day experience," she said.

"The career counselors are equipped to help students work through these issues and we hope to see a significant increase in the number of students that make appointments with them."

MNE students interested in scheduling a meeting with a career counselor can do so by visiting <http://www.mne.psu.edu/career-advising/index.aspx> online.

Counselors are available Monday through Friday and meet with students in the E-Knowledge Commons in Reber Building.



Doctoral supervisors Deanna Burgess, left, and Latoya Haynes, right, with Dr. Diandra Prescod.

Putting the spotlight on Dominiqua Griffin

In addition to highlighting excellence in research, teaching, and service within the Counselor Education program, the CounselLion works to feature students who excel in their graduate programs, while also making significant positive impacts within and outside of the program.

This edition of CounselLion features Dominiqua Griffin who fosters respected relationships with Penn State and community leadership, surpasses the expectations of her program, and maintains active involvement in service projects both professionally and personally.

Dominiqua Griffin is a doctoral candidate in Counselor Education and Supervision and an Assistant Professor of School Counseling at California State University, Fresno since fall 2018. She successfully defended her dissertation and is set to graduate in August after putting the final edits/finishing touches on her dissertation.

Her dissertation is an ethnographic inquiry into the roles and practices of school counselors in Barbados and has implications for school counseling policy, counselor educators and the broader international school counseling literature. Her work involves collaborations with the Barbados Ministry of Education and local secondary educators and school communities.

Her research has been awarded the Penn State Africana Research Center's Dissertation Grant and the American Association for Blacks in Higher Education Dissertation Award (Honorable Mention). She is scheduled to facilitate workshops and forums with Barbados school counselors and ministry officials in April 2019.

While at Penn State, Griffin was also involved in scholarly projects and teaching with Penn State faculty. Griffin helped to develop an undergraduate course, Rehabilitation and Human Services' Introduction to Disability



DOMINIQUA GRIFFIN

Culture, which she co-taught with Dr. Melissa Luse.

Griffin also co-taught Counselor Education's Family Counseling with Dr. Julia Bryan. She explains that co-teaching "provided me with the opportunity to contribute a unique perspective from my work with young students in school settings, while also supporting school counseling students in the Family Counseling course." These experiences contribute to her work as a professor currently.

Griffin collaborates with Bryan on research using an ongoing High School Longitudinal Study to look at the role of school counselors in preparing high school students for college and university. They have a published book chapter that synthesizes existing literature on school-community partnerships, and using Bryan's own school-family-community partnerships model to examine the role of partnerships in schools and student success.

"I enjoy working with Dominiqua for so many reasons, including her perceptiveness, enthusiasm, maturity and professionalism, her seriousness balanced by a good sense of humor, and her openness to feedback and growth," Bryan said. "Dominiqua immediately stood out for her commitment to social justice.

"It was not just words, but an integral part of who she is."

Griffin was also heavily involved with the Black Graduate Student

Association (BGSA) at Penn State, having served for three years as Political Action Committee (PAC) co-chair. BGSA awarded her with the 2016 Dr. Stephanie Danette Preston Service Award. She said the PAC's theme has been "the personal is political."

While in the role, Griffin organized ongoing discussions with the State College Mayor Donald Hahn, and they addressed issues affecting black students, and some of the local challenges regarding voter registration and turnout in State College.

Working with State College Democrats, Griffin and the PAC provided rides for those needing to get out to register and vote and provided information on all the candidates running from various parties. They also registered Penn State students to vote and coordinated events to discuss the 2016 Presidential Debates. Griffin explained that BGSA and PAC continue to work to bridge the gap between the Penn State and local community.

Griffin has maintained active service in the high school she used to attend. She collaborated with her high school counselor to organize an event for alumni to speak to current students about, "Life After Manhattan Center for Science and Mathematics" to demonstrate where they have gone in their careers.

Griffin hopes that this initial event will lay the groundwork for an eventual Alumni Association. She also co-created "Black Women PhDs@" with Latoya Haynes-Thoby, a platform that highlights the achievements of Black women in academia and provides a much-needed digital space and informal network for current and future Ph.D.s.

"I get involved with this because service is extremely important, and it connects with my work," Griffin said.

"[Service] is at the core of who I am. Social justice issues are extremely important to who I am. I plan to follow these directions in a faculty position in an urban area."

Oh ... the places you can go with a Counselor Education degree and a career counseling emphasis

Where does someone with an M.Ed. in Counselor Education with a Career Counseling emphasis go to work? What does the education and internship experience you get in PSU Career Services get you ready to do?

There are career services and advising positions at every college and university in the United States, but worldwide there are many more.

Khalifa Al Yafei (M.Ed. 2017) is a great example of the many places you can go, things you can see, and work you can do. This interview with Khalifa may spark some of your own adventurous ideas.

Where are you now?

"I'm currently working as Director of Academic Affairs and Operation for a British university called Northumbria University. The work I do is all around admission recruitment, student support, counseling students, financial aid scholarships and every day is a new adventure.

"A typical day will see me following up on the recruitment campaigns, admission numbers and, preparing for new campaigns. I develop partnerships with different institutions in Qatar to recruit more students and sponsors for the University. Students are a big part of my day, following up with them for counseling related to their career decisions, educational goals, and aspects of their life impacting those issues."

This is a pretty unique position. What do you enjoy most?

"Everything. The best thing about my position is the flexibility and opportunities for creativity. I'm a person who loves to think outside of the box and go beyond what is required. I always try to bring partnerships from all around the country to make the university a better place. The



Khalifa Al Yafei is Director of Academic Affairs and Operations at Northumbria University.

career planning course I get to teach is probably my favorite thing in this current position."

What prepared you for such a varied position?

"Penn State helped me a lot in terms of counseling skills, and their belief in opportunities to expand my teaching skills. The presentations we did and the number of workshops we delivered while interning at PSU Career Services helped me tremendously with the class that I'm teaching now. At the same time, the one on one counseling opportunities gave me a great foundation for working with college students."

Is this the only position you've held since graduating?

"No, there was another adventure before this current one. I actually received an offer from a hospital in Paris called Cetera Medical Hospital before I graduated. I worked there for a year and a half as a national scholarship manager.

"We had around 120 sponsored students in Qatar and the UK who were studying medicine, nursing, psychology, nutrition, and pharmacy.

"I handled recruitment, scholarships, and guided the students during their study in terms of their

academics, and issues they were facing academically and professionally, all to help them in their future careers.”

This all sound great and very busy. How do you take care of yourself?

“I actually do a lot of exercising, especially that the weather’s nice now. I walk regularly and spend lots of time with my family, especially my wife and children.

“I like to start the day early, especially on the weekend when everything is quiet, no one’s in the street, and go walking or find a quiet place to drink a coffee and read a book. Camping with friends on some weekend is another thing that helps break the routine.”

What differences/similarities exist in educational goals/training for students in Qatar and the US?

“It’s similar and different at the same time. So different in ways of students have different educational goals. More of here students are looking to go into specific fields related to the oil and gas industry while in the US, students like all disciplines.

“I’m sure because the job market here in Qatar is different with students than in the US and the EU. They have the same similarities in a lack of guidance, especially in their first and second years. The first year of studying especially, it’s similar, where students are like changing their major once or twice.”

Where do you see yourself in the future?

“This is the million-dollar question. You never know for sure, but hope by next year I’ll start a doctorate of business administration next year, at Northumbria University in the UK. I want to focus on employability, career planning, career development, and maybe five years I’ll be teaching at one of the universities in Qatar. If not that, then maybe a managerial position at an educational institution. I’d like a university or any other academic institution where I can apply all the skills that I learned from Penn State and from my future doctoral program.”

America in need of counselors

By Bagmi Das

Today’s society is in a constantly stressed mental health state and there is an increasing need for counselors. The most publicized sense of public threat is that of terrorism.

We live in a global society with a diversity of ethnic origins so that Americans are affected by happenings both in the US and abroad. Counselors are needed in community settings to mitigate fears and increased cultural tensions. The threat of terrorism and local dangers only grows, so it is incumbent on us to not further isolate people from the care and community they need to integrate into society.

Soldiers who have been fighting in the war against terror are the nation’s responsibility and a starting place for additional mental health efforts that nearly everyone can support. Soldiers come back from fighting overseas with anxiety, depression, PTSD and trouble adjusting to civilian life.

The current government plan views growth for the military that will increase the veteran populations and the need to better serve them. Recent federal government plans are to gut and then expand the Veteran’s Affairs Administration (VA) so that veterans can use their benefits at non-VA sites. No matter what happens it means that veterans will be accessing additional counselors inside and outside of the VA, so that the supply of counselors must grow to meet the demand.

This is where our professional advocacy job becomes critical. We must make our voice heard.

The transition from military to civilian life is about more than treating PTSD, and current policies need to expand beyond this illness model for services to be more comprehensive.

Rehabilitation, career counseling, family and wellness counseling are

critical to the reintegration process along with those wellness oriented mental and physical components required to create a valued and valuable life in our society.

The GI Bill continues to increase numbers of veterans entering colleges and universities, but graduation rates are low. Career counselors and mental health counselors can assist in this transition and support veterans in assertively seeking their rights, opportunities, and welfare.

Career counselors are a major ally for increasing the workforce. Current government stated emphasis on decreasing unemployment has a goal of creating 25 million new jobs. Career counselors can be utilized to help people understand how to apply their skills in the growing industries of today. This follows the precedent of the post-Depression era and will allow people to get back into jobs.

Meeting the needs of what some are calling a new America requires all of us to advocate for the funding essential to hiring the counselors needed in government agencies and nonprofits that serve the less wealthy populations with the greatest needs.

Funds can start in the Defense Department budget where the issues are getting the most visibility and expand to other area needs where stress and the sense of danger is impacting millions more. Current legislation needs to reflect the importance of such agencies through policies that distribute counseling services per population.

Appropriate care will require that counselors have viable caseloads and work together to decrease intra-community tensions. These are steps that must be taken to secure the legacy that every administration should leave for America.

Counselors and counseling organizations must be at the forefront of advocacy for those we serve and our profession to do our part in making this happen.

Covert named Outstanding Counselor Education Alumna

Linsey Covert (M.Ed., 2006) was named the outstanding Counselor Education Alumna and gave the Keynote Address at the RAM Chapter of Chi Sigma Iota Counseling Academic and Professional Honor Society Awards Banquet on March 23, 2018.



LINSEY COVERT

The award is given by the Counselor Education faculty and goes to an alumnus who has demonstrated outstanding accomplishments after graduation.

Linsey currently wears multiple hats that include being the Director of Project TEAM at The Pennsylvania State University and the Founder and CEO of TEAMology LLC, which is the entity commercializing the Project TEAM training, curriculum, materials, and a first of its kind cloud-based software to enhance a school's ability to collaborate

and implement Project TEAM.

Project TEAM is school wide programming that promotes teamwork, leadership, and career readiness for all students. It is an innovative comprehensive school-wide anti-bullying movement to help schools evolve into TEAM oriented communities.

The ultimate aims of Project TEAM are to improve school culture, promote a more academically and socially supportive school culture for all and to reduce school violence. Project TEAM is based on a framework that she began developing as a Counselor Education Master's student at Penn State.

Linsey is a former teacher and school counselor with additional experience in higher education. Her journey has led her down an exciting path as she has successfully worked with PSU Counselor Education faculty, administrators, school counselors, teachers, and community leaders to implement Project TEAM, which is now in over 50 schools.

As Project TEAM continues to grow, her hope is to create positive impact on students across the country and beyond.

Liza Conyers to serve as PI for expanded HIV testing initiative

Liza Conyers has been awarded a contract (\$498,730) in 2017 to serve as a Principal Investigator for the Pennsylvania Expanded HIV Testing Initiative (PEHTI).



LIZA CONYERS

The PEHTI project serves to provide technical support and capacity development to the Pennsylvania Department of Health, Division of HIV Disease and clinical sites throughout Pennsylvania in order to expand access to HIV testing and track data related to the routinization of opt-out HIV screening in healthcare settings.

The project also entails collaborating with partners in the Hepatitis C and STD divisions to coordinate and evaluate integrated HIV, HCV, and STD testing in Pennsylvania. Dr. Conyers' contract was renewed in 2018 (\$548, 603), and 2019 (\$548, 603).

Collaboration with the state Hepatitis C Program to provide integrated HIV and HCV testing, allowed Dr. Conyers to gain additional grants for a total \$100,000 in funding to expand integrated HIV and Hepatitis C testing. This contract supports funding for 1.5 additional graduate assistantships.

Dr. Conyers' work has been recognized in many ways including an appointment by Gov. Tom Wolf to the State Vocational Rehabilitation Board in 2018 and the Statewide HIV Planning Group in January, 2019.



Diandra Prescod receives the NARACES Outstanding New Professional Award at the recent Association for Counselor Education and Supervision conference.



Penn State counselor education faculty and students gathered at a recent Association for Counselor Education and Supervision (ACES) conference. ACES members are counselors, supervisors, graduate students and faculty members who strive to improve the education and supervision of counselors in training and in practice.

RECENT Ph.D. GRADUATES

- Dr. Fallon Calandriello, Northwestern University, Instructor
- Dr. MinJung Chae, South Korea, Researcher
- Dr. Vicki Chang, Cornell University, Assistant Professor
- Dr. Kevin Duquette, Bridgewater State University, Massachusetts, Assistant Professor
- Dr. Mary Edwin, University of Missouri, St. Louis, Assistant Professor
- Dr. Lindsey Fullmer, Springfield College, Massachusetts, Assistant Professor
- Dr. Dominiqua Griffin, California State University, Fresno, Assistant Professor
- Dr. SunHee Jang, Rutgers University, Assistant Professor
- Dr. Pia Smal, Penn State University, Assistant Professor

RECENT MASTER'S GRADUATES

- Alison Ackerley – Learning Specialist (University of Maryland)
- Anthony Alberici-Bainbridge - Rehabilitation Counselor (Aetna Insurance)
- Kiley Foley - Rehabilitation Counselor (Office of Vocational Rehabilitation, Pennsylvania)
- Keri Kochvar – School Counselor (Seattle Public Schools)
- Junelie Rivera Laracuente – School Counselor (Osceola County School District, Florida)
- Amber Ligetti – School Counselor (State College)
- Sarah Mallon – School Counselor (Chartiers Valley Middle School, Pittsburgh)
- Kala Nelson – Rehabilitation Counselor (Office of Vocational Rehabilitation, Maryland)
- Billy Petty – School Counselor, Franklin Academy (East Haddam, Connecticut)
- Emily Powell – Counselor (Lock Haven University, Pennsylvania)
- Christopher Wagner - Rehabilitation Counselor (Office of Vocational Rehabilitation, Pennsylvania)
- Jillian Whitmire – Transition Classroom Therapist and Team Leader (Pennsylvania)

Penn State Counselor Education Program Evaluation Summary

Basic program data for 2017-18 Council for the Accreditation of Counseling and Related Educational Programs (source: CACREP Vital Statistics):

Career Counseling: Graduates: 0; completion rate, licensure pass rate and job placement rate (not applicable).

Clinical Mental Health Counseling in Schools and Communities: Graduates: 8; completion rate, licensure pass rate and job placement rate (each 100%).

Clinical Rehabilitation Counseling/Clinical Mental Health Counseling: Graduates: 6; completion rate, licensure pass rate and job placement rate (each 100%).

School Counseling: Graduates: 14; completion rate, certification pass rate and job placement rate (each 100%).

Ph.D. in Counselor Education and Supervision: Graduates: 9; completion rate, licensure pass rate and job placement rate (each 100%).

COUNSELOR EDUCATION PROGRAM EVALUATION

Program evaluation, which is a continuous activity for the Counselor Education program, is based on data from a variety of sources including (a) surveys of alumni, employers of graduates, and supervisors that occur at least every three years; (b) yearly evaluations of the program that students submit anonymously with their annual self-evaluations; (c) feedback from members of the Counselor Education Advisory Board; (d) other meetings and interactions with students, supervisors, and employers throughout the academic year; and (e) other appropriate evaluative data.

Alumni Responses (2017-18): The 10 alumni who responded to the surveys, rated the program as good or very good, with an average of 4.2 on a scale of 1, low, to 5, high.

The majority of alumni were certified in their respective specialization areas (e.g., Certified Elementary School Counselor, or

License Professional Counselor) and/or as Nationally Certified Counselors.

Alumni ratings for practicum and internship were consistently high, as were their ratings of their counseling training and learning counseling competencies (averages within the 4 to 5 range). Alumni in general were satisfied to very satisfied with their advising experience.

Employer and Supervisor Responses (2017-2018): On a scale from very good (5) to very poor (1), all employer ratings were very good or good for the following areas: academic preparation, counseling skills, professional development, knowledge of current issues, knowledge of legal and ethical issues, and administrative skills (averages within the 4 to 5 range).

Areas noted as strengths for interns and graduates included strong communication skills, counseling skills, strong multicultural awareness and training, dedication and commitment to the field of counseling, strong academic training, and professionalism.

Strengths of the program included the practicum experience, the focus on research-based approaches to counseling, and faculty commitment to students.

Suggestions for improvement included more content on drug and alcohol addiction counseling, increased training in the areas of bullying and cyber-bullying, and ways to use technology in counseling. More training in the assessment and counseling of clients with mental health disorders was also indicated.

Student Responses (2017-18): Students were consistently satisfied with their interactions with faculty, noting that faculty were open, accessible, flexible, and knowledgeable. Students appreciated that faculty were actively involved in research yet still available to students outside of the room (average scores ranged from 4.1 to 4.8 on a 1, least, to 5, high, scale).

Students appreciated the breadth and depth of the program and how

administrative staff is supportive. They felt well prepared to join the world of work as a counselor. Students valued the multicultural counseling focus of the program, noting that this focus was infused throughout all of their courses.

Other appropriate evaluative data (2017-18): All 14 graduating school counseling students passed the School Counselor PRAXIS exam. Results for school counselors were well above state and national averages in all five areas and total scores. Fifteen of 16 2018 graduating students passed the National Counselor Exam (NCE) and all score mean totals were above those of professionals in the field.

Changes in the program based on evolving needs, consumer evaluations, and other sources such as CACREP: Assessment of Professional Dispositions and Key Performance Indicators are now infused at both the master's and the doctoral levels. Furthermore, professional dispositions are part of the dimensions considered in the selection of applicants during admissions processes

Following admission, the program continues to put in contact first- and second-year students. Second-year students support the beginning of the program of first-year students. Second-year counseling students are also paired with first-year students to promote interaction.

The CNED 422 Foundations of Addictions counseling course was updated to better address graduate student training and education needs, and better prepare future counselors for working with a range of individuals and families who struggle, or previously struggled, with addiction.

CNED 497 Trauma Informed Care for School and Health Professionals was developed for graduate students who will likely work with people at risk for child maltreatment and other traumas, including having to report suspected child abuse. The risk and protective factors associated with trauma, the associated outcomes, the populations most at risk, the interventions,

Mission Statement of Penn State Counselor Education

The mission of the Counselor Education Program is to provide counselors-in-training and counselor educators with the skills necessary for providing ethical and culturally competent services to nurture personal development, psychological maturity, and positive social enhancement. The program also places strong emphasis on developing students into social advocates through exposure to diverse learning and outreach opportunities.

Upon graduation students will be prepared to facilitate the personal and psychological development, growth, enrichment, and wellness of the individual, community, and society at large. These counselors-in-training and counselor educators will assist in overcoming and resolving complex interpersonal, vocational, and emotional issues associated with mental, physical disorders, and societal living.

screening, and procedures for reporting, are included, among other topics to prepare counseling students to work with those impacted by trauma and child maltreatment.

Clinical Mental Health Counseling Specialty added new sites and require audio or video recording at all sites. Sites for internship include but are not limited to: Foxdale; Friend's School; Young Scholars; State College Area High School; Shippensburg University; Bellefonte Area High School; Taking Flight; Mount Nittany Behavioral Health Center; Volunteers in Medicine; and Crossroads Counseling.

The curriculum in CNED 510: Foundations of Clinical Mental Health Counseling in Schools and Communities was updated. The curriculum now includes DSM-5 information and meets CACREP 2016 standards. Also updated were the textbooks, assessments, and activities of CNED 532: Diagnosis Counseling to expand opportunities to engage in the practice of diagnosis using the DSM-5 and ICD-10 codes.

The School Counseling specialty is now fully compliant with CACREP 2016 Standards. The final number of credits is 61. School Counseling Credit hour requirements were 55 hours required. Now, students take 61 hours to meet PA Licensure requirements. The two additional three-hour courses are electives.

School counseling revised both the elementary and secondary school

Objectives of Penn State Counselor Education

The program prepares students to:

- Be employed as counselors and serve as effective, ethical professionals in schools, community/mental health agencies, rehabilitation agencies, career and job related agencies, private practice, and colleges and universities.
- Provide effective programs, interventions, and advocacy for individuals, couples, families, groups, and organizations.
- Provide leadership in educational, and human and rehabilitation services settings.
- Strive to empower and advocate for themselves, their profession, and individuals from all backgrounds within their employment context
- Utilize multicultural and social justice counseling competencies to serve and empower diverse populations.
- Exhibit a capacity for self-reflection and an openness to feedback to evaluate and improve personal and organizational practices.
- Incorporate and develop best practices through the application of counseling theories, research, scholarly literature, and technology.

counseling so that they now both qualify for the new Pre-K-12 school counseling certification in the State of Pennsylvania. The introductory course (CNED 503) is now a combination of the old 503 (elementary) and 504 (secondary) introductory courses. The course now has a Pre-K-12 focus while still allowing some special elementary or secondary emphasis in assignments.

The School Counseling Internship (CNED 595E) is now a combination of 595E (elementary) and 595F (secondary) internships. Students in the new CNED 595E spend the bulk of their 600-hour internship in either an elementary or secondary site to give a full year experience with one group of students and one school, but they will spend additional hours sometime during the year in the alternate school level, giving them more experience.

The Herr Clinic facility has been updated so that all sessions are recorded using new digital recording technology, IVS. Clinic notes continue to be all electronic and processes have been updated to meet state and HIPAA guidelines. Additionally, clients

Values of Penn State Counselor Education

The values of the program are consistent with the values promoted by The Pennsylvania State University. These values are:

- Excellence in teaching, research, service and support activities.
- Free exchange of ideas in the spirit of academic freedom and professional responsibility.
- Contributions to the greater understanding and resolution of societal problems.
- An open and trusting environment in which individuals can expect ethical treatment and civility in all interactions.
- Human diversity, pluralism, and community.
- Shared governance, teamwork, and collaboration in decision-making.
- Personal commitment and contribution to the university's greater good.
- Individual growth and development.

continue to use iPads for the intake and weekly assessments, like the Counseling Center Assessment of Psychological Symptoms.

The Herr Clinic continued integrating client intake and counseling notes into the Center for Collegiate Mental Health (CCMH), which allows for additional research and comparison of students working in the Herr Clinic to other programs nationwide.

Faculty discuss funding opportunities at meetings every spring, and are always looking for additional graduate assistantship opportunities for students. Two new Bunton Waller scholarships for two of our master's level students were added for the 2018-2019 period.

A new position of Clinical Supervisor for the Herr Clinic was created. The professional in this position will support the work done of students-in-training at the Herr Clinic.

A bimonthly Specialty Coordinator's meeting was established to share progress, advances and potential concerns related to students, faculty and the Counselor EdProgram.

For more information on Counselor Education accreditation please contact Dr. Carlos Zalaquett at cpz1@psu.edu or 814-867-6252 (327A CEDAR Building).

FACULTY ACHIEVEMENTS

AWARDS

Diandra J. Prescod - North Atlantic Region Association of Counselor Education and Supervision New Professional of the Year Award – North Atlantic Region Association for Counselor Education and Supervision

Jeffrey Hayes - Distinguished Contributions to the Science and Profession of Psychology Award - Pennsylvania Psychological Association, 2018

JOURNAL ARTICLES

Julia Bryan, Williams, J., Kim, J., Morrison, S. S., & Caldwell, C. H. (2018). Perceived teacher discrimination and academic achievement among Urban Caribbean Black and African American adolescents: School bonding and family support as protective factors. *Urban Education*.

Kim, J., **Julia Bryan**, Choi, Y., & Kim, J. H. (2018). Understanding Asian American academic achievement: Do their immigrant parent networks and empowerment contribute to their academic performance? *Professional School Counseling*, 21(1), 1-12. DOI: 10.1177/2156759X18788534

Young, A. A., & **Julia Bryan** (2018). The School Counselor Leadership Survey: Confirmatory factor analysis and validation. *Measurement and Evaluation in Counseling and Development*, DOI: 10.1080/07481756.2018.1435190

Kim, J., Fletcher, K. L., & **Julia Bryan** (2018). Empowering marginalized parents: An emerging parent empowerment building model for school counselor leaders. *Professional School Counseling*, 21(1b), 1-9. DOI: 10.1177/2156759X18773585

Julia Bryan, Young, A. A., Griffin, D., & Holcomb-McCoy, C. (2018). Leadership practices linked to involvement in school-family-community partnerships: A national study. *Professional School Counseling*, 21(1), 1-13. DOI: 10.1177/2156759X18761897

JoLynn V. Carney, Kim, H., Duquette, K., **Richard J. Hazler**, & Guo, X. (in press). Hope as a mediator of bullying experiences and emotional difficulties in school-aged children. *Journal of Counseling Development*.

JoLynn V. Carney, Liu, Y., & **Richard J. Hazler** (2018). A path analysis on school bullying and critical school values: A social capital perspective. *Children and Youth Services Review*, 93, 231-239.

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GRANTS

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