



# Counselion

The Counselor Education Newsletter

## Herr Clinic awarded grant for racial equity program

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**T**he College of Education formed the Equity Team during the 2018-19 academic year in order to consider the ways the College could move toward adopting equity-conscious practices in classrooms, teaching, research and peer interactions, as well as at the college-level.

The Equity Team identified a need for work in several broad areas including systemic curricular revision, professional development for faculty and staff and changes in policies and procedures.

To support work in these areas, a funding initiative was established to ensure sustainability and commitment. In 2021, The Equity Team announced The "Equity Fund" Program which called for a focus on racial equity.

Given the strong correlation between racial inequity and educational inequity, the fund highlighted a strong preference toward projects that emphasized how racial equity is taught, discussed, and implemented across all levels and programs.

It was announced in summer 2021 that The Edwin L. Herr Clinic (formerly The CEDAR Clinic), the mental health training clinic for the Counselor Education program, was awarded approximately \$10,000 from the Equity Fund to examine racial equity practices in the clinic and train counselors and supervisors in racial trauma and liberation psychology.

The proposal's Principal



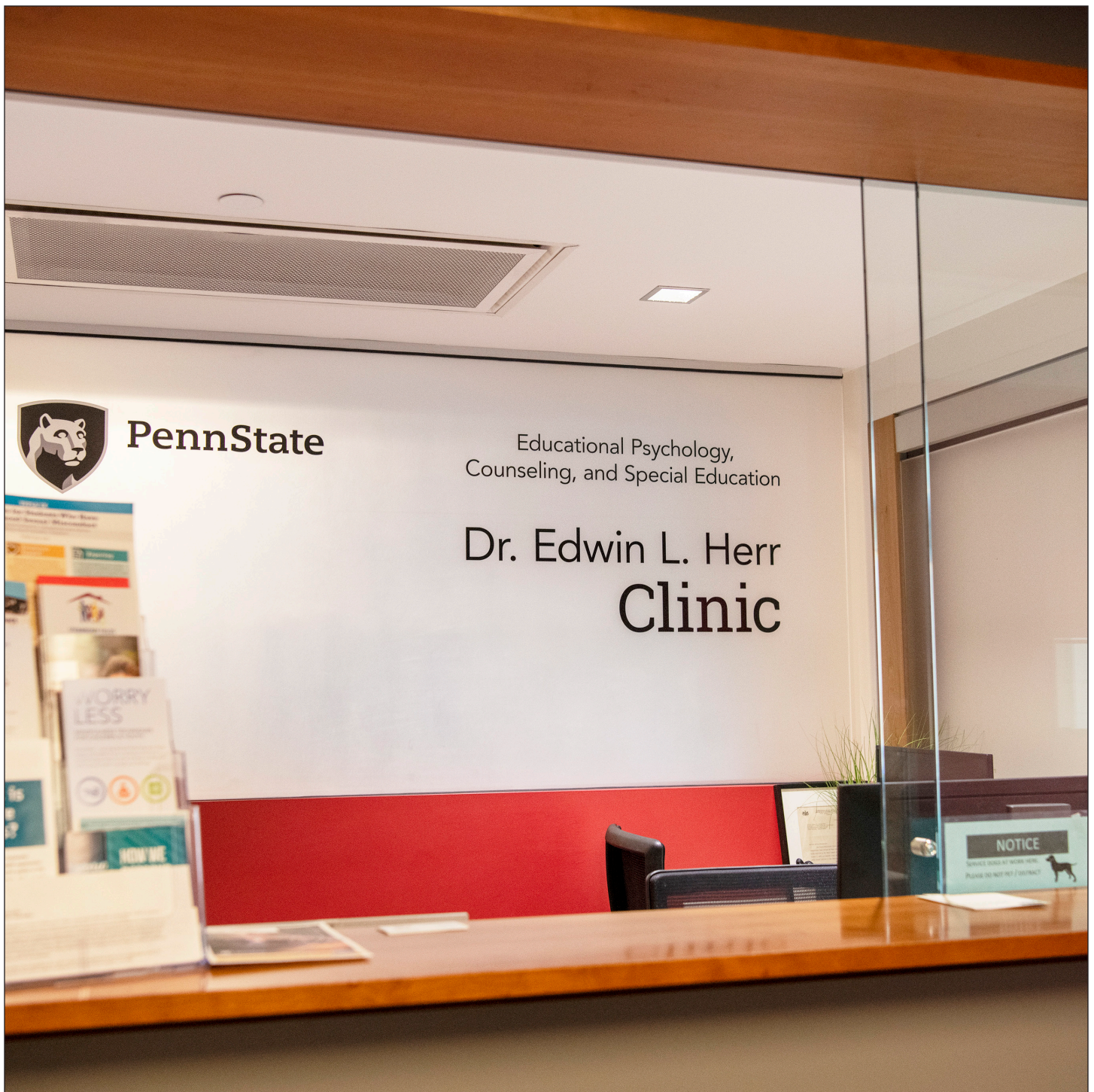
The Edwin L. Herr Clinic

*These counselors and supervisors receive weekly, as well as monthly, training and supervision in social justice competencies, liberation psychology and racial trauma counseling.*

Investigators are Dr. Kristen Nadermann, a 2017 doctoral graduate of the Counselor Education program and The Herr Clinic Coordinator, as well as Dr. Carlos Medina V, a 2019 doctoral graduate and assistant professor at DePaul University.

The awarded grant proposal expands a partnership with the College of Education's Office of Education and Social Equity (OESE), by which traditionally underserved students in need of mental health counseling are identified by OESE





staff and directly referred to The Herr Clinic.

This streamlines the previous process of connection to the Herr Clinic through a CAPS referral and removes barriers. Additionally, three counselors and two supervisors completed a competitive application process and were selected to provide counseling and supervision to clients referred from the OESE office.

These counselors and

supervisors receive weekly, as well as monthly, training and supervision in social justice competencies, liberation psychology and racial trauma counseling.

Finally, the proposal allows for time to systematically review clinic policies and procedures for racial inequities and compile resources for a racial trauma website as part of The Herr Clinic webpage. To date, the clinic has served approximately 12 students through this

partnership and is eagerly looking for ways to scale up the program.

In collaboration with other Equity Teams and resources on campus, the Herr Clinic hopes to be able to collaborate on systemic review of the Counselor Education curriculum in order to incorporate racial trauma training in a more intentional and coordinated way throughout the masters and doctoral curriculum.



# Counselor Education representatives present at ACES Conference in Atlanta

The 2021 Association for Counselor Education and Supervision was held in person this year in Atlanta, Georgia. The event was a five-day opportunity to share information, connect with other professionals and celebrate the excellent work of counselor educators.

Keynote speaker Anneliese Singh spoke about racial healing strategies that counselor educators and supervisors can practice toward the collaborative aim of racial justice.

Penn State counselor education faculty and students were impressively well-represented and convened an informal reception ceremony to reconnect and share updates.

Conference presenters included Penn State faculty members Drs. Janice Byrd, Paul Harris, Katie Kostohryz, Christy Beck, Elizabeth Prosek, Kristen Nadermann and JoLynn Carney, among others.



*Counselor education faculty and students represented Penn State well at the Association for Counselor Education and Supervision conference in Atlanta.*

Penn State counselor education doctoral alum presenters included Drs. Lindsey Fullmer, Hyung Joon Yoon, Javier Casado-Perez, SoRin Kim, Das, Angelica Galvan and Beth Gilfillan, among others.

Current Penn State student presenters included Hongshan Shao, Hyunhee Kim, Yangyang Liu, Mahmood Al , Nancy Valverde, Shernell Elibox, Nkenji Clarke, Kyesha Isadore and Lindsey Bannish, among others.

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## Kanyinsola Charis explains impact on school counselors

*By Kanyinsola Charis*

The vision of the improvised simulation is to present opportunities for school counselors in training to begin to make early meaning of their professional roles as advocates.

Advocacy by its very nature poses significant emotional and sociopolitical risks at every level. During my graduate training in school counseling, my capacity to advocate was swiftly checked despite my passion for social justice advocacy in schools.

I describe this experience as a chasm between theory, practice and lack of development of students' personal identities as advocates. Furthermore, the demands of advocacy for school counselors can feel intense hence the need for exploration of the practice in a non-judgmental, theatrical approach and in the safety of a learning environment.



**Kanyinsola Charis**

The use of actors allows each student work through school-based scenarios. It honors each students' cultural background and its influence in the interpretation of the scenarios and active decision-making. It aims to observe their recognition of a scenario as a social justice issue, ability to handle conflicting interests and relationships with stakeholders in the school systems, explore their awareness of relevant state laws and recognize what levels of advocacy they are able engage in with their current developmental skill.

Most importantly, the development of self-awareness within a more concrete context of their role of advocates hope to lead to deeper personal reflections and spark more authentic conversations about the challenges to advocacy in the role of a professional school counselor in this course (Foundations and Ethics of School Counseling) and throughout the program.

# Doctoral alumna wins NCDA Article of the Year

Mary Edwin, assistant professor at the University of Missouri-St. Louis and graduate of the counselor education doctoral program at Penn State, was among those celebrated at the NCDA 2020 Career Development Conference as a professional who empowers individuals to achieve career goals.

Edwin and her Penn State co-authors, Diandra J. Prescod and Julia Bryan, won Article of the Year for a piece published in Career Development Quarterly.

The article is titled "Profile of High School Students' STEM Career Aspirations," and examines STEM (science, technology, engineering, and math) career aspirations in underrepresented populations.

Edwin and her co-authors examined data from a nationally representative sample of high school students and found a significant relationship between students' aspirations and demographic variables. The authors



Mary Edwin

also found differences in aspirations based on students' race and gender. Their conclusions highlighted a need for counselors to implement career interventions that address the found disparities.

The article blends Edwin's two main research interests: career development in schools and career development in STEM professions. Her research on career development

*The authors also found differences in aspirations based on students' race and gender. Their conclusions highlighted a need for counselors to implement career interventions that address the found disparities.*

in schools focuses on building early career development interventions, as well as the development of school-based career interventions.

Edwin's previous research on STEM career development has examined the impact of career development interventions in promoting aspirations for STEM careers and retention of female and underrepresented minority students in STEM programs and professions.

# Dominiqua Griffin named AERA Congressional Fellow

Every year, The American Educational Research Association (AERA) names two early career scholars who are awarded the AERA Congressional Fellows for 2021-22. The Fellows spend a year working as a staff for a Congressional committee or a member of Congress in Washington, D.C.

This role allows Fellows to use their education research expertise to inform public policy. One of the AERA Congressional Fellows named for 2021-2022 is Penn State Counselor Education Doctoral alumna Dominiqua Griffin.

Griffin, Assistant Professor of School Counseling at California State University, Fresno, earned

*Her research focuses on school counseling, multiculturalism and international education to advance school counseling systems domestically and internationally.*

her doctoral degree in the Penn State Counselor Education program in 2018 with a dual title in comparative and international education. Her research focuses on school counseling, multiculturalism and international education to



Dominiqua Griffin

advance school counseling systems domestically and internationally.

Griffin also explores school/family/community partnerships and her dissertation was awarded the Outstanding Dissertation of the Year Award from the AERA'S Family, School, Community Partnerships Special Interest Group.



# Penn State researchers work to improve mental health care for people with aphasia

**A** team of Penn State researchers and clinicians, including counselor education faculty Kristen Nadermann and Liza Conyers, in partnership with communication sciences and disorders faculty Anne Marie Kubat and Chaleece Sandberg, worked together to build a program to train undergraduate and graduate students on the overlapping communication and mental health needs of people with aphasia.

Aphasia occurs when a brain injury, typically a stroke, limits a person's ability to understand and/or produce speech or written language.

The communication deficits resulting from this medical condition often lead to many mental health implications such as depression, anxiety and social isolation.

People with aphasia often work with speech-language pathologists (SLP) for rehabilitation, but speech-language pathologists often do not receive mental health training.

Similarly, mental health counselors are often unfamiliar with this condition, its unique communication requirements, and how to collaborate with an SLP.

Seeing this need, the research



Kristen Nadermann



Liza Conyers

*People with aphasia often work with speech-language pathologists for rehabilitation, but speech-language pathologists often do not receive mental health training.*

team worked to build a training program to teach speech-language pathologists more about overlapping mental health needs in aphasia and appropriate interventions within the scope of their practice.

The training aimed to teach mental health counselors about aphasia, supported communication needs, and the role of the SLP. In 2020, the research team piloted the training program and a team

approach to client work with two doctoral candidates and one client.

The team has completed a semester of work with two advanced masters students and one client. The research team is currently working on a paper around this progress and hopes to continue to evaluate the program with another set of master's students, as well as adapt the training for use at the undergraduate level.

## Mission Statement for 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.

# Assessment of key performance indicators developed

## *Counselor Education Staff*

All courses now share the same syllabus format.

An extended orientation to the program was offered this year and will continue offered given positive comments from our new students.

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. In addition, doctoral students also mentor master's level students.

CNED 497 Trauma Informed Care for School and Health Professionals, 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, will continue to be offered as part of our courses.

The risk and protective factors associated with trauma, the associated outcomes, the populations most at risk, the interventions, 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 continues to add 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.

In addition, new mental health services were offered in our school district. The curriculum in CNED 510: Foundations of Clinical Mental Health Counseling in Schools and Communities was completed. 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. Information about evidence-based practices and the characteristics of specific medications was also expanded.

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 Pennsylvania licensure requirements.

The two additional three-hour courses are electives. Changes were made to the student handbook and website by fall 2019. School counseling revised both the elementary and secondary school counseling so 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 additional 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. Also, clients continue to use iPads for the intake and weekly assessments, like the Counseling Center Assessment of Psychological Symptoms.

In addition, a new set of procedures were implemented regarding clients' risk assessment.

Continue collaborations with local schools focusing on younger children. Both school and non-school counseling trainees can get experience counseling youth in the community as part of their practicum and internship experiences.

The monthly Specialty Coordinator's meeting continues to share progress, advances, and potential concerns related to students, faculty, and the Counselor Education Program.

The focus of the 2020 meetings will include ways to address the suggested topics for improvement described by respondents: Awareness of cyber footprint. Increase multicultural competencies, counseling skills, and qualitative research skills.

Adding more preparation regarding the administrative demands in higher education and more training in the use of testing materials.

# Penn State Counselor Education Program Evaluation Summary

## **BASIC PROGRAM DATA FOR 2019-2020 CACREP ACCREDITED PROGRAMS (Source: CACREP Vital Statistics)**

### **Career Counseling**

Graduates: 4

Completion rate: 100%

Licensure pass rate: 100%

Job Placement rate: 100%

### **Clinical Mental Health Counseling in Schools and Communities**

Graduates: 7

Completion rate: 95%

Licensure pass rate: 100%

Job Placement rate: 100%

### **Clinical Rehabilitation Counseling/Clinical Mental Health Counseling**

Graduates: 9

Completion rate: 95%

Licensure pass rate: 100%

Job Placement rate: 100%

### **School Counseling**

Graduates: 9

Completion rate: 100%

Certification pass rate: 100%

Job Placement rate: 100%

### **Ph.D. in Counselor Education and Supervision**

Graduates: 8

Completion rate: 100%

Licensure pass rate: 100%

Job Placement rate: 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.

The 165 alumni who responded to the surveys in 2019, rated the program as good or very good, with an average of 4.2 on a scale of 1, low, to 5, high. The age ranged from 24 to 82 years old.

The majority of alumni were certified in their respective specialization areas (e.g., Certified Elementary School Counselor or Secondary School Counselor, or Licensed Professional Counselor) and/or as Nationally Certified Counselors.

Most respondents were currently employed in a counseling field or in a profession where they utilize their counselor training.

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 (averages within the 4 to 5 range).

Alumni reported membership includes ACA, ACES, AMHCA, PCA, ACCA, ASCA, NBCC, NARACES, ALGBTIC, NLPA, CSI, PMHCA, AMCD, ARCA.

The majority of the alumni were very satisfied with the opportunities to interact with faculty during the completion of their program (averages within the 4 to 5 range).

Alumni rated the program very highly (averages within the 4 to 5 range).

### **Employer and Supervisor Responses (2019-20)**

On a scale from Very Good (5) to Very Poor (1), all 13 employer ratings were Very Good or Good (averages within the 4 to 5 range) for the following areas:

- Academic preparation
- Counseling skills
- Professional development
- Knowledge of current issues
- Knowledge of legal and ethical issues
- Administrative skill

### **Areas noted as strengths for interns and graduates:**

- Strong communication skills
- Counseling skills
- Strong multicultural awareness and training
- Dedication and commitment to the field of counseling
- Strong academic training
- Professionalism.

### **Strengths of the program:**

- Practicum experience

- Focus on research-based approaches to counseling

- Faculty commitment to students.

### **Suggestions for improvement:**

- Raising awareness about students' cyber footprint

- Increasing multicultural competencies, counseling skills, and qualitative research skills

- More preparation regarding the administrative demands in higher education

- More training in the use of testing material

None of the employers reported that they would not hire one of our graduates again.

### **Student Responses (2019-20)**

Students (64 in total) were consistently satisfied with their interactions with faculty, noting that faculty were open, accessible, flexible, and knowledgeable.

Students valued faculty enthusiasm for what they teach and appreciated that they were actively involved in research, yet still available to students outside of the room (average scores ranged in the 4 to 5 [highest], scale).

List of things students most appreciated about the Counselor Education Program:

- How supportive the administrative staff is

- The breadth and depth of the program

- Relevancy of the content provided

- Feeling well prepared to join the world of work as a counselor

- The multicultural counseling focus of the program (they noted that this focus was infused throughout all of their courses)

### **Other assets students noted:**

- The warm and welcoming environment in the department

- The opportunities to create a community (e.g., Mentoring program provided by Rho Alpha Mu Chapter of CSI, meeting doctoral students, recreational and academic gatherings)

- The practical and applied focus of many of the courses

Changes in the Program Based on Evolving Needs, Consumer Evaluations, and Other Sources such as CACREP:

A new Assessment of Key Performance Indicators was developed.



# FACULTY ACHIEVEMENTS

## JOURNAL ARTICLES

**Bryan, J., Kim, J., & Liu, C.** (2021). School counseling college-going culture: Counselors' influence on students' college-going decisions. *Journal of Counseling & Development*.

**Bryan, J., Williams, J.M., & Griffin, D.** (2020). Fostering educational resilience and opportunities in urban schools through equity-focused school-family-community partnerships. *Professional School Counseling*, 23(1\_part\_2), 2156759X19899179.

**Carney, J.V., Kim, I., Bright, D., & Hazler, R.J.** (2020). Peer Victimization and Loneliness: The Moderating Role of School Connectedness by Gender. *Journal of school counseling*, 18(8), n8.

**Copley, L., & Carney, J.** (2020). Using Gestalt Techniques to Promote Meaning Making in Trauma Survivors. *The Journal of Humanistic Counseling*, 59(3), 201-218.

**Fleming, A.R., Phillips, B.N., & Hanna, J.L.** (2020). Are you getting enough to eat? Addressing food insecurity in rehabilitation clients. *Rehabilitation Counseling Bulletin*, 63(4), 224-234.

**Liu, Y., Kim, H., Carney, J.V., Chung, K.S., & Hazler, R.J.** (2020). Individual and contextual factors associated with school connectedness in the context of counseling in schools. *Journal of Counseling & Development*, 98(4), 391-401.

**O'Shea, A., Kilcullen, J.R., Hayes, J., & Scofield, B.** (2021). Examining the effectiveness of campus counseling for college students with disabilities. *Rehabilitation psychology*, 66(3), 300.

**O'Shea, A., & Salzer, M.** (2020). Autonomy Supportive Classrooms and Wellbeing in College Students with Psychiatric Disabilities. *Journal of Postsecondary Education and Disability*, 33(2), 155-168.

**Phillips, B. N., Fleming, A.R., McDaniels, B W., & Levine, A.** (2021). Development and Validation of the Satisfaction With Labor Market Participation Survey. *Rehabilitation Counseling Bulletin*, 00343552211017215.

**Prosek, E.A., & Gibson, D.M.** (2021). Promoting rigorous research by examining lived experiences: A review of four qualitative traditions. *Journal of Counseling & Development*, 99(2), 167-177.

**Prosek, E.A., & Burgin, E.E.** (2020). Counseling military populations: A content analysis of counseling journals from 1998 to 2018. *Journal of Counseling & Development*, 98(4), 423-434.

**Henry, L.M., & Bryan, J.** (2021). How the educator-counselor-leader-collaborator creates asset-rich schools: A qualitative study

of a school-family-community partnership. *Professional School Counseling*, 24(1\_part\_3), 2156759X211011907.

**Herbert, J.T., Coduti, W.A., & Zhai, Y.** (2020). Predictors of intent to leave current employment among rehabilitation counselors. *Journal of Rehabilitation*, 86(1), 32-40.

**Herbert, J.T., Coduti, W.A., & Fleming, A.** (2020). University policies, resources and staff practices: Impact on college students with disabilities. *Journal of Rehabilitation*, 86(4), 31-41.

**Jen Chiu, Y.C., Conyers, L.M., Eissenstat, S.J., & Misrok, M.** (2021). Foundations for living: evaluation of an integrated employment and housing program for people living with HIV. *Rehabilitation Counseling Bulletin*, 64(4), 222-234.

**Chiu, Y.C.J., Boomer, K.B., Conyers, L., Wang, Y., & Misrok, M.** (2021). Examining the Relationships Between Social Determinants of Health and Health-Related Quality of Life Among Individuals Living With HIV. *Rehabilitation Research, Policy, and Education*, 35(3), 168-184.

**Sandberg, C.W., Nadermann, K., Parker, L., Kubat, A.M., & Conyers, L.M.** (2021). Counseling in aphasia: Information and strategies for speech-language pathologists. *American journal of speech-language pathology*, 30(6), 2337-2349.

**Ulupinar, D., Zalaquett, C., Kim, S.R., & Kulikowich, J.M.** (2021). Performance of Mental Health Counselors in Integrated Primary and Behavioral Health Care. *Journal of Counseling & Development*, 99(1), 37-46.

**Russo, G.M., Schauss, E., Naik, S., Banerjee, R., Ghoston, M., Jones, L.K., ... & Field, T.A.** (2021). Extent of Counselor Training in Neuroscience-Informed Counseling Competencies. *Journal of Mental Health Counseling*, 43(1), 75-93.

## BOOK CHAPTERS

**Zalaquett, C.P., Chatters, S.S.J., Ivey, A.E., Calandriello, F.M., & Joo, H.** (2020). The Counseling Field and the Rights of the Children. *International Handbook on Child Rights and School Psychology*, 407-423.

## GRANTS

**James T. Herbert, Amber O'Shea and Hyung Joon Yoon** (2021) "Evaluating the Effectiveness of the Rehabilitation Services Administration (RSA) Scholarship Program" (Awarded \$599,156 over 3 years).

# RECENT GRADUATES

## RECENT Ph.D. GRADUATES

Yusen Zhai, University of Alabama at Birmingham, Director of Community Counseling Clinic

Antoinette Cambria, SUNY at Plattsburgh, Assistant Professor

Carlos Medina, DePaul University, Professional Lecturer

Isak Kim, University of Nebraska at Omaha, Assistant Professor

Yasar Nur Dedeoglu, Fresno State University, Assistant Professor

## RECENT MASTERS GRADUATES

Allison Simpson

Ana Ayala Cantu

Brennan Leitch

Chung-Chi Liu

Dongfanghong Xiao

Elisabeth Connors-Kos

Hassani Jack

Hsien-Chih Lin

Krista Nyce

Lindsey Barrick

Mary Fisk

Norina Haefelin

Shea Hubler

Steven Pluta

Ying Hsu

Ying Hsu

Zhejiang Zhu

Dogus Duran

Joshua Kirby

Minjoo Kang