

# CNED Newsletter

**JUNE 2023**

**Penn State College of Education**

## Fleming awarded 2 research grants

Dr. Allison Fleming, Associate Professor of Rehabilitation and Human Services and Counselor Education has recently been awarded two exciting grants. First, a five year project titled “Project FUTURE: Focus on the Underserved in Transition Using Rehabilitation and Education” was awarded \$1,171,636 from the Department of Education. Dr. Fleming is the PI, as well as Dr. Marisa Fisher at Michigan State University and Dr. Jonte Taylor from Penn State’s Special Education program is a Co-PI.

Project FUTURE is a doctoral student scholarship and training fellowship funded through a 5-year OSEP Leadership grant. Project FUTURE will support 8 total doctoral scholars in Counselor Education and Supervision (rehabilitation counseling) and Special Education at Penn State and Michigan State Universities. Students will focus on developing scholarship, policy, and leadership to enhance transition services and outcomes for youth with intellectual and developmental disabilities and will collaborate across programs and universities. The project will welcome two new Counselor Education doctoral students in the fall supported by this training scholarship: Vanessa Englehart and Cassandra Kam. Both Vanessa and Cassandra come with significant professional experiences supporting students with disabilities and their families during the transition process. Vanessa and Cassandra have already been to campus to meet faculty and students, and begin their fellowship work.

Additionally, a 3 year project titled “Transition Readiness Toolkit: Filling a gap in assessment of Pre-Employment Transition Services” has been awarded \$196,004 in NIDILRR funding. The project is a collaboration between Dr. Allison Fleming at Penn State and Brian Phillips at Utah State. The project team will be working with five State Vocational Rehabilitation (VR) agencies to design and implement



**Dr. Allison Fleming**

pre and post assessment of the effectiveness of services provided to students with disabilities to assist them in obtaining employment and pursuing post-secondary education after they finish high school. The five agency partners are North Carolina, Colorado, Montana, Rhode Island, and Oklahoma. The partners were selected based on proportion of students designated “high need” and racial and ethnic diversity within the state.

Both of these projects, the Transition Readiness Toolkit and Project FUTURE, are exciting opportunities to understand and explore the support available to individuals with disabilities, especially those who are experiencing transitions. Dr. Fleming’s dedication to building evidence based supports for individuals with disabilities is evident. She and her colleagues are leading the way on advancing outcomes and opportunities for people with disabilities, as well as counselor training around disabilities.

## Counselor education program welcomes 2 new faculty

The Penn State Counselor Education Program was thrilled to welcome two new faculty members beginning Fall 2022. Dr. Aiesha Lee is a graduate from the doctoral program at the College of William and Mary. She earned her bachelor’s degree from Montclair State University and completed a masters in counseling, with a concentration in marriage and family therapy, at the College of New Jersey. Dr. Lee is also a nationally certified counselor and a licensed professional counselor in New Jersey. Dr. Lee’s scholarship focused on Black families, intergenerational trauma, spirituality and trauma-informed care.

Additionally, the Counselor Education program welcomed Dr. Javier F. Casado-Perez as a new faculty member. Dr. Casado-Perez is an alum of the PSU doctoral program in counselor education and previously worked as faculty and the director for the Community

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## COUNSELOR EDUCATION PROGRAM, continued from previous page

Counseling Clinic at Portland State University. Dr. Casado-Perez's scholarship focuses on mental health justice, equity minded instructional design, a critically conscious trauma-informed care and the institutional experience of racially minoritized educators.

Below Dr. Aiesha Lee and Dr. Javier Casado-Perez share a little bit more about themselves and their research.

### Dr. Casado-Perez

#### What drew you to working at Penn State?

Family. Both my own and the university community drew me back to Penn State. University Park is not far from home and was also home to my own doctoral studies. Returning to the Penn State community offers an opportunity to give back, while joining an innovative program and impactful faculty. The College of Education's Strategic Plan of upholding antiracism as a central pillar of education aligned with my values of equity-mindedness and race-conscious education.

**Could you tell us about a professional project or experience that is close to your heart.**

I am especially proud of the Teaching Practice Briefs (TPBs) inaugural issues' success. My co-editor and I worked diligently to make the TPBs—a proposed initiative by the Association of Counselor Education and Supervision's Teaching Committee, a reality. The TPBs are a peer-reviewed ACES publication featuring the evidence-based instructional strategies and creative teaching innovations of counselor educators in the educational field. Now, with the inaugural special issue in press—Antiracist Teaching and Fostering Inclusive Classrooms—we turn our attention to the second issue and the many more contributions we've received. We welcome contributions by counselor educators, counseling-related field instructors, and doctoral students actively teaching. If anyone is interested in learning more about the TPBs, please visit <https://acesonline.net/teaching-practice-briefs/>.

**Could you tell us about some of your current projects and/or goals?**

My current projects focus on counselor bias-driven mental health disparities, equity-minded higher education, and qualitative inquiry and methods of analysis.

**How do you take care of yourself or unwind after a long day?**

Self-care is increasingly important as professional counselors and counselor educators are called more and more to respond to the increasingly complex needs of today: this is not always easy. I



Dr. Javier Casado-Perez

am an insatiable reader and amateur painter, which both help me unwind. I do my best to get outdoors and invest time into creative projects whenever possible.

### Dr. Lee

#### What drew you to working at Penn State?

Penn State is a prestigious institution with a wealth of resources for research. Because I view research as advocacy, for me that meant that Penn State has a wealth of resources for advocacy within the counseling field.

**Could you tell us about a professional project or experience that is close to your heart.**

My dissertation which examined how mothers transmit messages to their daughters about being a "strong Black woman" and using spirituality to cope is very close to my heart. As a project that I personally identify with and that gives voice to my community, I'm excited to publish its findings in the near future. I also intend to use the results of this research and what I learned about conducting family based research to expand the literature on Black families, intergenerational trauma, and spirituality.

**Could you tell us about some of your current projects and/or goals?**

Currently I am the lead facilitator of the Melanin Scholars Retreat which is a writing retreat for Black women in Counselor Education. The retreat began in January 2021 with the goal of fostering mentorship, scholarship, and wellness amongst Black women faculty and doctoral students in the field. We completed our 4th virtual writing retreat in January of 2023 and are hopeful that the January 2024, and all subsequent retreats, will be in person. The committee and I envision the Melanin Scholars Retreat growing into a full program that encompasses a yearly in person summit with various events throughout the year that promote professional growth and wellness for Black women in counselor education.

**How do you take care of yourself or unwind after a long day?**

Since my dog demands my attention at the end of every day, typically I start unwinding by taking him for a walk and giving him lots of pets. On long days this can be particularly annoying, but I appreciate this daily ritual as a practice of transition into my home space and into me time. Once I've transitioned, I like to curl up on my couch and watch my shows which vary depending on the day.



Dr. Aiesha Lee



# Chatters named assistant vice provost of educational equity

Dr. Seria Chatters is nothing short of a force to be reckoned with and her long history of equity work and deep commitment in the face of obstacles is repeated evidence of this. In the Fall of 2022, Dr. Chatters was named the new Assistant Vice Provost for Educational Equity and lead for the Office of Scholars Programs. Previously, she served as the first Director of Equity and Inclusion for the State College Area School District. In that role Dr. Chatters had numerous accomplishments, including building the mental health supports in the district, creating affinity groups for students of color, and creating a Peer Advocate program that put students in positions of power to be equity ambassadors and supports for their fellow students.

In her new role, Dr. Chatters will continue her long history of taking a student-centered approach and will explore where the needs are. She will lead the Bias



Dr. Seria Chatters

Reporting Network, and both the Campus

Access and Success Grants as well as the Equal Opportunity Planning Commission (EOPC) Seed Grants. Additionally, Dr. Chatters is a liaison with the Development Office, supports the Commonwealth campuses, and collaboratively organizes and facilitates equity-centered professional development across the Commonwealth. Dr. Chatters also serves as a Co-Chair for the Advisory Committee on Policing Communities of Color and a member of Community and Campus in Unity. Dr. Chatters will also remain an Adjunct Faculty with the Counselor Education program and the Department of Educational Psychology, Counseling, and Special Education. Colleagues and students expressed that they are excited to continue learning with and from Dr. Chatters.

To learn more about Dr. Seria Chatters, please see the Daily Collegian's feature article here: <https://bit.ly/41t29ah>.

# Green Bryan selected by ACA as one of its 2022 Fellows

Each year, the American Counseling Association names its ACA Fellows; individuals who have advanced the counseling profession throughout their career. It is considered one of the most prestigious recognitions in the profession and seeks to acknowledge significant and unique contributions to the counseling profession. According to the ACA, ACA Fellows are leaders who represent a diverse community, identify and develop future leaders, take an active role in identifying future trends, research and issues, and serve their communities and the broader counseling profession.

Dr. Julia Green Bryan was named an ACA Fellow for 2022 in recognition of her expertise in school-family-community partnerships, her prolific scholarship, and her servant leadership to many organizations, as well as students and colleagues. Dr. Green Bryan is a member of several professional organizations, such as ACA, the American Education Research Association (AERA), American School Counselor Association (ASCA), and the Association for Counselor Education and Supervision (ACES). She has served on multiple committees for these organizations and is a member of multiple editorial review boards for the professions most rigorous journals.

Dr. Green Bryan has recently been focusing on helping to build a school counseling framework in Barbados that is responsive to the country's cultural dynamics. In spring 2022, she conducted a two day training session on school counseling in Barbados and gave lectures at her alma mater, The University of West Indies at Cave Hill. Dr. Green Bryan has further collaborations with the Ministry of Education and school counselors in Barbados coming up during a planned sabbatical in the Fall of 2023.



Dr. Julia Green Bryan

# Byrd receives 2022 AMCD Young Emerging Leader Award

Each year, the Association for Multicultural Counseling and Development honors a member who has demonstrated a commitment to multicultural counseling and development and the potential for future leadership in the counseling profession. For 2022, this Young Emerging Leader Award was given to Dr. Janice Byrd. As Dr. Elizabeth Prosek noted, Dr. Byrd is already leading the profession and the conversation with research and teaching anchored in critical Black feminist epistemology and social justice pedagogy. Dr. Prosek highlights that, as a school counselor and counselor educator, Dr Byrd has promoted health and wellness of marginalized students, with a particular lens for Black girls and women in educational systems. Her research demonstrates the connections of



Dr. Janice Byrd

institutional racism and sexism and overall health.

In a recent article, Dr Byrd and colleagues wrote of the white gaze in counselor education and offered next steps towards fostering antiracism in counseling

programs. Dr. Prosek shared that, in the nomination letter, Dr. Ahmad Washington noted that Dr. Byrd “critiqued relationships of difference and power before it became fashionable.” Dr. Julia Bryan noted Dr. Byrd’s dedication to mentoring students of color and facilitation of affinity groups. Additionally, Dr. Joseph Williams shared that, in her short time at Penn State, Dr. Byrd is “developing policies, practices, and counseling interventions to support children and youth of color in Pennsylvania Public School districts.” This award, as well as the award presented to Dr. Byrd at the College of Education award ceremony (mentioned in an article below), represent well-deserved recognition for her dedication and tireless efforts to support students and move the counseling profession forward.

## Doctoral students place third in ACA ethics competition

Each year, the American Counseling Association (ACA) offers graduate student ethics awards for doctoral degree students. This award recognizes exceptional, demonstrable understanding of the ACA Code of Ethics. Students are asked to respond to a prompt that includes many layers and ethical challenges and apply their knowledge of the ACA Code of Ethics to situation. This year, a team of four doctoral students from the PSU Counselor Education program won third place in this competition with doctoral students from around the country. The third place winners were Nkenji Clarke, Shernell Elibox, Joy Gray, and Nancy Valverde, with Dr. Julia Green Bryan as the faculty supervisor.

When asked about the experience working on this prompt and winning 3rd place, Nancy Valverde shared that “participating in the essay competition with a few of my cohort members was such a fun experience! We challenge one another to be the best version of ourselves both academically and personally. I can’t wait for another opportunity to work collaboratively with some of my favorite people.” Additionally, Nkenji Clarke shared “being part of the ACA 2023 Graduate Student Ethics Competition was truly a joy! It was an honor to work with some of my wonderful cohort mates and I look forward to future collabs.” When reflecting on her experience working on this competition, Shernell Elibox stated that “preparing the essay entry for this competition with my cohort was a fun and creative experience! For-



Nkenji Clarke



Shernell Elibox



Joy Gray



Nancy Valverde

mulating our response showcased how we’ve grown in our counselor identities which was quite rewarding to witness.” Finally, Joy Gray shared that “Continuing to grow and learn with and from such wonderful cohort members is invaluable, and the ACA Doctor-

al Ethics Essay Competition also allowed us a chance to collaborate professionally on a topic we are passionate about. An absolute honor to work together and be selected as a winning team, excited for whatever comes next!”



# CNED and RHS faculty celebrated at award ceremony

This April, the College of Education honored faculty, staff, and students who have made substantial contributions within their respective fields, and to the college and University. During the ceremony, Dean Kim Lawless expressed her pride for the individuals in the College of Education that continue to strive and go the extra mile for students and for each other. This year, three faculty in the Counselor Education (CNED) and Rehabilitation and Human Services (RHS) Program were recognized.

The Cotterill Leadership Enhancement Award was created through an endowed donation from Joan and David Cotterill to acknowledge exemplary leadership in the College of Education. This year, the award was presented to Brenda Martinez, a Student Advocate Specialist in the Office of Education and Social Equity, as well as Dr. Brandy Henry, as Assistant Professor in Rehabilitation and Human Services. Dean Lawless cited Dr. Henry's dedicated work in equity, particularly within the criminal justice system and education as factors that played into her recognition with this award.

Dr. Janice Byrd was recognized with the Outstanding Junior Researcher Award, which seeks to acknowledge the significance of particular contributions to the research literature. Dr. Byrd is a leading counselor education scholar and, as noted by Dr. Elizabeth Prosek, she brings her research to practice with her community engagement. Dr. Byrd's work leads the conversations on anti-racist counseling practice and influences how counselors operate in K-12 settings.

The Outstanding Teach-



Dean Kim Lawless, front row, center, poses with members of the College of Education who won awards or are celebrating service milestones: from left, Brandy Henry, Jessica Henry, Brenda Martinez, Andy Alexander, Rayne Sperling, James Johnson, Farhan Sadique, Boni Richardson, Erica Frankenberg, Wesley Donahue and Janice Byrd. (Photo by Annemarie Mountz)



Brenda Martinez and Brandy Henry, receive the Cotterill Leadership Enhancement Award presented by Kim Lawless, center. (Photo by Annemarie Mountz)



Janice Byrd receives the Outstanding Junior Researcher Award, presented by Elizabeth Prosek. (Photo by Annemarie Mountz)

er Award, which recognizes exemplary teaching performance, was awarded to Dr. Erica Frankenberg in Educational Leadership and Dr. Jessica Henry in Rehabilitation and Human Services. Dr. Jess Henry has a dynamic presence in the classroom and embeds wellness and self-care throughout her courses. In the support letter, Dr. Elizabeth Prosek noted that students spoke of her encouragement, her supportive challenges, and her dedication.



Jessica Henry receives the Outstanding Teaching Award, presented by Elizabeth Prosek. (Photo by Annemarie Mountz)



# Ro Alpha Mu holds first in-person initiation since COVID-19

Chi Sigma Iota (CSI) is the international honor society for counseling. Chi Sigma Iota is dedicated to promoting scholarship, research, professionalism, leadership, and excellence in counseling. CSI also seeks to recognize the high attainment in the pursuit of academic and clinical excellence in the profession of counseling. Each year, chapters of CSI hold initiation ceremonies that recognize new members who have achieved a cumulative GPA of 3.5 or higher and are deemed promising for endorsement as a professional counselor whose ethical judgment and behavior will be exemplary.

This March, the Penn State chapter of CSI, Ro Alpha Mu, held its annual initiation ceremony for new members in person, for the first time since the coronavirus pandemic closed campuses and businesses around the country. Faculty, students, and family and friends came together at the Penn State Career Services building to share a catered meal and celebrate the achievements of the new members. The current president of Ro Alpha Mu, second year masters student Tia Nickens, welcomed new members, existing members, and family and friends. The chapter faculty co-advisors, Dr. Jenny Hanna and Dr. Kristen Nadermann spoke about the history of Chi Sigma Iota and the exemplary history of the Ro Alpha Mu chapter. The co-advisors also spoke about servant leadership as well as the accomplishments of the current executive board, their efforts to build community. Dr. Nadermann and Dr. Hanna discussed servant leadership, a core value of Chi Sigma Iota, and challenged the new executive board and members to consider what servant leadership means to them and how they will embody it.

New members that were initiated include: Alice Hargrove, Mansi Kankan, SungWon Lee, Fan Fan, Jin Lee, Gwyneth Koladish, Jessica Avery, Olivia Mahany, Madeline Jardin, Matthew Maclay, Ashanti Cato, Emily Bunk, Cayleigh Huffman, Divine Lipscomb, Courtney Hines, Paris Pruitt, Semra Sonmez, Mona Ali Zaib, Christina Cropper, Esther Han.

The outgoing executive board members were thrilled to welcome the new executive board and initiated their counterparts. The outgoing Ro Alpha Mu President is Tia Nickens. Deepika Raju Nantha Kumar is the Vice President of Community Development and Megan



Pictured here, from left, are outgoing Ro Alpha Mu executive board members Tia Nickens, Megan Caputo, Deepika Raju Nantha Kumar and Johana Valentin.



Pictured are, from left, faculty adviser Dr. Jenny Hanna, outgoing Ro Alpha Mu executive board members Tia Nickens, Megan Caputo, Deepika Raju Nantha Kumar, Johana Valentin, Paris Pruitt and faculty adviser Dr. Kristen Nadermann.



The new Ro Alpha Mu executive board members are, from left, Christina Cropper, Jin Lee, Esther Han, Mansi Kankan, Ashanti Cato and Jessica Avery.

Caputo is the Vice President of Professional Development. Dylan O'Neill is the Treasurer. Johana Valentin and Anushka Mohapatra served as Co-Secretary. For the incoming executive board, Jin Lee and Christina Cropper will be the Co-Pres-

idents. Esther Han will serve as Vice President of Professional Development and Mansi Kankan will serve as Vice President of Community Development. The Secretary will be Ashanti Cato and the Treasurer will be Jessica Avery.





From left, Olivia Mahany, Semra Sonmez, Mansi Kankan, Dominic Augustin, Anushka Mohapatra, Ashleigh Johnson, Mihee Woo, Kahyen Shin, Sruthy Bhowmik and Mona Ali Zaib attend the 11 annual Pennsylvania Chi Sigma Iota Statewide Conference, held at Indiana University of Pennsylvania.

# Counselor Education Students host 11th annual Pennsylvania Chi Sigma Iota Statewide Conference

Penn State's Ro Alpha Mu chapter of Chi Sigma Iota, the national honor society for counseling, hosted the inaugural Annual Pennsylvania Chi Sigma Iota Statewide Conference. Ro Alpha Mu chapter continued to bring excellent counselors, counseling students, and counselor educators, together for learning and networking opportunities as it hosted this annual statewide conference for the next five years.

This year, the 11th Annual Pennsylvania Chi Sigma Iota Statewide Conference was held at the Indiana University of Pennsylvania on April 22, 2023 by the Iota Upsilon Pi chapter. The theme of this year's conference was "Wellness in Professional Counseling: History, Advocacy, and Practice." According to the conference program, the proposals selected reflect a commitment to cultivating wellness in counseling, as well as an attention to the issues affecting counselor education and practice today. The keynote speaker was Dr. Michael Brubaker, Associate Director and Professor of Counseling at the University of Cincinnati. Dr. Brubaker has dedicated his research and clinical practice to addressing barrier to counseling services for underserved and socially marginalized populations.

There was a wide range of topics covered at this conference and many Penn State doctoral and masters students were

selected as presenters. Conference posters included second year masters student Deepika Raju Nantha Kumar's poster titled "To Pray or Not to Pray? Role of Religion as a Protective and Risk Factor in Suicide Prevention." First year masters student Divine Lipscomb had a poster title "CADBI: The Medical Instrument for School to Prison Pipeline." Additionally, first year masters student Olivia Mahany presented on her poster titled "Using Narrative Therapy with Individuals Facing Weight Stigma." First year doctoral student, and masters program alum, Mihee Woo and second year masters student Kahyen Shin conducted a roundtable titled "Promoting Wellness for International Counselor-in-training: Addressing Self-compassion and Advocacy." Dominic Augustin, a first year doctoral student and masters program alum, conducted a roundtable titled "Who's Googling Who? Impact of the Internet on Counselors and the Counseling Relationship."

Several Penn State students were selected to present education sessions at this conference. First year doctoral student Mihee Woo presented a session titled "Support CITs' Wellness: Integrating Developmental and Wellness Model in Supervision," which focused on how to incorporate developmental and wellness models into supervision to build counselor-in-training professional identity and

wellness orientation. Ashleigh Johnson, a first year doctoral student and masters program alum, presented a session titled "Broadening Our Scope: Mental Health Counseling for People with Intellectual Disabilities." This session provided important information about increasing accessibility to trauma-sensitive counseling approaches for individuals with intellectual disabilities and the need for more disability related education in counseling. A group of students including second year doctoral student Jess Gerthe, first year masters students Allison Lutschaunig, Mansi Kankan, Semra Sonmez, Mona Ali Zaib, Sruthy Bhowmik, as well as second year masters student Anushka Mohapatra and masters program alum Elisabeth James presented a session titled "Talking with Parents of Child and Adolescent Clients." This session provided useful information on techniques to mediate client-parent conflict and build child-parent collaboration toward therapeutic goals. Finally, first year doctoral student Saiber Shaikh presented a session called "Utilizing Supervision to Address Imposter Phenomenon in Counselors-in-Training," which focused on sharing information about imposter phenomenon, its impacts on counselor burnout and retention, and how supervision can proactively address imposter phenomenon with counselors in training.



# 9 students graduate from Penn State Worklink program

The Worklink program provides opportunities for individuals with Intellectual Disabilities (ID) to participate in postsecondary education and experiences alongside their peers. Worklink is a fully integrated 2 year certificate program that is on-campus and non-residential.

In asking for an update, Dr. Allison Fleming, Director of the Worklink, shares that Worklink has all kinds of good news. Nine students will be graduating in May 2023 and this is the second cohort. These nine students are currently completing their internships, which are all paid jobs. You can find Worklink students working at the Penn State Bookstore, the HUB, three different dining halls, Johnston commons desk, the State College Area School District, The UPS Store, and at Penn State Altoona. Worklink has benefited from some wonderful volunteers that help support the program and is always looking for more! Additionally, Worklink has been a supplemental internship site for masters students in the counselor education program for at least two years now. Worklink students, if they are interested, can see a counselor in training at The Herr Clinic for individual counseling to support their needs. For those looking to learn more about Worklink, please visit: <https://worklink.psu.edu/>.



Clockwise from top left: The students in the Worklink program at Penn State; Worklink student Christopher Nguyen works at the UPS Store in State College; Worklink student Haley Smith works in the dining halls on the University Park campus; Aaron Eiman works in the Port Sky Cafe at Penn State Altoona; Thomas Verderame prepares food in the kitchen at Redifer Commons.

## Recent Doctoral Graduates

- **Mahmood Al Ma'awali**, Sultan Qaboos University, Assistant Professor
- **K. Lynn Pierce**, Truman State University, Assistant Professor
- **Diana Gallardo**, Northeastern Illinois University, Assistant Professor
- **Kyesha Isadore**, University of Wisconsin Madison, Anna Julia Cooper Post-doctoral Fellow
- **Hyunhee Kim**, University of Tennessee at Knoxville, Assistant Professor
- **Yangyang Liu**, California State University, Fresno, Assistant Professor
- **Hongshan Shao**, Texas Women's University, Assistant Professor
- **Qian (Grace) Wei**, Carnegie Mellon University, Psychotherapist
- **Lauren Parker**

## Recent Masters Graduates

- |                                    |                            |
|------------------------------------|----------------------------|
| • <b>Dominic Augustin</b>          | • <b>Jenna McElroy</b>     |
| • <b>Maura Barrett</b>             | • <b>Dylan Miller</b>      |
| • <b>Polly Chamberlain</b>         | • <b>Reana Moody</b>       |
| • <b>Nasrin Davatgarjanfeshan</b>  | • <b>Andrew Nadermann</b>  |
| • <b>Elisabeth DeAngelo-Tucker</b> | • <b>Chantelle Skavery</b> |
| • <b>Rebecca Friedenberg</b>       | • <b>Nia Staples</b>       |
| • <b>Isabella Frucella</b>         | • <b>Corey Tilghman</b>    |
| • <b>Samer Habib</b>               | • <b>Madison Titus</b>     |
| • <b>Ashleigh Johnson</b>          | • <b>Jessica Treaster</b>  |
| • <b>Mickey Lin</b>                | • <b>Huai-Hsuan Wang</b>   |
| • <b>Royce Manifold</b>            | • <b>Lauren Whitley</b>    |
| • <b>Noella Mascarenhas</b>        |                            |



# BASIC PROGRAM DATA FOR 2021-2022 CACREP ACCREDITED PROGRAMS

(Source: CACREP Vital Statistics)

## Career Counseling

Graduates: 1 Completion rate: 100% Licensure pass rate: 100%  
Job Placement rate: 100%

## Clinical Mental Health Counseling in Schools and Communities

Graduates: 7 Completion rate: 100% Licensure pass rate: 100%  
Job Placement rate: 100%

## Clinical Rehabilitation Counseling/ Clinical Mental Health Counseling

Graduates: 8 Completion rate: 100% Licensure pass rate: 100%  
Job Placement rate: 100%

## School Counseling

Graduates: 6 Completion rate: 95% Certification pass rate: 100%  
Job Placement rate: 100%

## Ph.D. in Counselor Education and Supervision

Graduates: 9 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.

### Alumni Responses (2021-22)

The 33 alumni who responded to the surveys in 2022, rated the program with an average of 4.1 on a scale of 1, low, to 5, high. The majority (83%) described the program as good or very good. The age ranged from 24 to 58 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.

The majority of the respondents were currently employed in a counseling field or in a profession where they utilize their counselor training:

### Examples:

- Elementary School Counselor
- Middle School Counselor
- Secondary School Counselor
- Career Counselor
- Clinical Mental Health Counselor
- Program Coordinator (in higher education)
- DBT Therapist
- Assistant Directory, Career Coach
- College Mental Health Counselor
- Rehabilitation Counselor
- Interim Assoc. VP/Dean of Student Affairs

- Faculty in a Counselor Education Program
- Assistant Professor, Associate Professor of Counseling
- Therapist/Licensed Professional Counselor/Behavioral Clinician and Research Coordinator
- High Risk Licensed Professional Care Manager
- Outpatient Therapist
- Owner and Therapist
- Academic Advisor
- Director of Skills and Curricula
- Manager of Learning and Development
- Vocational Rehabilitation Counselor (state)
- Vocational Rehabilitation Supervisor
- Family Based Clinician
- Director of Accessibility Services
- DEIB Coordinator
- Experiential Learning/Internship Manager

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).

### Testimonials:

“This program allowed me to prepare for work towards my LPC, and establish my skills as a counselor first, with career as my specialty. I recommend this program to anyone who is interested. Dr. Diandra Prescod was my advisor, and the coordinator of the program at the time, and she was such a strong advocate for the career emphasis, for her students, and just wonderful to work with.”

“I can't believe it's already been over 5 years. Wish I could do it all again.”

“I miss being in the program. I loved my time at Penn State and in the Counselor Education Program.”

### Employer and Supervisor Responses:

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

- Academic preparation

continued on next page

## **BASIC PROGRAM DATA, continued from previous page**

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

Employer was very satisfied with the education of our graduates and reported will have our students again.

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

- Strong communication skills
- Clinical skills
- Strong multicultural awareness and training
- Professionalism

### **Suggestions for improvement:**

- More preparation on plans
- More self-care skills

### **Student Responses 2019-2020**

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 CNED Program**

A new Assessment of Key Performance Indicators was developed.

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 High School; Shippensburg University; Bellefonte High School; Taking Flight; Mount Nittany Behavioral Health Center; Volunteers in Medicine; and Cross-roads 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 PA Licensure requirements. The two additional 3-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 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 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.

For more information on Counselor Education accreditation, please contact Dr. Carlos Zalaquett: Email: cpz1@psu.edu Phone: (814) 867-6252 Office address: 327A CEDAR Building University Park, PA 16802.



# SELECTION OF FACULTY ACHIEVEMENTS

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