

Raising Job Search IQ in a Tough Job Market

By **Robert Orndorff**
Associate Director, Recruiting & Employer Relations, Penn State

Counselors and clients alike have worries about the job market right now. We hope for the best, but the fact is nobody really knows when the economy and job market will spring back.

The best advice in a tough job market is to keep on searching, and don't wait until things are better. Stay ahead of the curve. When talent, skills, and training are good, the key question becomes "What success strategies will strengthen a 'Job-Search IQ' and give the best shot of securing a job in a tough job market or a good one?"

The following tried and true strategies will work for the counselor or your client looking for a first position or an advanced position.

Starting Early

The average job search takes 7–9 months, and in a tight job market it will likely take longer. Fewer job openings and plenty of job-seekers means you'll need to apply to a greater number of positions in order to get an interview, and interview more often in order to get that offer.

Adopting the Baseball Batter Mindset

The process of a typical job search goes something like this:

No, no, no-way; no, no, not really; no, no, forget-it; no, no, YES!

That one yes is all you need. A recession just adds more "no's" to the list. Getting to "YES" is all about having the right mindset—sort of a baseball batter's mindset! Over their career, baseball players

(Continued on page 2)



The Counselor Education
Newsletter
October 2011
Vol. 6, Issue 1

PENNSTATE



CONTENTS

- | | |
|---|--|
| <p>4 What Parental Caregiving Behaviors Help Babies Become Securely Attached?</p> <p>5 Counselor Education Programs Reaccredited</p> <p>6 Jerry Trusty's Lifelong Passion for Music</p> <p>7 Penn State's Center for Women Students Provides Support, Advocacy, and Education</p> | <p>8 Making Business a Little More Personal</p> <p>9 Faculty Do Red Cross Mental Health Disaster Work in North Dakota Floods</p> <p>10 Faculty Updates</p> <p>11 Favorite Books</p> <p>12 Where Some Recent Graduates are Working</p> |
|---|--|

Raising Job Search IQ *Continued from page 1.*

who get only one hit every three times at bat will average .333, which will get them into the Hall of Fame! They can fail two out of three times, but go home feeling great because they've accepted the nature of the game.

Job seekers must also accept the fact that the failure rate can be high, and especially when jobs are tight. Receiving feedback from one out of multiple resumes sent can be a good day in a tough market! Don't take rejections personally; nearly everyone experiences numerous rejections in a job search. If you stop searching out of frustration, you never get a job. Rejections are part of the job search, so leaning on a close friend, colleague, partner, or family member for support is critical to help you get through the tough times.

Taking the "Scenic Route" to Uncover Hidden Jobs

A much higher percentage of jobs are found in the Hidden Job Market, where jobs are not advertised publically. In a tough market, the number of hidden jobs increases, but uncovering them is much more involved and time-consuming than simply clicking on an online job description and applying directly using various public announcements.

The job search road has two different routes: the interstate highway (Open Job Market) and the scenic route (Hidden Job Market). The Open Market interstate is quick and easy, but it's usually congested because everyone knows about it. Big signs make it easy to find your way, but you miss seeing all the great possibilities

on the secondary road. The scenic Hidden Market route takes longer. However, fewer people are familiar with it, and you never know who and what will pop up along the way. It is an exciting route, but you need to keep your eyes wide open and investigate the interesting opportunities.

The Open Market interstate consists of publicly advertised jobs, while the Hidden Job Market route consists of jobs that are not advertised much, if at all. Almost 80 percent of all jobs are obtained in the Hidden Job Market, while most job seekers spend nearly all their time in the quick and easy Open Market. Pursuing jobs along the Hidden Market route takes much more time and additional steps, which can discourage many people from this route. Pursuing jobs in the Open Job Market is generally reactive and impersonal. Pursuing jobs in the Hidden Job Market requires a more proactive and personalized approach. Networking, networking, and networking through developing personal and professional contacts is the main strategy in this hidden market.

Both markets have value, and the best seekers exhaust all possibilities in both. But since most don't take the time to search for jobs in the Hidden Job Market, the big advantage lies there.

Developing a Strategic Job Search Plan

Responsibilities of work, family, and friends require daily attention in our lives in ways that compete with job search efforts. Failure to meet these general life responsibilities is immediately noticed by others and has personal or professional consequences. The thorough job search, on the other hand, is more private, consisting of time-sensitive tasks that only you will notice if they don't get done. It is all too easy to put these job search tasks

(Continued on page 3)



Pursuing jobs in the Hidden Job Market requires a more proactive and personalized approach. Networking, networking, and networking through developing personal and professional contacts is the main strategy in this hidden market.

Raising Job Search IQ *Continued from page 2.*

Career Development and Employment Resources on the Web

Career Search and Planning Resources

Bureau of Labor Statistics (BLS)

The Bureau of Labor Statistics provides a breadth and depth of information related to employment, salaries, job market trends, and occupational and industry outlook.

www.bls.gov/home.htm

WetFeet

WetFeet was founded in 1994 by Stanford MBAs Gary Alpert and Steve Pollock. While exploring their next career moves, they needed products like the WetFeet Insider Guides to help them through their research and interviews. But these resources didn't exist yet—so Alpert and Pollock started writing! Since then, millions of job seekers have used the WetFeet Insider Guides and WetFeet.com to research their next career move.

www.wetfeet.com/

Vault

Job seekers—from students to experienced professionals—have discovered that Vault is a very comprehensive resource for career management and job search information, including insider intelligence on salaries, hiring practices, posteducation plans, and company cultures.

www.vault.com/wps/portal/usa

Career Information Specifically for Counselors and Counselor Educators

Chi Sigma Iota Job Links and American Counseling Association Career Center

The Web sites of both CSI and ACA have a wealth of counseling-related career information for members. Networking opportunities and lots of advice on developing resumes, cover letters, interviews, and more are available on both sites.

- CSI members can find many types of counseling related openings listed on the site in addition to national job search sites, and state specific search sites for counselors.
www.csi-net.org/
- ACA members have lots of listings for counselor educators in particular, but also many other openings.
www.counseling.org/

“on the back burner” and deal with them later—often too much later and sometimes never. Success requires providing yourself with a clear structure to get the tasks of the job search plans done when they need to be done.

Three major aspects of job search structure are essential for a quality search:

- Develop and implement a task-oriented, deadline-oriented, personalized job search plan that will guide your actions.
- Track your job search activity and progress so all the job search meetings, phone calls, letters, and networking contacts don't get lost and confused. You don't want to miss a job opportunity simply because you forgot to write down the date and time.
- Carve out standing job search time each week, and don't let anything else interfere with these weekly time slots. You're more likely to meet with success if you are organized and if you devote enough time to the search. It is often as simple as that. ♦

“THINGS MAY COME TO THOSE WHO WAIT, BUT ONLY THE THINGS LEFT BY THOSE WHO HUSTLE.”

—Abraham Lincoln

What Parental Caregiving Behaviors Help Babies Become Securely Attached?

By **Hyoyeon In**

What kind of parental care is best for promoting positive infant attachment?

Dr. Susan S. Woodhouse (inset, below), an assistant professor of counselor education, addresses this question through her Caregiving, Attachment & Regulation of Emotion (CARE) research project. A child's secure attachment to his/her parents is critical because it is associated with later healthy emotional regulation, positive peer relationships, and better school readiness. In contrast, insecure infant attachment is linked to later psychopathology.



Attachment becomes particularly important in low-socioeconomic families because it serves as a protective factor for children who are facing multiple stressors. "There are a lot of mental health care disparities for low-income families, yet we don't know enough about what's creating mental health problems for these families," Susan says.

Parental sensitivity has traditionally been presumed to be a major predictor of later infant attachment. According to this view, when a baby cries, a primary caregiver should respond promptly and sensitively, matching the baby's cues at each moment along the way.



By focusing on the core caregiving behaviors, we can make interventions more effective, more culturally relevant, and more likely to be taken up within the community.

In her earlier qualitative study, however, Susan and her colleagues found that even though low-income mothers were insensitive to their babies, half of their infants were still securely attached. "What we found is that babies are very forgiving. You don't have to match the baby's needs every moment for the baby to be secure. What matters is how the distress episode ends when the baby is crying," she says.

These results led to a new conceptualization of parental caregiving: secure base provision (SBP). She found that SBP predicted later infant attachment in a diverse group of low-income families, but sensitivity did not. Susan explains, "SBP is all about getting the job done in the end. Even if the mother is not matching what the baby needs along the way, if she relents and picks the baby up and soothes the baby chest to chest in the end, she's gotten the job done and the baby will be secure."

Counselor Education | PROGRAMS REACCREDITED

By **Hannah Chakan**

Penn State's Counselor Education M.Ed. program in School Counseling and the Ph.D. program in Counselor Education and Supervision were recently reaccruited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation evaluation was the strongest possible with all standards met and no concerns or recommendations made by CACREP. Accreditation for these programs is now extended another eight years.

The Ph.D. program is one of only two counselor education Ph.D. programs in Pennsylvania that are CACREP-accredited, and one of only four in the northeastern United States. Nationwide, 59 doctoral programs and more than 300 master's programs are accredited.

CACREP is the only independent agency recognized by the Council for Higher Education Accreditation to accredit advanced degree programs in counselor education. Accreditation is a statement of the program's commitment to providing an excellent learning environment as well as being in the upper level of counselor education programs throughout the country.

"This accreditation is very important for several reasons," noted **Richard Hazler**, professor-in-charge of the program. "First, it assures applicants and students that they are receiving the best-quality curriculum, experiential training, and faculty available anywhere. The standards included in this accreditation also meet the certification and licensure training criteria required to practice counseling in virtually all states."

Richard continued, "The process for applying for and maintaining this accreditation is extensive, but the effort assures that our programs continue to be recognized as among the very best." ♦

Parental Caregiving Behaviors *Continued from page 4.*

She added, "But the mom also must not engage in certain very negative behaviors, such as frightening the baby, for the babies to be secure."

Susan also noted that parental sensitivity is a culturally bound concept, reflecting white, middle-class ideas of what good parenting should look like. For instance, she says, "Parental sensitivity stresses a mother's verbal engagement to her baby; however, not all cultures emphasize speaking to the baby as much as white, middle-class families. In contrast, when the baby gets hungry, if the mother is carrying the baby on her hip while preparing food without speaking to the baby, the baby would still be secure."

SBP does not put emphasis on cultural practices that are specific to white, middle-class parents. Instead, "SBP is getting back to the core attachment processes that must be there across cultural groups," Susan says.

The CARE project will compare the relative predictive value of SBP and parental sensitivity for infants' later attachment, as well as for infants' later physiological indicators of stress reactivity, emotion regulation, and adjustment in 200 low-income families in Harrisburg, Pa. In addition, CARE will examine whether mother's stress reactivity and physiological emotional regulation predict maternal caregiving. The pilot study, funded by Penn State's Children, Youth and Family Consortium, showed that SBP was a good predictor of latter infant attachment.

Susan's research is expected to increase understanding of the core caregiving behaviors for babies' secure attachment. The research has practice implications for designing interventions for diverse low-income families. "By focusing on the core caregiving behaviors, we can make interventions more effective, more culturally relevant, and more likely to be taken up within the community," Susan says.

The \$3 million CARE grant proposal to the National Institute of Child Health and Human Development was scored in the top 3%, with an anticipated start date of January 1, 2012. ♦

Jerry Trusty's Lifelong Passion for Music

By Susan Griffiths

Long before his days as a professor of counselor education, **Dr. Jerry Trusty** developed a love for music that has stuck with him his whole life. An accomplished musician and instrument maker, Jerry first started playing instruments in his fifth-grade school band. His father and his brother played the guitar and banjos with him in an extended family setting. Jerry and his brother even played in several rock bands together in the 1960s.

Jerry says, "it's one of those things that whether you're practicing, playing, or jamming, when you're doing it, that's the only thing you're thinking about. Focusing only on the music, the stress of the day is gone."

Jerry's love of music continued into college, where he obtained a bachelor's degree in music education and a master's in performance, and where he played the French horn in orchestra and opera. Twenty years ago, he transitioned from a high school band director to a school counselor, which is when he stopped playing brass instruments and began playing mostly guitar and banjo.

The urge to make his own instruments began in the late seventies. After taking a break in the nineties, he began again in the past decade. Most of the instruments

"It's one of those things that whether you're practicing, playing, or jamming, when you're doing it, that's the only thing you're thinking about."

he makes are banjos for his own enjoyment, but he has also made unique custom instruments and has repaired them for others.

Jerry no longer is a band director, but he still teaches music at different places around Pennsylvania—like Greenwood Furnace Festival in Huntingdon County, Folk College at Juniata College, Maiden Creek Old Time Music Festival near Reading, and this past summer at HOTA-fest, which is part of the Heart of the Alleghenies Folk Music Festival. Sessions range from lessons on playing to songs for all instruments, to tips on jamming, improvisation, and backup rhythms. Not a one-instrument person, Jerry says, "I love working with a variety of fiddles, dulcimers, banjos, basses, guitars, and mandolins."

For those interested in learning how to play, Jerry recommends "attend a teaching session like the Juniata College Folk College in May and other festivals where locals and more-well-known musicians from across the country come to teach. These are great places to catch the excitement that makes learning fun for young children to those in their eighties."

"Old Time" is how Jerry classifies his music. It originates from the southern Appalachian Mountains, as well as Ireland, Scotland, and some French Canadian and is similar to bluegrass before instruments were electrified. This music, he says, "is pretty neat and totally fun to play—just perfect for my favorite instrument, the banjo."

Jerry, along with duo mate Doug Romig, a school counselor at Mount Nittany Middle School in State College, recently played at a fundraiser for the magazine *Voices*. They met through music and play often during the summer months at various festivals.

Jerry has fond memories of playing at jams and performing at the New Orleans World's Fair in the 1980s. He especially loves the Greenwood Furnace Folk Gathering and its location in an old wooden church where, he says, the sound carries well with no amplification.

About the far distant retirement future, Jerry says, "it might be neat to go down south for at least winters and play music with my brother again." ♦



Jerry Trusty holding a banjo he made.

Penn State's Center for Women Students PROVIDES SUPPORT, ADVOCACY, AND EDUCATION

By **Susan Griffiths**

Women have problems just like men, but they also have issues that are mostly unique to them. They are more often victims of violence, have disorders that are more common to females, and may need an advocate more often than men do.

Counselor Education graduate **Peggy Lorah** '01 Ph.D. and current doctoral student **Jennifer Sharp** feel privileged to work in a center designed specifically to support women's unique circumstances on the Penn State campus.

Penn State's Center for Women Students has been providing a safe outlet for females since 1985. The Commission for Women and the founding mother, Sabrina Chapman, a faculty member in sociology and women studies, worked together to develop the Center after women who were victims of violence said there was nowhere for them to go. Peggy, who serves as the Center's director, says, "It is important that students know there is a place on campus that will advocate for them. I'm just really glad that we exist."

Located in Boucke Building, the Center aims to advocate, support, and educate women, and occasionally men, on issues ranging from relationship abuse to eating disorders. A collaborative relationship with Counseling and Psychological Services (CAPS) provides additional support when more formal therapy is needed.



Peggy Lorah and Jennifer Sharp

Peggy has worked at the Center for almost 12 years, doing programming and advocacy work such as helping students with academic problems that have resulted from a trauma. These situations are more common than most people realize. For example, Peggy says that in just the past four years, "I have been involved in helping perform about 200 withdrawals from classes known as trauma drops for students who have been victims."

Jennifer coordinates the Peers Helping Reaffirm and Empower (PHREE) program. This group is made up of undergraduate women, many of whom have been victims themselves, who are trained to connect with other students and conduct educational programs around these topics. One example is their involvement in a theater performance called *Cultural Conversations*, in which members perform monologues about violence they have experienced and how they have learned to regain control of their lives.

Men Against Violence (MAV) is another Center group. Composed of men who want to actively advocate for women's safety, this group's focus is on educating other men about bystander behavior and how they can intervene in a possibly violent situation toward a woman. Peggy says, "We need to involve men in the work because they are often the perpetrators, and even though most men don't believe such behaviors are acceptable, they can feel like they are alone in these beliefs. These men stand up for their beliefs in ways that are rewarding and still very difficult."

The Center also conducts programs for Women's History Month, Welcome Week, April's Sexual Violence Awareness Month, October's Domestic Violence Awareness Month, and a free self-defense class offered every semester.

Jennifer was previously a school counselor in Ohio, where the advocacy training she did through domestic and sexual violence programs was very beneficial. "Counseling students need awareness of these issues and some competence around serving the needs of this population," she says.

Peggy is always encouraging students to reach out to the Center with their concerns. "I'm happy to drop things to see a student in crisis or someone who wants to help," she says. "We see lots of students in crisis, so there are plenty of opportunities to help." ♦

The office is open Monday through Friday from 8 a.m. to 5 p.m. For more information, visit the Center for Women Students' online at studentaffairs.psu.edu/womenscenter/

Making Business a Little More Personal

By **Michelle Klein** NCC, M.Ed. '09

At first glance **Ortega Pittman** '96 M.Ed., worldwide product marketing manager for one of Hewlett Packard's largest service offerings, does not look like a typical Penn State Counselor Education graduate. Ortega, however, knows that her education and special skills led her to where she is. When she entered the Counselor Education program, her sights were set on either becoming a high school counselor or finding a corporate human resources position.



(above) Ortega and Tony Pittman; (inset, right) Isabella and Anthony Pittman

Ortega's first position after graduation was as a recruiter for a small consulting firm in Tampa, Fla. "A lot of what I learned in my graduate studies positioned me to really have a solid grasp on the diversity in the lives of the people I met," Ortega commented, adding that her education and skills "opened unforeseen doors for me that leveraged a flexibility of thought that has been a competitive advantage for me."

She attributes her success to being able to assess personalities and engage people with diverse effective approaches while being flexible, and listening carefully to others. She talks of the joy she found in helping link people to positions that they applied for. But she is excited just as much by helping link people to positions that they never considered, thus expanding options and opening doors to unplanned careers.

Ortega says her own career is full of "door openings." She quickly moved from recruiting to an account manager position in the same company, where she matched customers' business needs with available talent. A year later she and her husband, Tony '02 MBA, moved back to the Northeast, where she began working for the Vanguard Group, first as a technical recruiter and then as a human resources generalist.

Three-and-a-half years later, Ortega and Tony found themselves in New York, where she worked as a human resources director for Pearson Education. Relishing in a higher education role, she incorporated her business and counseling skills in training sales executives to be more effective.

A few years ago, Ortega's job became more international as a human resources executive with the global financial operations of Hewlett-Packard's HP Enterprise Services. This position involved partnering with outsourcing executives of HP Enterprise Services to lead and develop the operation's account executives worldwide.

This opportunity yielded many new business relationships that earned Ortega an offer to pursue a marketing and sales role. Ortega said yes, and she has never looked back.

Ortega is now responsible for globally sharing the solutions that HP Enterprise Services provides. "Working with innovative technology and doing creative pieces that create brand and successful messaging across the world is exciting every day," she says. Remarking on her many moves due to her husband's active career, Ortega notes that the few times they moved were "always exciting because the geography moves propelled me into new career opportunities that always built upon themselves well. Each city offered a new role that positioned me to be strong in what landed me in my role today at HP."



Ortega and Tony share an active and full life outside of work. They have two children—Isabella (age 8) and Anthony (5). Ortega and Tony spend their free time decorating,

going to the movies, attending professional sporting events, shopping, and, as Ortega says, "supporting the kids' activities, including soccer and dance." Despite the distance, Ortega and Tony (he's a former Nittany Lion football player who, like his father, played under JoePa) are still active Penn Staters.

Summing up how her Penn State Counselor Education experience affects the multiple aspects of her life, she says, "If you truly understand your customer, student, co-worker, boss, parent, partner, spouse, kid—you name it—you can communicate and ultimately do great things. You are on the same page. It is the key catalyst to being successful."

It appears that not only has Ortega passed this belief to those she has worked with, but she has lived it herself. ♦

Faculty Do Red Cross Mental Health Disaster Work in North Dakota Floods

Faculty members **Richard Hazler** and **JoLynn Carney** responded to a call from the American Red Cross to provide crisis counseling to some of the 10,000-plus displaced victims of the flood that ravaged the town of Minot, North Dakota in June 2011. The Red Cross had provided support for multiple disasters during the spring and early summer months from Joplin, Mo., to Connecticut, and many more areas. “So we decided with first summer session classes over that we could volunteer our time for disaster mental health work and were quickly sent to Minot for the worst floods they’ve ever experienced,” said Richard.



Devastation in Minot, North Dakota



JoLynn Carney and Richard Hazler

“We arrived to see water everywhere, and it was filled with sewage, pesticides, and other contaminants,” said JoLynn. “Displaced families were either living in crowded conditions with relatives and friends, camping in places like large store parking lots, or living in Red Cross shelters. The situation was very stressful as families had already been out of their homes for weeks with no end in sight.

Many would not be able to return to their homes for months, some never, and others who could get back had major rebuilding to do.”

“We feel good about putting aside vacation time to spend two weeks working with the people in Minot,” said Richard. “The work included 10-to-12-hour shifts in the client living shelter and in the primary Red Cross Service Center where families came to obtain support and resources.”

Added JoLynn, “People were learning that their homes had been destroyed. They were devastated by the losses and often angry at officials for leading them to believe they didn’t need flood insurance and for failing to control dams designed to regulate the river. They’re strong, independent people who don’t automatically ask for help from outsiders, but here they are overwhelmed with the work facing them and not being able to make it alone.”

Richard said, “We provided therapeutic support to help people reduce stress so that they could work on what to do next, intervened when they were feeling overwhelmed, and helped them work through conflicts. Many adults and children needed to hear that their feelings of grief, loss, and guilt were legitimate and normal, that they were not going crazy. We assisted them in starting to accept what had happened and begin working on what to do next.”

In addition to counseling flood-impacted individuals, JoLynn and Richard supported some of the hundreds of Red Cross workers who were on the disaster site. “Disaster relief workers are not immune to the trauma associated with disasters. Part of our role as Red Cross Disaster Relief Mental Health Professionals is to provide counseling to staff who are overwhelmed with the circumstances and in some cases to support them leaving site early,” JoLynn said.

(Continued on page 10)

North Dakota Floods

Continued from page 9.

Living conditions for staff were difficult with all the Red Cross hardship codes associated with this disaster, except extreme cold. Only bottled water could be used for drinking, washing, and cooking; sleeping was on cots in two gymnasiums that served as co-ed staff shelters; there were unusually hot temperatures; and storm activity continued, including tornado threats. Food was not easily accessible, because the Red Cross had to ship supplies from other areas into town so that the needs of local people could be met and not strip the local grocery store shelves for the hundreds of Red Cross workers.

Richard said, “The experiences do impact our teaching, because we are able to share what it’s really like to do crisis interventions in a disaster. Of course we don’t do the work to improve our teaching and research, but because we have the skills to help...and because it is good for the soul.”

Natural disasters are constantly occurring and impacting the lives of tens of thousands, just as they did all over the East Coast during August and September. The Red Cross has a great need for mental health disaster workers in these situations and only currently licensed mental health professionals are eligible. “We strongly encourage our licensed graduates and students to investigate becoming Red Cross certified. We know they too can provide the highest quality care, grounded in the latest research findings to people who are experiencing disaster,” said JoLynn. ♦

Faculty Updates

Publications:

JoLynn Carney, Jacob, C., & **Richard Hazler**. (2011). Exposure to school bullying and the social capital of sixth grade students. *Journal of Humanistic Counseling*, 50: 238–253.

Jim Herbert. (2011). Clinical supervision. In D. R. Maki & V. Tarvydas (Eds.), *The professional practice of rehabilitation counseling*, 427–446. New York: Springer.

Bronstein, L., Ball, A. **Elizabeth Mellin**, Wade-Mdivanian, R., & Anderson-Butcher, D. (2011). Advancing collaboration between school- and agency-employed school-based social workers: A mixed methods comparison of competencies and preparedness. *Children & Schools*, 33: 83–95.

Elizabeth Mellin, Anderson-Butcher, D., & Bronstein, L. (2011). Strengthening interprofessional team collaboration: Potential roles for school mental health professionals. *Advances in School Mental Health Promotion*, 4: 51–61.

Elizabeth Mellin, & Weist, M. D. (2011). Exploring school mental health collaboration in an urban community: A social capital perspective. *School Mental Health*, 3: 81–92.

Strauser, D. R., Wong, A., & **Deirdre O’Sullivan**. (2011). Career development, vocational behavior and work adjustment of individuals with disabilities. In D. Maki & V. Tarvydas (Eds.), *The professional practice of rehabilitation counseling*. New York: Springer.

Jerry Trusty. (2011). Quantitative articles: Developing studies for publication in counseling journals. *Journal of Counseling & Development*, 89, 261–267.

Cassidy, J., **Susan Woodhouse**, Sherman, L. J., Stupica, B., & Lejeuz, C. W. (2011). Enhancing infant attachment security: An examination of treatment efficacy and differential susceptibility. *Development and Psychopathology*, 23: 131–148.

Dykas, M. J., **Susan Woodhouse**, Ehrlich, K. E., & Cassidy, J. (2010). Do adolescents and parents reconstruct memories about their conflict as a function of adolescent attachment? *Child Development*, 81: 1445–1459.

Awards and Honors:

Liza Conyers was invited by the U.S. Secretary of Labor to present the findings of her grant-funded *National Working Positive Coalition Vocational Development and Employment Needs Survey*, including reflections on broader research findings and needs of individuals with HIV/AIDS to the US Department of Labor Round Table (April 2011).

Jim Herbert received the 2011 James F. Garrett Award for a Distinguished Career in Rehabilitation Research, awarded by the American Rehabilitation Counseling Association.

Jim Herbert was the recipient of the 2011 Presidential Award of Recognition from the National Council on Rehabilitation Education.

Brandon Hunt was named a fellow of the American Counseling Association at the ACA’s annual conference in April 2011.

Brandon Hunt was elected chair of the National Board for Certified Counselors (NBCC) board of directors in June 2011.

Elizabeth Mellin is co-editor of a special edition (2011, no. 4) of *Advances in School Mental Health Promotion*, on collaboration among schools, families, and communities.

Jerry Trusty was selected for a second term as editor of *Career Development Quarterly*.

Research Grant:

Jim Herbert. (2011). Post-secondary Outcomes of Students Receiving Services from the Office for Disability Services: A Pilot Study. Children, Youth, and Families Consortium, Penn State.

Favorite Books



📖 **Planetwalker: How to Change Your World One Step at a Time**

JoLynn Carney

(Counselor Education Faculty)

Planetwalker, by **John Francis**, is inspiring and unique in that it chronicles the story of one man's journey of walking across North and South America for 22 years. But even more fascinating is that for 17 years he walked in silence! John tells how all those years in silence helped him learn to listen. We could all use more of that. If that wasn't enough, he even earned a Ph.D. in land resources during his vow of silence. The story is mixed with poems, drawings, and watercolors that he created during his years of walking, making you feel like you are there with him.

📖 **The Last Lecture**

Julie Cerrito

(Counselor Education Doctoral Student)

The Last Lecture, by **Randy Pausch**, describes the author's experience as a professor diagnosed with terminal cancer and invites readers to reflect on what really matters in life and what one hopes to be remembered for when gone. From overcoming obstacles to enabling the dreams of others, this book ponders life questions and provides answers in a sincere and simple form. It is not a book about dying, but rather one about living. Chock full of practical, useful, everyday advice coupled with emotional, inspirational messages, this book is one to savor as well as share.

📖 **Outliers: The Story of Success**

Sarah Gaskell

(Rehabilitation Counseling Student)

Outliers: The Story of Success by **Malcolm Gladwell** (2008) takes a fascinating look into the lives of successful people (outliers) in all walks of life. But instead of focusing on their hard work and determination (which is also a factor in their success), Gladwell focuses on the individual's surroundings, including when the outlier was born, family dynamics, and his/her culture. I love this book because it presents psychology and sociology in a unique way and encourages the reader to go deep in thought about life, success, and our surroundings. I suggest any of Gladwell's books, but this is one of my favorites!

📖 **d/Deaf and d/Dumb: A Portrait of a Deaf Kid as a Young Superhero**

Autumn Trieu

(Rehabilitation Counseling Student)

d/Deaf and d/Dumb by **Joe Valente** is an autobiographical book by a Penn State College of Education faculty member. The book surprised me with the different biases between two deaf community populations. People who use sign language are known as "Deaf" (upper-case "D") and are clearly accepted in the Deaf culture, but those who speak are referred to as "deaf" (lower case "d") or sometimes orally deaf, and are not automatically accepted in the Deaf community. Seeing the cultural differences and difficulties growing up not fully being accepted in either the Deaf or the hearing community gave me much food for thought.

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

—Mortimer J. Adler

Department of Educational
Psychology, Counseling,
and Special Education

College of Education
327 CEDAR Building
University Park, PA 16802
Phone: (814) 865-3428
Fax: (814) 863-7750
hazler@psu.edu

PENNSSTATE



Counselion

Visit us on the Web at

www.ed.psu.edu/educ/epcse/counselor-education/



Where Some Recent Graduates are Working

Rick Albright, Assistant Professor,
Lee University, Cleveland, TN

Ian Brodie, School Counselor, Fairfax
County Public Schools, VA

Amy Clary (Stewart), Behavioral
Specialist Consultant and Mobile
Therapist, State College, PA

Sarah Derewitz, Academic Advisor,
College of Liberal Arts, Penn State

Samantha Herrick, Assistant Professor,
University of Medicine and Dentistry
of New Jersey

K. C. Hillier, Addiction Medicine and
Health Advocates, Philadelphia, PA

Charles Jacob, Assistant Professor,
LaSalle University, PA

Kaprea Johnson, Assistant Professor,
Old Dominion University

Bridget Kennington, School Counselor,
Mifflin County School District, PA

Josh Kerr, Rehabilitation Counselor,
Boulder, CO

Bob Laverick, Regional Director,
Wounded Warrior Project,
Jacksonville, FL

Wan-Yi Lin, Psychiatric Occupational
Therapist, National Taiwan University
Hospital

Jennifer Lowe, School Counselor,
Carroll County High School, VA

Terry Pertuitt, Assistant Professor,
Rowan University, Glassboro, NJ

Megan Ruffing, High School Counselor,
Loudoun County Public Schools, VA

Azra Karajic Siwec, Assistant Professor,
Walsh University, Canton, OH

Emily Tarconish, Rehabilitation
Counselor, Office of Vocational
Rehabilitation, York, PA

Melanie Thompson, Mental Health
Counselor, Minneapolis, MN

This publication is available in alternative media upon request.

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry, color, disability or

handicap, national origin, race, religious creed, sex, sexual orientation, gender identity, or veteran status. Discrimination or harassment against faculty, staff, or students will not be tolerated at The Pennsylvania State University. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Director, The Pennsylvania State University, 328 Boucke Building, University Park, PA 16802-5901; Tel 814-865-4700/V, 814-863-1150/TTY. U.Ed. EDU 12-22