

Counselion

Initiating Parent Partnerships

by **Richard Hazler**, Professor of Counselor Education, Penn State

My experience on how much parents mean to an effectively functioning school and the academic, career, and personal development of students begins with a memory from 50 years ago as a grade-school student.

It was sixth grade in Woodrow Wilson Elementary School in Neptune City, New Jersey. We were outside after lunch when along with a couple of other boys we were teasing Nancy about her weight. Minutes later another girl told us that Nancy was going to tell the teacher. We panicked! No, it wasn't what the teacher would do. It was that our mothers were likely to find out what we did!

My Mom was a member of the Fire Auxiliary and a bowling league, both of which included teachers. She was always coming home knowing something about what was going on at school and who was behaving in what ways. It was that way for all of us. Our parents knew the teachers, administrators, and board members as adults with things in common. Their personal sense of each other created trust and cooperation.

We apologized and begged Nancy not to tell. It was embarrassing, but she didn't tell and we didn't get in trouble. The memory is so strong that it must have been a powerful lesson for me.

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That long-ago event is a continuous reminder of how important it is to create a sense of person-to-person connection with parents in addition to the professional-to-parent relationship. The more we can do small things to foster those relationships the better. The following are a few starter ideas for making small but important steps.

Connecting Questions

There are questions that make parents uncomfortable with professionals like educators and agencies like schools while other questions help them feel connected. Most of the time we connect with parents about some issue with their child, so they come feeling anxious, defensive, or sometimes angry. Before you get to the hard questions, there are others that can communicate interest in the whole of the parent and not just the issue of concern. They are the type of questions that demonstrate you are more than a professional—that you are also someone not so different from himself or herself. Using questions wisely can make cooperation much more likely, so here is a sample of some starter questions.

Verbal Family Portraits

People like professionals to show personal interest in positive aspects of their families. One or two initial questions can communicate that with very little time taken up. You might ask, “How many children do you have?” or “Where is Ellen in relation to your other children?”

Simple current family questions can create opportunities to briefly reflect on the answers by showing something of yourself: “I came from a family of three

also. It seemed to work for me.” Or, if your situation was very different, “I was an only child and always wished there were brothers and sisters. Do you find that it would make a difference?”

Appreciating Community Participation

People often have community roles in which they take pride. Asking a question or two in this area to promote a relationship takes knowing a little something about the person. The mother who coaches a soccer team will love a question about her involvement as much as the father who works with Special Olympics, or the grandparents who volunteer at the library. The idea that you care about these aspects of their lives enough to know them in the first place, and would seek to know them better in these roles, produces positive headway in cementing a personalized cooperative relationship.

Work Works

People generally feel like their employment is understood and appreciated by those similarly employed, but not by those outside that area. This is particularly true when a college-educated person is inter-

acting with a person having less formal education. Showing genuine interest in a person’s work can be particularly productive in a relationship where the types of work are very different in some way.

Work-related questions demonstrate interest in the activities of your work, but not the job title. Some work is easier to identify productive questions than others based on our biases. Most educators could find interest in the work of a structural engineer, for example: “You must do a lot of computer work on models, but how hard is it to then translate that into real materials and structures?” It might seem harder to pick a question for a sanitary engineer (trash collector), but still there is opportunity for relationship development questions: “When my trash is picked up on Monday morning, there is a sensation of relief and cleanliness. Do you get any sense of people’s appreciation as you collect?” The task in either case is to get beyond personal biases about work to see the value and importance of work very different from our own. When people sense a true interest in the experience of their work, they begin to see that person as someone worthy of cooperative involvement.

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The Counselor as a Leader: Advice from Dr. Alain Hunter, Distinguished Alumnus and Former President of the College of Education's Alumni Board

By Myrna Covington

Recently, I had the opportunity to talk with **Dr. Alain E. Hunter** '74 M.Ed. During our conversation, I recalled briefly meeting him in Eisenhower Auditorium as the faculty lined up for the College of Education's graduation procession. He left a lasting impression on me because as a very distinguished gentleman, his presence exuded integrity and excellence.

Alain wanted to be sure I knew about the two great influences in his life:

Dr. Edwin Herr (Penn State professor emeritus who was then head of Counselor Education) is fondly referred to as his "father" and "mentor," and **Dr. William A. Williams**, professor of vocational and industrial education. He credits Herr for paving the way for him to pursue his master's degree in secondary school counseling and said that, "He was influential in helping me get my first counseling job at Carlisle Area Senior High School."

After spending several years as a secondary education counselor in Carlisle, Pa., Alain accepted a graduate fellowship at the University of Illinois in vocational technical education, where three-and-a-half years later he earned an Ed.D. He went on to teach at George Washington University and the University of Maryland, College Park, in vocational related disciplines.

Nine years later, the U.S. Navy offered Alain the opportunity to direct its occupational research initiative in the Bureau of Naval Personnel, where he worked for six years. When the Bureau decided to relo-



Dr. Alain Hunter

cate its program to Memphis, Tenn., Alain chose not to relocate. The Air Force took advantage of the opportunity and hired Alain to lead its Historically Black Colleges/Universities and Minority Institutions Program. This program resides in the Small Business Programs directorate on the staff of the Secretary of the Air Force in the Pentagon, where Hunter has served since 1995.

Alain noted that, though it has been a few years since being involved in counseling, he still uses his counseling skills working with diverse communities of small businesses that continue to grow in numbers throughout the United States. His advice for future counselors is to "learn to listen" and "be a good role model"—or "don't go into counseling." He also stressed that counselors should remember that they are leaders and role models. Students are watching and are more likely to do what

you do, rather than do what you say. He compared being a counselor to being a leader to a military role, where one must be a good listener and set the example. Hunter noted that a counselor's positive influence could help bring out the best in tomorrow's workforce.

When I asked about his most significant accomplishments, Alain quickly stated that it was his "great wife, two great children, and four wonderful grandchildren." Getting his degrees, working in the military, receiving many awards (e.g., Lifetime Achievement Award from Penn State Dubois), being a commencement speaker, serving as president, past president and member of the College of Education's Alumni Board—though very important and rewarding, these have been only secondary to his family.

Although Alain plans to retire from the U.S. Air Force in approximately 18 months (not that he's counting), he joked about still trying to find a niche and having fun doing so. "I never knew exactly what I wanted to do in life aside from helping people," he said.

Alain wanted very much to say, "Ed Herr was one who always reached beyond today and was always pushing his students into the future." Consequently, he joked, "I can't retire until I have touched as many folks as Dr. Herr." Though Alain may not realize it, he already has.

"TO DO MORE FOR THE WORLD THAN THE WORLD DOES FOR YOU—THAT IS SUCCESS." —Henry Ford

Improving Collaboration Between Mental Health and School Systems

By Monika Kloda

“Mental health and school systems are increasingly collaborating to deliver comprehensive, school-based learning support and mental health promotion strategies.” These are the words of **Dr. Elizabeth (Liz) Mellin**, assistant professor of counselor education. In her fourth year at Penn State, Liz has turned her commitment to these issues into work with a national group (Mental Health Education Integration Consortium) of invited scholars, practitioners, and family members to improve collaboration between mental health and education systems.



Elizabeth Mellin

Liz’s commitment to the crucial role of collaboration between mental health and school systems took hold when she coordinated a large community mental health program in Atlanta. In this context, she encountered multidimensional issues such as poverty, school dropout, and community violence that were impacting the presenting concerns of youth. These and other student needs, according to Liz, are often complex and interrelated

across school, family, and community systems (e.g., mental health, juvenile justice, child welfare) where there was often little collaboration.

As the counseling profession continues to emphasize the importance of social justice, perhaps most notably, the integration of efforts to address social inequalities that impact educational outcomes is seen as an important benefit of collaboration between mental health and education systems.

“Our kids and families were struggling with some really significant issues, but there were a lot of turf issues between agencies that made it really difficult for them to get the help they needed,” she says. “Many kids and families fell through the cracks as a result of poor collaboration.” Effective approaches to addressing these issues often requires integration of knowledge from multiple disciplines and the unique skills and assets of individuals from multiple professions.

Collaboration between mental health and education systems can improve the value of counseling interventions by simultaneously addressing interrelated student, family, and community factors, by engaging additional resources for providing comprehensive prevention and intervention services, and by providing additional support to overtaxed school systems and decreasing service duplication and fragmentation. As the counseling profession continues to emphasize the importance of social justice, perhaps most notably, the integration of efforts to address social inequalities that impact educational outcomes is seen as an important benefit of collaboration between mental health and education systems. “Counselors can put social justice ideas into action if they create meaningful partnerships with schools, families, and communities to develop innovative strategies for addressing educational and mental health disparities,” says Liz.

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Improving Mental Health in School Systems *Continued from page 4.*



Despite the promise of collaboration between education and mental health systems, discipline-driven differences in expectations regarding confidentiality, turf issues, preexisting responsibilities, confusion about roles and responsibilities between school-hired and community-based mental health professionals, and a lack of understanding of school culture among community-based mental health professionals have all been cited as key issues that jeopardize the potential of cross-system collaboration. There is also little practical guidance about how to form effective partnerships and little understanding of whether collaboration between these systems improves outcomes valued by schools, families, and communities. According to Liz, "Many groups

"If communication is improved, it can move a child into the specific services that can promote behavioral changes, better attendance, lower suspensions, and so forth."

think they are collaborating when all they are really doing is coming to the table to talk about their individual work with kids and families. They aren't really working together or pooling their knowledge and skills to help kids."

To address these gaps, Liz received a \$9,000 Research Initiation Grant from the Penn State College of Education to learn about influences on the functioning of mental health-education collaborations and how integrated services impact anticipated outcomes. The objectives of Liz's exploratory research study are to (1) refine an existing model of collaboration and (2) develop an instrument to measure collaborative processes, influences, and proximal outcomes associated with collaboration between mental health and education systems.

Liz's previous work with Atlanta at-risk children, schools, and agencies had a major impact on her beliefs about how to help children in need. "If communication is improved, it can move a child into the specific services that can promote behavioral changes, better attendance, lower suspensions, and so forth," she says.

ASKED TO OFFER A FEW TIPS FOR COUNSELORS AND PARENTS, MELLIN SUGGESTS:

- Learn more about the roles and responsibilities of both school hired and community-based professionals in order to make use of the difference between them.
- Remain open to ideas from professionals of other disciplinary backgrounds. Don't get stuck defending your ideas when you could be creating better ones and asking more people to help.
- Critically reflect on how to collaborate with others and how collaboration can be a particular help to those who have limited access to many opportunities and services.

"THE CHALLENGE OF SOCIAL JUSTICE IS TO EVOKE A SENSE OF COMMUNITY THAT WE NEED TO MAKE OUR NATION A BETTER PLACE, JUST AS WE MAKE IT A SAFER PLACE." —**Marian Wright Edelman**

The Turkish Investment

By Lyndsay Luff

The Counselor Education program attracts a broad range of individuals, so it comes as no surprise that **Esra Bir Akturk, Dilek Gencitanirim-Kuru, and Elif Balin** all hail from Turkey. The three women have separately traveled far from home for different reasons, but their goals of advancing careers as well as the profession of counseling in their home country have similarities that say a great deal about their strength and commitment.

Three Strong Women

Esra obtained a master's degree in psychology from the Middle East Technical University and joined her husband at Penn State to seek a master's degree in Rehabilitation Counseling. Elif is a Ph.D. student in Counselor Education and Supervision after having completed her master's in Turkey. Dilek found herself in a different boat than Esra and Elif, since her time here at Penn State was limited to four months as a visiting scholar in the spring of 2009. Dilek's advisor at Hacettepe University was previously a student of Professor Richard Hazler when he was a faculty member at Ohio University. He advised Dilek to join Richard and Dr. JoLynn Carney at Penn State for the semester to develop her research on youth at risk. In May, she returned with her husband to Turkey, where she is completing her research.

Experiencing State College

Students who go away to college struggle to some extent, but what is it like for international students in an entirely different culture?

"I like State College because it is small and was that made my adapting to it easy," said Dilek in reference to the contrast between her hometown and the place she called home for only a few months. She comes from Ankara, Turkey's capital and one of the largest cities in the country. Ankara is typical of a metropolitan area—fast-paced, busy, and seemingly large as opposed to the rural setting of State College.

Esra had similar reactions to the State College area: "I was really anxious because I didn't know what to expect, but now that I am here I'm happy. The city is very beautiful, particularly in terms of nature."

Elif appreciates the quiet for her studies. "I think State College is really peaceful and that is especially helpful for my studies," she says.



Left to right: Elif Balin, Esra Bir Akturk, and Dilek Gencitanirim-Kuru

The women have each found their own ways to fulfillment and ways to occupy time beyond their studies. Esra utilized her data-management skills for Dr. Elizabeth Skowron's research on the relationships between mother and child. But the stresses of work, distance from home, and relationship tensions can become overwhelming at times, and even more so for an international student. "It's always very difficult to be so far from home," she says. "It's definitely a big compromise to be away from my family and country, which is going through a bit of hard times right now."

Missing home and concerns about Turkish difficulties, however, aren't the only issues on the minds of these students. "You really question—Who am I in America?" says Elif as she tries to figure out how a Middle Eastern minority fits into American society.

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The Turkish Investment *Continued from page 6.*

As newcomers, the three students sense an obvious distinction between “them” and “us.” Counselor Education students and Penn State faculty have been very supportive in this area, but biases of others come out more often.

Ethnicity check boxes on various applications provide added frustration. “Alien, I hate that word!” said Esra. “What am I from, Mars?”

The three women have found comfort in each other as well as students of different cultural backgrounds. These connections add support and opportunities to discuss differences and similarities between all cultures.

Preparing for Bright Futures

These three women have great plans for their future. Elif presented on the oppressions among Muslim college women and how to enhance their diversity, equity, and inclusion at the National Conference for College Student Women Leaders, held at the University of Maryland. She’d like to be a professor at a university, but her goals go further: “I’d like to eventually find an organization supporting career and life development for women and intercultural collaboration.”

Esra clearly looks forward to a future in Turkey, where she would like to open a rehab center for people with disabilities. “Mental health and family issues are so important and such a center would be a valuable step for Turkey,” she says.

“IN THE LONG HISTORY OF HUMANKIND (AND ANIMAL KIND, TOO) THOSE WHO LEARNED TO COLLABORATE AND IMPROVISE MOST EFFECTIVELY HAVE PREVAILED.” —Charles Darwin

Dilek looks forward mostly to further developing Penn State connections with Turkey. “I hope to create some collective studies, attend conferences, and develop working relationships between myself, Turkey, and Penn State faculty,” she states. One part of the plan is working with her advisor to open a prevention research center focusing on adolescent risk behaviors. “I hope that we can create prevention projects that can make a difference,” adds Dilek. “My main motivation has been the good people I met here. Everyone gave me positive energy.”

Connections Increasing Already

Connections are certainly in the process of expanding between Penn State Counselor Education and two universities in Turkey, and these students have been central in developing the relations.

Elif and classmates are also arranging for a cultural immersion course at Bogazici University in Turkey for May 2010. Among many aspects of the travel, they will be seeking ways to increase collaboration between the two counseling programs. See the ad in this edition if you might be interested in being a part of the course.

Hazler and Carney traveled to Turkey in October to present at their national counseling conference and to expand connections and research with Dilek and faculty at Hacettepe University.

Resources for Professionals, Clients, and Parents

www.TheBody.com

TheBody.com is a great resource on information related to HIV/AIDS. It explains aspects of the disease in an easy-to-understand format. It includes an Ask The Expert section where a person can post questions to a variety of experts (e.g., physicians, insurance and work specialists) about managing life with HIV. There is also a Spanish version of the Web site for those who are more comfortable using Spanish as a primary language.

Straight Talk about Psychiatric

Medications for Kids by Timothy Wilens, M.D. (Guilford Press) is an informative and straightforward resource on the use of medication in treating a child with emotional, developmental, and behavioral disorders. The book provides answers to common parent questions surrounding the risks and benefits of psychiatric medicine with a research and data-based approach that is explained in a common-sense manner.

www.nimh.nih.gov/health/publications/mental-health-medications/

Psychotropic medications typically prescribed for various mental disorders across the life span can be found at this National Institute of Mental Health Web site. The user-friendly site even has information about the use of psychotropics with “special groups” including children/adolescents, older adults, and women who are or may become pregnant. The pages are loaded with links to resources that can enhance your ability to connect mental health medications with mental disorders.

www.counselorsroom.com/

The Counselor’s Room was built for helping school counselors find free guidance lesson plans and group activity ideas for K–12 students. Lessons were selected to be both fun and useful for learning, with a focus on experiential activities. You can browse lesson plans by category and grade level.

New Faculty Member Deirdre O'Sullivan

By Hodya Margolis

Deirdre O'Sullivan, Ph.D. joined the Department of Counselor Education, Counseling Psychology, and Rehabilitation Services this fall as assistant professor. Born and raised in Memphis, O'Sullivan has lived and worked in San Francisco and Melbourne, Australia. Her time in California was spent working in the technology sector of Silicon Valley of the mid-90s. "It was an interesting time to be living and working near Silicon Valley, but it was never the right fit for me," she says.

She moved to Melbourne and continued working, first for a technology development consulting company and then in human resources, where she was responsible for hiring ITS talent for the company. "I got to travel around Victoria, Australia, and hang out on college campuses recruiting the best and brightest," O'Sullivan says.

She also provided training for the technical staff in how to interact socially with clients, and offered mentorship to recent college grads as they adjusted to their new work roles. "This was a great job and shaped a lot of how I thought about workplace personality expression, career and job matching, and other concepts that are so important in rehabilitation counseling before I knew rehabilitation counseling existed," says O'Sullivan. One time she went to interview a job candidate, but was unable to conduct the interview because he was in a wheelchair and did not have full speaking capacity. "At the time, the Australian Disabilities Act did not require our large company to have an accessible building," recalls O'Sullivan. "This experience of not being able to even meet with someone stayed with me."

After 9/11, Deirdre decided to move back to the States to be closer to family. She earned her M.S. in Rehabilitation Counseling from the University of Memphis and worked in Memphis for two different organizations. One job involved working with veterans with dual diagnosis in transitional housing, and the other was at a drug and alcohol recovery facility where both inpatient and outpatient counseling was provided. "Working as a counselor was an eye-opening experience," says O'Sullivan. "There are so many aspects of the job that I was not prepared for. I felt I could provide better service to people with disabilities if I had more education, and so I decided to go back to school to pursue a Ph.D. from the University of Illinois at Urbana-Champaign."

"I'm particularly interested in how living with a disability in childhood shapes a person's work self-concept, which I believe will impact the person's behaviors at work—including those social behaviors, something I've been interested in since my days as the 'social skills' trainer in Australia."

Deirdre's current research interests are related to the developmental work personality, a model that uses developmental psychology theories to explain when and how the work personality develops. "I'm interested in understanding more about what influences in our early years will impact adult work life," she says. "I'm particularly interested in how living with a disability in childhood shapes a person's work self-concept, which I believe will impact the person's behaviors at work—including those social behaviors, something I've been interested in since my days as the 'social skills' trainer in Australia. I'm also interested in stigma related to psychiatric disabilities, particularly substance dependence."



Deirdre O'Sullivan

About life in State College, Deirdre says she loves it so far. "The people are great; the students are great; it's beautiful!" she says. "My favorite thing besides the wonderful people here is the fact that everything is 10 minutes away—I'll never be late."

Deirdre will be teaching RHS 403 (Medical Aspects of Disability) in fall and spring. She will also supervise the CEDAR Clinic Practicum in spring and teach a Substance Abuse in Counseling course during the summer session.

Where Some Recent Grads Are Working

Marianne Aichele

Secondary School Counselor, West Perry High School, Pennsylvania

Natassja Bates

Rehabilitation Counselor, Pennsylvania Office of Vocational Rehabilitation

Paul Datti

Faculty, University of Scranton, Pennsylvania

Krista Furman

Rehabilitation Counselor, Pennsylvania Office of Vocational Rehabilitation

Melissa Gilbert

Behavioral Specialist, York, Pennsylvania

Brian Hutchinson

Faculty, University of Missouri—St. Louis

Emily Jaworski

Case Manager, Jewish Vocational Services, Michigan

Michelle Klein

Counselor, Meadows Psychiatric Center, Pennsylvania

Michael Laskowski

5th-Grade Teacher, Mt. Union, Pennsylvania

Dawn Lorenz

Director of Disability Services, Lock Haven University of Pennsylvania

Terry Pertuit

Clinic Director, Southeastern Louisiana University

Lauren Robinson

Elementary School Counselor, West Shore Elementary, Pennsylvania

Michelle Rosenfeld

Behavioral Specialist, Montgomery County, Pennsylvania

Emily Salerno

Elementary School Counselor, Chambersburg, Pennsylvania

Sheila Swagler-Erdman

Rehabilitation Counselor, Pennsylvania Office of Vocational Rehabilitation

Erin Thomas

Doctoral Student, George Mason University, Virginia

Initiating Parent Partnerships *Continued from page 2.*

Morning Coffee

When the national media want to focus on how the general population thinks about national or local issues, they go to the local dinner for interviews. Dinners and coffee shops are among the last remaining places where people gather to talk on a regular basis. Professionals can gain community perspectives and make connections by dropping by the places where people gather for something to drink and a bite to eat around their workday.

One way I have settled myself is to take a half hour at a McDonald's on the way to work for a cup of coffee, the paper, and say hello to the morning group that comes and goes. If you go often enough, the regulars will stop to ask about their child,

the school, or simply recognize you to say hello. Non-educators appreciate the idea that an educator would spend a little time in their neighborhood, because it is not the norm and demonstrates respect and commonality.

The place to stop when I worked as a counselor in rural Idaho was the Hanson Honda Shop. People gathered there before the workday for a cup of coffee. Everyone chipped in or brought coffee or donuts so there was always plenty, any time of day. It was the place to learn local news and solidify connections between the school and the mostly farming community. People began to see me as a part of the community and not just the school counselor. Never did I work in a place that was more supportive of my actions and the actions of the schools.

The key is to locate the places where people gather to relax and talk. You don't need to be in the conversation groups to gain credibility, information, and support. Mostly you just need to show up once in awhile.

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Department of Counselor
Education, Counseling
Psychology, and
Rehabilitation Services

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

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Visit us on the Web at

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



Faculty & Staff Updates

Honors:

Congratulations to Brandon Hunt
on her promotion to professor.

Congratulations to Elizabeth Mellin
on being elected to the editorial
board of *Counselor Education and
Supervision*.

Some Publications and Grants:

Conyers, L. M., & Datti, P. (2009).
Unmet vocational rehabilitation
needs of women with HIV. *Work: A
Journal of Prevention, Assessment and
Rehabilitation*, 31(3): 277–290.

Janson, G.R., **Carney, J. V., Hazler,
R. J., & Oh, I.** (2009). Bystanders'
reactions to witnessing repetitive abuse
experiences. *Journal of Counseling and
Development*, 87: 319–326.

Li, C. S., Lampe, R., **Trusty, J., &
Lin, Y. F.** (2009). Cluster analysis of
impaired counseling students: A survey
of master's level CACREP-accredited
programs. *Journal of Professional
Counseling: Practice, Theory, and
Research*, 37: 38–50.

Mellin, E. A. (2009). Unpacking
interdisciplinary collaboration in
expanded school mental health: A
conceptual model for developing the
evidence base. *Advances in School Mental
Health Promotion*, 2: 4–14.

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to the crisis in youth mental health:
Potential roles for the counseling
profession. *Journal of Counseling
& Development*, 87: 501–506.

**Mellin, E. A., Hunt, B., & Brislin,
D.** (2009). Rehabilitation counselor
preparation for work with youth with
psychiatric disabilities. *Rehabilitation
Education*, 52: 167–178.

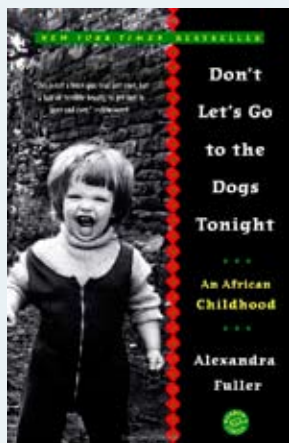
Oh, I., & **Hazler, R. J.** (2009).
Contributions of personal and
situational factors to bystanders'
reactions to school bullying. *School
Psychology International*,
30: 291–310.

This publication is available in alternative media upon request.

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Favorite Books



Camille Sluzis

(Elementary School Counseling, class of 2010)

Don't Let's Go to the Dogs Tonight: An African Childhood, by Alexandra Fuller

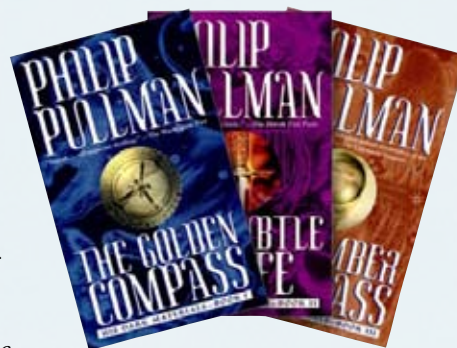
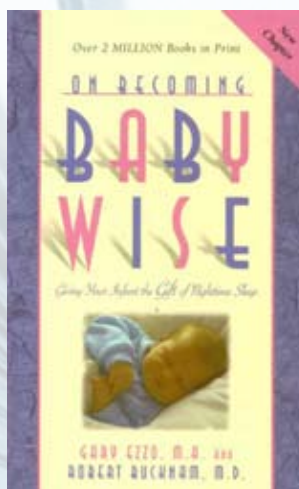
This wonderfully insightful book really opened my eyes to diversity and privilege. The author recounts stories from her childhood as a Caucasian girl growing up in Africa. She explains the constant struggle to stay alive and all the dangers surrounding her family. The book brought to my attention the privileges I have that are so easily taken for granted.

Anna Moore

(Rehabilitation Counseling, Class of 2010)

On Becoming Babywise: Giving Your Infant the Gift of Nighttime Sleep, by Gary Ezzo and Robert Bucknam, M.D.

This book promises new parents "quiet nights filled with peaceful sleep." My partner and I began reading *Babywise* in the hospital when our baby was on its way, and we did not put it down until the baby was four months old. By using the authors' advice, we were able to establish a nighttime and feeding schedule that kept our baby healthy, happy, well rested, and self-reliable as she is now able to put herself to sleep at naptime and through the night (11 hours). A welcome and added benefit is rest, control, and sanity for my partner and me!



Jim Herbert

(faculty member)

The Golden Compass, The Subtle Knife, and The Amber Spyglass are a trilogy of books by Philip Pullman.

It is a story of two children who experience a series of adventures in parallel worlds filled with mystical creatures, witches, specters, angels—and my favorite characters, the "daemons." The books (particularly the last one, *The Amber Spyglass*) have a spiritual overtone, and if you like the "Lord of the Rings" series then you will enjoy this series as well.

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

—Mortimer J. Adler