

Counselor

Adolescent Drinking: What Do We Know and What are We Doing?

By **Nadine Mastroleo '08 Ph.D.**, Assistant Professor (Research), Brown University

Counselors in today's world are inevitably faced with client issues of alcohol use and related consequences. Alcohol use is a major public health problem and one of the largest health concerns for youth and adolescents.

The average boy first uses alcohol at 11 years old and girls at 13. By 10th grade, 28.8% are using alcohol, and that grows to 43.1% by 12th grade. Colleges see an almost twofold jump to 73%, with 30% reporting at least one heavy drinking episode (five or more alcoholic drinks in one sitting) in the previous two weeks (American College Health Association, 2009). This alcohol use has been linked to a number of problems including damage to psychological and physical development, family problems, school dropout, teen pregnancy, risky sexual behaviors, violence, traffic injuries and fatalities, and suicide.

"ACCORDING TO TEENAGE RESEARCH UNLIMITED, 51 PERCENT OF 13-15 YEAR OLDS SAY THEY WILL BE FACED WITH MAKING A DECISION REGARDING ALCOHOL IN THE NEXT THREE MONTHS." —Xavier Becerra

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Best Sources for Information

There is no simple answer to adolescent drinking, so counselors and parents are continually challenged to find methods that fit their needs and circumstances. Some of the best advice and directions can be found in several key places.

Parent-child communication surrounding alcohol use is critical, and the National Institute on Alcohol Abuse and Alcoholism has created a handbook to help parents and other caring adults with these interactions (http://pubs.niaaa.nih.gov/publications/MakeADiff_HTML/makediff.htm).

Motivational Interviewing (Miller & Rollnick, 2002) for individual counseling has been strongly supported in the literature. Information, sources, and training in MI and methods to engage youth in considering altered drinking behaviors can be particularly helpful to counselors and are available at <http://motivationalinterview.org/training/index.html>

School and community-based programs focusing on the diverse needs of varying populations have been developed and tested, and a number of evidence-based approaches can be found at <http://nrepp.samhsa.gov/>

How do counselors identify non-problem drinking as different from simple misuse and what can they do about it? Some indicators of at-risk students are known, such as children with a family history of alcoholism, age of first drink, and binge drinking (4 or more drinks for females, 5 or more drinks for males), but it is less clear how they are connected to serious problems. No one approach to dealing with the problem appears to impact all risky drinkers, but a combination of approaches focused at the individual, family, and community levels have shown success.

Delay Onset

Delaying the age of drinking initiation is critical to addressing alcohol problems. Adolescents who drink before the age of 15 are four times more likely to develop alcohol dependence than those who start after age 20 (Grant & Dawson, 1997). Prevention and intervention efforts consistently emphasize starting early to interrupt this downward spiral of alcohol use, misuse, and associated problems.

Individual Interventions

Successful interventions for individual students have generally been school-based and interactive (i.e., personalized, engaging) rather than didactic. Involving parents adds to the potential for success (Tobler et al., 2000). Productive counseling interventions are generally brief and tend to be delivered with a motivational interviewing (MI) approach that has shown positive results with college students (e.g., Larimer et al., 2001), but less is known about its success with middle and high school students.

Family Interventions

Family programs such as Preparing for the Drug Free Years (Mason et al., 2003) and the Iowa Strengthening Families Program (Spoth, Redmond, & Shin, 2001) have been noted as effective prevention programs with adolescent populations. The Family Check-Up (Dishion & Kavanagh, 2003) has worked effectively with middle school students at risk for problematic alcohol use. This MI-based intervention is designed to help parents recognize risk behaviors in their children and encourage motivation to reduce these problem behaviors. MI is specifically used to enhance parents' motivation to monitor their child's behaviors, increase communication, and improve the overall child-parent relationship quality. Generally, these programs work toward educating parents on the ways in which they can influence their child's drinking through enhancing family management and relationship qualities.

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New Master's Degree Emphasis in Career Counseling

A number of political, economic, social, developmental, and organizational circumstances have conspired to create an environment conducive to the establishment of a Master's Counselor Education program option in Career Counseling at Penn State. The employment challenges in the current economy, in particular, require trained professionals who are able to assist adults as they seek employment and help adolescents as they strive to become college and career ready.

Penn State is uniquely situated to provide a strong training program in Career Counseling. The professional staff members at the Penn State Bank of America Career Services Center and faculty members within our department represent some of the top career-development experts in the United States. Our new Career Counseling option will train students to function as career counselors in secondary, postsecondary, and corporate/community settings. In addition to the CACREP common core

courses, students will enroll in coursework that prepares them to work as career counselors in their desired employment setting (e.g., educational or business settings).

For more information, please contact **Spencer Niles** at sgn3@psu.edu. ♦

"YOUR WORK IS TO DISCOVER YOUR WORK AND THEN WITH ALL YOUR HEART TO GIVE YOURSELF TO IT." —**Buddha**

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Community Interventions

Community approaches are systematic campaigns to reduce the supply of alcohol to adolescents through policy changes that can alter structures that increase the potential risks. The Community Trials Project (Holder, 2000), for example, utilizes (a) zoning regulations that reduce alcohol availability; (b) retail price increases; (c) stricter enforcement of minimum-age purchase requirements; (d) parent and law enforcement checks on alcohol at social events; (e) establishing curfews to limit hours of alcohol sales to young people; (f) increased local police enforcement of drinking and driving; and (g) media advocacy. These approaches have been effective at reducing alcohol-involved crashes, lowering sales to underage drinkers, increasing responsible alcohol serving in restaurants and bars, and promoting community support and awareness of alcohol problems. Such

programs are currently rare, but they offer promise. Similar efforts have proved valuable on college campuses where drinking is a major public health concern.

The combination of multiple approaches is what appears to create the best opportunity to reduce drinking and associated harm, but it must start with one dedicated person. That person could be you!

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Redesigned Undergraduate Program Prepares Students for Rehabilitation and Human Services Careers

By **Liza Conyers**, Associate Professor of Rehabilitation and Human Services

The expanding need for human service workers has been a major growth area of employment, and Penn State's Counselor Education programs at the graduate level do their part to train professional counselors and counselor educators. At the undergraduate level, the Rehabilitation and Human Services (RHS) program also serves this need, and the growing numbers of students enrolling in the program attest to the opportunities available.



The RHS program provides students with increased self-awareness, knowledge, and skills to help others lead productive and satisfying lives.

Recently, rehabilitation faculty members reviewed the undergraduate curricula and implemented several changes to reflect the evolving interests of students and to stay current with today's job demands and skill development. Campus academic advisors and school counselors are recognizing the quality and need for this RHS training.

Updates to the Rehabilitation and Human Services Program

The undergraduate program was established in 1954 as the nation's first undergraduate Rehabilitation Services program, and it has a long and distinguished history with a network of professionals who support interns and assist students with employment opportunities. The most notable revision was the decision to change the name to include human services as part of the title. This change reflects the fact that many undergraduate students have interests in a wide variety of human service careers beyond rehabilitation specific settings (e.g., business/industry, outdoor recreation, schools). Faculty also took advantage of the opportunity to add courses to reflect the range of issues and skills needed to prepare human services professionals.

The now broader curriculum prepares graduates for a wide variety of rehabilitation and human service careers and preparation for graduate school. A sample of the variety of courses includes Introduction to

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Redesigned Undergraduate Program Prepares Students for RHS Careers *Continued from page 4.*

Counseling; Case Management; Community Mental Health; Children, Youth and Families; Group Work; and Introduction to Rehabilitation and Human Services. Because of the high incidence of disability among those in need of human services and the high percentage of students interested in careers in occupational and physical therapy, there are also a number of classes providing understanding of disability and health-related issues, such as an introductory course in disability studies and a course relating to the medical aspects of disability.



Students working together

The RHS program provides students with increased self-awareness, knowledge, and skills to help others lead productive and satisfying lives. Some of the skills students acquire include understanding and appreciating individual differences and how they impact the helping process; interviewing clients, family members, and other support persons; assessing client needs; developing client and family treatment plans; managing client caseloads; conducting educational and related support groups; consulting with other professionals from a variety of agencies and settings; identifying and using appropriate community resources; and advocating for others and resolving conflicts.

Consistent with all of the programs in our department, there is a strong emphasis on multicultural education and learning skills to work with diverse populations. **Jaclyn Conklin**, a current junior, stated, “Compared to other undergraduate courses I have taken, RHS classes have much more interaction and professors want to prepare you to develop the communication skills you need in human services work, rather than sitting back and listening to lectures. My favorite class was Dr. (Brandon) Hunt’s case management class, where we had to role play being the case manager and a client throughout the semester. This really helped me to get a feel for both roles first hand.”

Graduates in Demand

Graduates are ready for entry-level positions in a variety of rehabilitation and human service settings, especially those dealing with persons with physical, emotional, or mental disabilities. Rehabilitation centers, schools, sheltered workshops, drug and alcohol programs, senior citizens centers, community mental health and mental retardation programs, corrections, and hospitals are just some of the places they are finding rewarding employment. Opportunities are also increasingly available in private for-profit insurance programs for the industrially injured, and business and industry employee assistance programs. Many students are also using the program as preparation for graduate study in human services professions, including the counselor education programs in our department.

Undergraduate, Master’s, and Doctoral Student Collaboration

The broad human services focus of the RHS program and the involvement that faculty have with counselor education programs encourages many students to pursue a master’s degree with an emphasis in elementary school counseling, secondary school counseling, or rehabilitation counseling. Undergraduate students interact with master’s and doctoral students in several ways. For example, graduate students are invited to classes to discuss career planning, including helpful suggestions about pursuing graduate school and work as a professional counselor. Also, many counselor education alumni can recall working with the undergraduate students as volunteer clients during group, practicum, and supervision courses. Each of these opportunities for dialogue and exchange promotes the professional development of our master’s and doctoral level counselors as well as the undergraduates in an interactive learning environment. ♦



Greg Gaertner:

Working to Improve the Corrections System One Counselor at a Time

By **Jason Gines**, Counselor Education doctoral student

“**T**he prison culture often underscores the need to distrust others for one’s own protection. It is far from the ideal environment for counseling.” Yet this is where **Dr. Greg Gaertner** spent the majority of his professional life working in state prisons for the Pennsylvania Department of Corrections (PADOC).

“I found that most of my clients had little or no understanding of counseling despite being involved with human service agencies in the community,” he says. “I learned that designing interventions had to be put on hold until I could establish rapport and educate about the value of a counseling experience.”

When you get a firsthand feel for the environment and the people in it, you get a chance to see the human side of inmates. And that is far different from seeing them in the news.

Greg joined the Department five years ago as an adjunct professor teaching in the Rehabilitation and Counselor Education programs. Born and raised in Danville, Pa., he has lived and worked in central Pennsylvania for over 50 years, and the majority of work has been at the State Corrections Institution (SCI) at Rockview, near Bellefonte. It was here that he had the opportunity to collaborate with other professionals providing state-of-the-art counseling and educational programs that became model interventions later adopted by the entire PADOC.

During the last ten years of his corrections career, Greg was the manager responsible for prison rehabilitation programs at two different prisons. “I learned the necessity of having a diverse



“IN PRISON, THOSE THINGS WITHHELD FROM AND DENIED TO THE PRISONER BECOME PRECISELY WHAT HE WANTS MOST OF ALL.” —**Eldridge Cleaver**

Greg Gaertner *Continued from page 6.*

staff, including clinical and support staff who have a strong desire to help others,” he says. One thing he learned quickly was the importance of multicultural competence. “When I began my counseling career, the concept was not in the forefront; however, the chasm was obvious with staff from rural areas and caucasian European ancestry attempting to intervene with a majority of clients primarily from urban areas representing racial and ethnic minorities and lower socioeconomic status,” recalls Greg. “Unfortunately even with improvement, there is still a significant gap today that pervades many larger state systems.”

Prior to retiring from the system, Greg recognized that there were many good counselors and program staff retiring, and that the system needed passionate, energetic, and competent replacements. So his post-retirement mission became one of “providing realistic information to students who may have an interest in working with persons who have a criminal history either in prisons or in a community agency.” It was a great match for the needs of the Rehabilitation and Counselor

Greg passionately believes that his professional experience in corrections informs his approach in the classroom. Students in the course come to view offenders as “persons under correctional supervision who deserve respect and human dignity in spite of the nature of their offense.”

Education programs. “The course I designed, Rehabilitation in Corrections, is designed to provide firsthand knowledge about the counseling process and the correctional culture,” says Greg. The value of the course and his mentoring is obvious for several of his former students, from both the undergraduate and graduate levels, who have been able to obtain internships and jobs in the field.

Greg passionately believes that his professional experience in corrections informs his approach in the classroom. Students in the course come to view offenders as “persons under correctional supervision who deserve respect and human dignity in spite of the nature of their offense,” says Greg. Additionally, students



Greg Gaertner

become acutely aware of how bad persons under correctional supervision are presented in the public forum. He emphasizes “focus on a person’s individual needs and abilities instead of the one-size-fits-all approach that is often reinforced by the prison system and is prejudicial to those outside of the dominant culture.”

A key event in the course is a trip to a state correctional institution. “Everyone has a story to tell and it is important to listen before reacting and judging the person,” says

Greg. “When you get a firsthand feel for the environment and the people in it, you get a chance to see the human side of inmates. And that is far different from seeing them in the news.”

Obviously, Greg has been far from inactive during his post-retirement. He is on the cutting edge of job acquisition and retention for offender population in the state of Pennsylvania. “Obtaining and then retaining a job is a possible means to reduce the risk of reoffending,” says Greg.

This past spring, Counselor Education faculty joined a Pennsylvania team that includes representatives from prisons, parole, community corrections, vocational rehabilitation, and private community agencies. The group received training on a collaborative career-development model designed to improve the employability of individuals at different points in the correctional process. The National Institute of Corrections and the National Career Development Association cosponsor the program titled Offender Workforce Development Specialist Training.

Greg believes, “to make a difference in a correctional setting, it is essential to remember that respect is earned and not ascribed based on one’s position of authority or credentials.” He implores students working with persons under correctional settings to “stay grounded by being humble and remembering your roots.” Finally, Greg offers this sage advice: “The best way to reduce the prison population is to take care of our children first.” ♦

“IN RECOGNIZING THE HUMANITY OF OUR FELLOW BEINGS, WE PAY OURSELVES THE HIGHEST TRIBUTE.”

—Thurgood Marshall

The Taiwan Connection

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

Sitting in the department head's office on the sixth floor of an eight-story building at the National Pingtung University of Education (NPUE) in Taiwan, Penn State's **Dr. Richard Hazler**, professor of counselor education, prepares for the first of several workshops he'd be delivering during a two-week visit. Suddenly the building starts shaking, then swaying. "I am not sure about the logic of what we did, but we moved quickly to a balcony and waited," he said. Fifteen minutes later, Richard was teaching the workshop to a mixture of Taiwan counseling students. "When I am getting started with a presentation and something goes wrong in the beginning, it usually works to my benefit. It breaks the ice," remarked Richard, now back on firm footing in his office in CEDAR Building.

Taiwan's largest earthquake in a hundred years certainly did break the ice, and Richard's trip to that country began a productive collaboration with NPUE's **Dr. Lily Chang** and **Dr. Jane-wang Chiu**. Dr. Chiu is a counseling professor and former graduate student of Richard's who had been encouraging him to visit Taiwan for some time. One specific goal they agreed upon for the visit was to address research on youth problems at the international level.

"The cultural differences were not a problem, but instead they added to the sharing of ideas and experiences."



Jane-wang Chiu and Lily Chang

Prior to the trip, Richard worked with Dr. Chiu, Dr. Chang, and Hong-Ning Fang, a Penn State counselor education student from Taiwan, to translate into Chinese the Bullying Situations Instrument (BSI) that Richard and **Dr. JoLynn Carney** (Penn State professor of counselor education) had developed and used in the United States. The instrument is designed to evaluate how well people can recognize bullying situations from other hurtful events. Prior to Richard's arriving, a pilot study was completed with 185 Taiwanese teacher participants.

The BSI pilot survey results were very different from findings in the United States. The Taiwan teachers "were very uniform in what they said. They saw all

hurtful situations as bullying," Richard explained. "This is very different from our USA results where professionals recognize some forms of aggression as quite different from bullying. A fight, for example, is not necessarily bullying."

These Taiwan findings brought to light the need to further evaluate and revise the instrument. "We have the instrument results from Taiwan, but they don't tell us the reasons for the widely different results," Richard added. "How much is the instrument? How much is culture? How much is the longer time that the USA has been emphasizing the problem? These are all things we are still working on. A lot of it is developing cross-cultural understanding and relationships."

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The Taiwan Connection *Continued from page 8.*

Richard had no difficulty developing relationships with students and faculty. “It was a pleasure to find everyone very personable and friendly,” he said. “I love the way the students just enjoyed each other and invited me into their world.” When he first arrived, he was provided with a bike that allowed him to maneuver from the little house where visiting faculty stay on campus, which was five to six blocks away through town. “For the first five or six days they kept asking ‘Do you know the way? Can you ride the bike?’” he says. He maneuvered around just fine, enjoying the busy narrow streets packed with people on more scooters and bicycles than he had ever seen before.

Richard received a lot of attention during meal times also. The students regularly brought him for their family-style dinners. Sitting at a round table with eight or ten students at various local eateries, the students watched his every move as he sampled the dishes they ordered. “Every time I would go to sample something new,

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they would all stop and look worried if I would like it,” he stated. One time the students went out of their way to give him a taste of home at lunch. “I loved all the food there, but when they bought me a hamburger, it was the worst one I ever had,” he said.

All the counseling students are required to study English as part of their program, and they would always have the best English speakers sit with Richard at meals. “As they got to know me better, more of the

students would explore their English with me,” he shared, adding, “At times, the language got in the way, but we always handled it. The cultural differences were not a problem, but instead they added to the sharing of ideas and experiences.”

When asked what he brought back personally from his trip, Richard answered “how similar human beings are, and how much the differences can teach us about ourselves. It was refreshing and energizing.” ♦



(above) Entrance to National Pingtung University of Education

(right) Sampling barbequed squid on a stick



SMALL PLANE RIDES, ON-SHELF MILK, AND BEARS: The Life of an Itinerant School Counselor in Bush Alaska

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



Chignik Lagoon School & Aleutian Mountains

Kasie Pletcher M.Ed. '10 is no stranger to adventure. Born in Somerset County in southwestern Pennsylvania, she grew up hiking, camping, hunting, and riding quads in the small town of Rockwood. While attending Penn State for a master's degree in secondary school counseling, Kasie spent two summers in Santa Cruz, Calif., working for a Math Science Upward Bound program. As an undergraduate, she spent her spring break in Tennessee building hiking trails for the Cumberland Trail Conference. This spirit of adventure, combined with the lure of landing a unique school counseling job well before graduation—and with the support of family and friends—has brought her to a large Alaskan wilderness called the Bush.

"TO THE LOVER OF WILDERNESS, ALASKA IS ONE OF THE MOST BEAUTIFUL COUNTRIES IN THE WORLD" —John Muir

At the crack of dawn on August 5, Kasie boarded a plane to Anchorage, Alaska. There she got her first taste of a land far different from Pennsylvania. "The Anchorage International Airport displayed stuffed wild animals—the first I had ever seen in an airport," she says. Kasie was delighted to discover how nice and genuine the locals were: "Their generosity was warm and instantly provided me with a new comfort zone."

Her first three days in Alaska were busy. She and other Lake and Peninsula School District employees spent the days "shopping, packing totes, drilling totes, zip tying totes shut, shopping some more, packing more, and then finally to the post office" to send the boxes off to their respective Alaska bush sites.

What followed was four days of training in King Salmon, where Kasie, along with fellow new hires, met veteran teachers, staff, and administrators—including the man who assisted in interviewing her back in April at a Penn State career fair. "The look on my face was probably a little scary considering I got little sleep over the past four days," she notes. "I could have carried frozen items in the bags under my eyes, and the plane ride kind of made my stomach uneasy." Quickly, however, Lake and Peninsula School District became "a family away from my home in Pennsylvania."

The Life of an Itinerant School Counselor in Bush Alaska

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I love the sights, the smells, the people, the places, and the lack of things... it's very simple and full of natural amusements.

During the training, Kasie learned a lot about how she would be doing her job, flying about three times a week in small planes to cover her seven sites and see her approximately 100 students. At each site there are about 15–20 students in grades K–12. Each school in the Lake and Pen District must maintain a population of at least 10 students in order to stay open. “Being here has opened my eyes to an entirely different lifestyle and culture,” says Kasie. “Not only am I gaining life experience by being here, but I’m learning how school counseling services are a crucial part of intervention in the communities, providing students with information and a form of support that they otherwise may never have access to.”

King Salmon, where Kasie participated in her first of two training sessions, is considered a town. “I don’t know the dimensions of this town for the people of the Bush, but I think I saw more brown bears than I saw houses in a three-mile radius of anywhere I was standing,” she comments on her blog. “OK, that’s an exaggeration,” she adds, “but it’s sure not what people in western PA, or State College, or anywhere else would probably refer to as a town.”

Kasie, however, revels in the uniqueness. “I love it here,” she exclaims. “I love the sights, the smells, the people, the places, the lack of things... it’s very simple and full of natural amusements.”

Life in the Bush is beautiful, but not easy. There are no stores or convenient ways of getting items. On her blog, Kasie remarks, “I’m starting to love on-shelf milk. It’s not Galliker’s, but it is a decent substitute.” While visiting her students at the Port Heiden site, Kasie got a comfort from home in the form of a soda. She says, “Most villages don’t have the luxury of a store. It literally had everything you need from magnets to hair dye. I got a Coke and it was the best soda I have ever tasted.”

In addition to seeing numerous grizzly bears, exploring abandoned native homes, and catching her own dinner on a fly-fishing trip, Kasie has dove fully into her itinerant counselor position. “My first day of school when I was an intern was intimidating, just as my first day of school here in the Bush was intimidating,” she shares. Kasie’s first official day of school was August 18, when she met students at her home site, Chignik Lagoon School. “Since I have seven schools to visit and make rounds to, I’m still working on many first days of school. At least first days for me!” she remarked on September 1.

If you would like to join Kasie Pletcher in her adventure, check out her blog at http://kasiesalaskaadventures.blogspot.com/2010_08_01_archive.html ♦



Kasie and dinner

Where Recent Grads are Working

Paul Datti

Assistant Professor, Counseling & Human Services, University of Scranton, PA

Jeremiah Mimms

Counselor - Boys and Girls High School, Brooklyn, NY

Carly Scarton

School Counselor, Elizabeth M. Cashwell Elementary, Fayetteville, NC

Bridget Kennington

School Counselor - Strodes Mill and Indian Valley Middle Schools, McVeytown, PA

Meena Pandian

Behavioral Specialist, Northwest Human Services, State College, PA

Kasie Pletcher

School Counselor, Lake and Peninsula School District, Alaska

Katie Tenny

Community Health Educator, Penn State Health Promotion and Wellness, University Park, PA

Wan-Yii

Counselor, Cathay General Hospital, Taipei, Taiwan

(Jen) Yung-Chen Chiu

Supported Employment Specialist, St. Lukes House, Inc., Gaithersburg, MD

Susan Vargese

Counselor, Oxford Academy, Cypress, CA

Congratulations



Lindsey Nichols Receives Excellence in Counseling Research Grant Award

Congratulations to **Lindsey Nichols** (doctoral student in Counselor Education and Supervision) on receiving the National 2010-2011 Chi Sigma Iota Excellence in Counseling Research Grant Award. Lindsey's research proposal, titled *Counselor Attitudes and Behaviors Toward Wellness Approaches*, was recognized for its excellence and innovation. The grant will support her dissertation research and be recognized at the 2011 American Counseling Association conference in New Orleans, to be held March 23-27.

Lindsey's research surrounds the counseling professions' endorsement of the wellness model and multicultural competencies that emphasize a holistic approach to helping that includes complementary and alternative therapies (CAT).



Jason Gines Receives National Student Leadership Award

Congratulations to **Jason E. Gines** (doctoral student in Counselor Education and Supervision) on receiving the Silvio Sean Reyes Student Leadership Award from the National Association of Multicultural Rehabilitation Concerns (NAMRC), July 23, 2010 in Las Vegas.

Jason was recognized for demonstrating commitment to multicultural issues, providing active service to NAMRC, and demonstrating leadership in school, disability, and rehabilitation activities. A sample of his efforts that were recognized include his membership on the departmental diversity committee, his role as officer of the Counselor Education Honor Society, his scholarly publications and presentations, and his selection as a facilitator for race dialogues at Penn State.

"LINDSEY AND JASON ARE TWO OF THE MANY OUTSTANDING PROFESSIONALS OUR FACULTY ARE PRIVILEGED TO HAVE WORKING ALONG SIDE OF US." —**Richard Hazler**, Professor-in-Charge of Counselor Education

Favorite Books

Seeking Peace: Chronicles of the Worst Buddhist in the World

Susan Decker

(Secondary School Counseling, 2012)

Seeking Peace: Chronicles of the Worst Buddhist in the World by Mary Pipher is a thoughtful, inspiring memoir from the author of several *New York Times* bestsellers including *Reviving Ophelia*. Having read every one of her books, I eagerly anticipated the release of her latest and it did not disappoint. Her candor and willingness to be vulnerable when facing herself as she really was, driven, anxious, and self-blaming, only makes me appreciate this author more. Reading this was like a visit with a wise and lovely woman in a cozy, warm kitchen. I never want it to end.

Nana

Autumn Trieu

(Rehabilitation Counseling, 2012)

Nana (in French) by Émile Zola is a book first published in 1880. This story is fiction, but it takes a naturalistic approach to human beings that focuses on their instinct, passion, and the ways in which their lives are governed by forces of heredity and environment. Nana is a French prostitute who exposes the sexual exploitation and rapport between men and women as her way of climbing the social class ladder. I enjoy reading stories like these where the character overcomes the odds stacked against her in a society built for others.

Sarum

Chris Andrus

(Staff Assistant)

Sarum, by Edward Rutherfurd, is a sweeping saga of the area surrounding Stonehenge and Salisbury, England, covering 10,000 years and generations of five families. The detailed beginnings and different incarnations of England and the various peoples who have inhabited the land were fascinating. We tend to think of the English as one type of people when actually their roots are quite diverse. Their history is long and filled with war, power grabs, blight, and devastating disease. The novel caused me to marvel at the tenacity of human beings and our ability to survive through some pretty nasty stuff while also realizing that most of us don't appreciate how easy we have it these days with all of our modern conveniences.



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

—Mortimer J. Adler

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Faculty & Staff Updates

Publications:

Mastroleo, N. R., Turrissi, R., **JoLynn Carney**, Ray, A. E., & Larimer, M. E. (2010). Examination of post-training supervision of peer counselors in a motivational enhancement intervention to reduce drinking in a sample of heavy-drinking college students. *Journal of Substance Abuse Treatment*, 39, 289–297.

Richard Hazler & Keith Wilson. (2010). Considering the counselor as a person. In S. Nassar-McMillan & S. Niles (Eds.), *Developing your identity as a professional counselor: Standards, settings, and specialties*. Brooks/Cole Cengage.

Edwin Herr. (2010). Understanding history and trends of the counseling profession. In S. Nassar-McMillan & S. Niles (Eds.), *Developing your identity as a professional counselor: Standards, settings, and specialties*. Brooks/Cole Cengage.

Elizabeth Mellin. (2010). Mental health counseling in community settings: History, models, and trends. In S. Nassar-McMillan & S. Niles (Eds.), *Developing your identity as a professional counselor: Standards, settings, and specialties*. Brooks/Cole Cengage.

Elizabeth Mellin, Bronstein, L. R., Anderson-Butcher, D., Amorose, A., Ball, A., & Green, J. H. (2010). Measuring interprofessional collaboration in expanded school mental health: Model refinement and scale development. *Journal of Interprofessional Care*, 24(5), 514–523.

Ball, A., Anderson-Butcher, D., **Elizabeth Mellin**, & Green, J. H. (2010). A cross-walk of professional competencies involved in expanded school mental health: An exploratory study. *School Mental Health*, 2(3), 114–124.

Spencer Niles, Amundson, N. A., & Neault, R. A. (2010). *Career flow: A hope-centered model for career development*. Columbus, OH: Merrill Prentice Hall.

Deirdre O'Sullivan, & Strauser, D. R. (2010). Validation of the developmental work personality model and scale. *Rehabilitation Counseling Bulletin*, 54(1), 46–56.

Strauser, D. R., Lustig, D. C., Chan, F., & **Deirdre O'Sullivan**, (2010). Working alliance and vocational outcomes for cancer survivors: An initial analysis. *International Journal of Rehabilitation Research*, 33(3), 271–274.

Jerry Trusty (2010). Conducting evaluation and research in counseling. In S. Nassar-McMillan & S. Niles (Eds.), *Developing your identity as a professional counselor: Standards, settings, and specialties*. Brooks/Cole Cengage.

Jerry Trusty, Spencer Niles, & Pertuit, T. L. (2010). A practical approach to career assessment in schools. In B. Erford (Ed.), *Professional school counseling: A handbook of theories, programs & practices* (2nd ed., pp. 516–527). Austin, TX: Pro-Ed.

Grants Awarded:

Jim Herbert (2010–2011). Evaluation of a Training Program to Enhance Clinical Supervision of State Vocational Rehabilitation Supervisors. U.S. Department of Education, National Institute on Disability and Rehabilitation Research (amount \$75,000).

Jim Herbert* & Schultz, J. (2010–2013). Assessing the Impact of Clinical Supervision Training Among State Vocational Rehabilitation Supervisors. U.S. Department of Education, National Institute on Disability and Rehabilitation Research (amount \$600,000).

*principal investigator.

This publication is available in alternative media upon request.

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