



Penn State

CounselLion

The Counselor Education Newsletter

Suicide and Sudden Loss: Crisis Management

By Rosemary Thompson

Suicide or sudden loss among student populations has become a major concern for school counselors, teachers, parents and helping professionals. Within the context of the school-as-community, the self-destructive potential of young people is a major contemporary crisis. Classmates, parents, teachers, and relatives experience the direct implications of a student's death and residual long-term effects of significant loss. The devastating feelings of loss at a young age can be a traumatic experience for schools (Franson & Hunter, 1988).

Inherently, personal loss or threat of loss also increases a person's suicide risk. Precipitating stressors include depression; loss of a significant relationship; impulsivity; stress; substance abuse; negative life events; physical, sexual and/or emotional abuse; isolation; alienation; or a mystical concept of death (Ray & Johnson, 1983; Phi Delta Kappan, 1988).

- among persons with unstable social relationships;
- when a population is self-contained;
- when imitative behavior is common;
- when the element of bravado exists; and
- when the act is sure to be noticed.

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Hawton (1986) and Perrone (1987) found that peers of adolescents who attempted suicide are vulnerable because suicide is higher:



Chi Sigma Iota State Conference Hosted by PSU

Our Rho Alpha Mu Chapter held a statewide conference for Chi Sigma Iota Chapters on March 31, 2007. Fifty participants from around the state attended the daylong sessions that were partially funded by a CSI International

Award. Professor Emeritus and former CSI International President Edwin Herr gave the keynote address on professional excellence and personal capital. Additional presentations were made on

topics ranging from bullying and self-injurious behaviors to mindfulness, complementary therapies, career counseling, and the business of counseling.

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Nothing is particularly hard if you divide it into small jobs.

Henry Ford
US automobile industrialist (1863-1947)

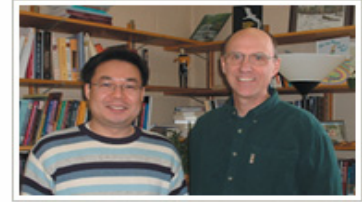
Insoo Oh's Work in Korea

03 2005 / March

상담학계 최신동향 2

오인수 미국 펜실베이니아 주립대 상담교육 박사 과정
서울 아현초 교사

전 오하이오주 및 켄터키 주 상담학회장을 지냈고 현재 세계적 상담 학술 및 전문 단체인 '카미 시그마 마이오타(ΣΣΙ)'의 회장이자 펜실베이니아 주립대 상담교수인 해즐러 (Richard Hazler) 교수 역시 지난 20여 년간 수행해온 학교폭력 관련 연구의 초점을 현재



Insoo Oh says that writing is an energizer and allows him to refine his knowledge, thoughts, and perspectives about counselor education. Three years of writing columns in the Korean counseling newsletter has helped Insoo build expertise as a Counselor Educator by converting academic jargon into practical expressions for easier reader comprehension.

The writing process has taught him to transform knowledge from the student's perspective to an educator's perspective. Feedback from readers provided excellent reinforcement. They have appreciated his ability to make important information practical and available to them. There has been plenty of reinforcement since the newsletters were distributed to

every public K-12 school and counseling agency in Korea.

Insoo's counseling career began as an elementary school counselor in Seoul, Korea where he handled a variety of counseling cases of students with ADHD, school phobia, OCD, depression, family dysfunction and various types of developmental issues. His goal for writing about this was to explain how a school counselor can maximize counseling interventions with a comprehensive approach including counseling, consultation, coordination, and conducting classroom activities. The task got more complex as he began to introduce new counseling trends to Korea as a student at Penn State. Spirituality in counseling, influence of positive psychology, counseling LGBT,

counseling efficacy, integrative approaches in counseling, and internationalizing counseling were all issues for columns. He also introduced the combination of innovative biological data (Cortisol levels from saliva) with current school bullying data as a part of his work with Drs. Hazler and Carney. He adds that most of his writings came in large part from the classes and new information he was obtaining at Penn State.

Insoo is headed for a position as a Counselor Education faculty member at the University of South Carolina and encourages everyone to visit his columns at <http://www.personal.psu.edu/ixo113/columns.html>, but warns that you have to learn Korean first.

Students: Where are they now?

- ◆ Andrea Houser, '06 grad in secondary school counseling, is a school counselor at James Buchanan High School in Mercersburg, PA.
- ◆ Tara Wainwright, '06 grad in secondary school counseling, is a school counselor at Stillwater Junior High in Red Wing, MN.
- ◆ Fran McDermid, '03, M.Ed. with rehabilitation counseling focus, works in Bellefonte at the Opportunity Centre Clubhouse (a program for people with mental illness).
- ◆ Lauren Elliot, '06 grad in secondary school counseling, is a middle school counselor in the Carlisle, PA: School District.
- ◆ Amy Milsom, '01, D.Ed. is faculty at UNC-Greensboro.
- ◆ Val Barner, '07 M.Ed., rehabilitation counseling focus, works in Bellefonte with Centre County MH/MR/SA.
- ◆ Genevieve Weber, '05, Ph.D. in counselor education is faculty at Hofstra University.

Chris Mattise's Work in South Africa

Chris Mattise a doctoral candidate, was invited to attend the ribbon-cutting ceremony of the Oprah Winfrey Leadership Academy for Girls in South Africa this past January.

The invitation came from a South African school principal in recognition of her work and commitment to her school and others across the country. Chris has been working with schools in South Africa since 2001 and goes there every year as a part of her Hurt Free Schools bullying prevention program.

Chris was one of 400 people invited to attend the Winfrey Leadership Academy's recent opening. Among the invitees was former South African

president Nelson Mandela.

Chris is currently involved with the College of Education's Diversity and Community Enhancement Committee as well as the University student group Sankofa.

For more information visit:
<http://www.ed.psu.edu/news/mattiseafrica.asp>



Faculty Development

Three faculty members have recently been appointed editors for major journals in counselor education. They are Dr. Spencer Niles for *Journal of Counseling & Development (JCD)*, Dr. Jerry Trusty for *Career Education Quarterly (CEQ)*, and Dr. James Herbert for *Journal of the National Council on Rehabilitation Education (JNCRH)*. The following are their thoughts about taking their respective positions.

Dr. Spencer Niles -Editing the *Journal of Counseling & Development* provides me with the opportunity to be of service to the profession and to learn from the authors who submit manuscripts. I think the department benefits because it demonstrates one of many ways in which our faculty are engaged in leadership roles within the profession.

Dr. Jerry Trusty-Taking on the role of Editor of *Career Development Quarterly* will naturally mean extra

work but it is work that I enjoy, and which is vital to our profession. Having this editorship in our Department, along with two others, brings a high level of national and international recognition to the Department.

Dr. James Herbert- Although there is a great deal of work associated with being a journal editor, one aspect that I particularly enjoy is the opportunity to mentor new contributors in developing their scholarship.

Congratulations to Spring 2007 Degree Recipients

Doctoral Graduates

Counselor Ed doctoral students
Lois Ehrman, Tristana Harvey,
Claudia Hutchinson, William
Sternier.

Rehabilitation Counseling: Valeria
Barner, Ashley Cox, Bethanne French
Burkholder, Kareen Murray, Nuria
Rodriguez Padro, Amy Tran, Megan
Yocum

School Counseling:

Elementary: Julie Caracciolo, Emily
Deemer, Victoria Kajder, Shawna
McKean, Carrie Renninger

Secondary: Jennifer Anderson, Ann
Dubois, Amy Finch, Valerie Sim-
mons, Rachel Smith, Susan Spaid

PSU Homecoming for Counselors

Mark your calendar:

- ◆ Penn State Homecoming is October 13.
- ◆ Counselor Education invites faculty, students, graduates, family, and friends for a Pregame Tailgate outside CEDAR Building on that date.
- ◆ Time to be announced later on the Department website.
- ◆ We are looking forward to seeing you there!



Chi Sigma Iota State Conference Hosted by PSU cont. from pg 1.

This was only the second conference of its kind held in Pennsylvania and a rare event in any state. Many students and the faculty advisor (Dr. JoLynn Carney) were involved in the planning and implementation. The particular work of the leadership

team and the conference committee should be noted as this event brought good publicity to the local CSI Chapter, the Counselor Education program, and the University. Visit us on the Web and see pictures of recent events!

<http://www.clubs.psu.edu/up/csi/>



Where was Pam Anderson?

We asked Pam Anderson, Counselor Education staff assistant for years, what she did to relax when she was gone for a week.

“Second only to my love of cats is the beach. The problem is having a home close to the beach and a husband who does home improve-

ments and needs help. The last “vacation” included fixing the mower, building a shed, and insulating the attic. There went six days of a seven-day vacation without a sign of the beach.”

“Finally the last day started with a drive to the beach observing turtles, horses, bald eagles, egrets, deer, ducks,

crabs, and birds. Then a picnic lunch, the beach umbrella, and stretching out in a beach chair with a good book.

Ahhh..., the warm sand, waves and sunrays soothed aching muscles. One day at the beach made up for the previous six workdays. Well maybe not completely, but you counselors tell me to think positive.”



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EDUCATION**

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Penn State Counselor Education

Always looking for the right students

- **Are you thinking of a doctoral program?**
- **Do you know someone looking for a Counselor Education master's degree?**
- **Maybe you have a high school student looking for a career in counseling?**

We have the programs that are just right for quality students committed to the counseling profession.

- The CACREP-accredited Ph.D. Program in Counselor Education leads to faculty, research, and supervision position as a leader in the field.
- The master's program with specialization in elementary and secondary school counseling (both CACREP accredited) or rehabilitation counseling (CORE accredited) places people in school counseling and agency positions.
- For undergraduates, the Rehabilitation Services Program is looking for students interested in a wide variety of human services positions.

Suicide and Sudden Loss by Rosemary Thompson continued from pg 1.

Balk (1983) further identified acute emotional responses of students after the death of a peer. He revealed that while peer support and chances to talk with friends about the death at such a time of loss were important aids in coping with death, many peers feel uncomfortable talking about death. They frequently avoid the survivors to decrease their discomfort of not knowing what to say or how to say it. Balk maintains that young people sometimes hide their feelings of grief because such feelings often are not considered acceptable in public, and as a result, adolescents are often confused about the source of their recurring grief reactions.

Behavior Manifestations of Loss

The reactions of survivors who have experienced a suicide or sudden loss are likely to be complex, but typically include some or all of the following behavioral characteristics: denial, anger, blaming, shame, guilt, fear, intellectualization, or hostility. Stanford (1978) and Hunt (1987) further suggested the need for direct intervention in schools with survivors. Shneidman (1972) noted that when a death occurs, particularly of an unexpected nature, there is no pattern of behavior to draw upon, and confusion results. Teachers also need help in understanding and handling young people's normal, yet often inappropriate, reactions to death. Young people often

take clues as to how to react from the adults around them more than from the event itself. A paramount need is for counselors, educators and other support personnel to process the emotional needs of survivors. Intervention to enhance coping skills could ultimately prevent future suicides or related self-destructive behavior.

For the full text, please visit:
www.ericdigests.org/pre-9214/loss.htm