

Counselion

Watching Reality TV: The Good, the Bad, and the Possible

By Deirdre O'Sullivan

One of the roles taken on by today's reality TV programming is opening the public to the once-hidden world of real people with addictions and other psychiatric illnesses. Shows such as A&E's *Intervention and Hoarders*, as well as MTV's *Celebrity Rehab with Dr. Drew* and *Sex Rehab with Dr. Drew*, spotlight the painful process of living with these illnesses and fighting for recovery. It has always been difficult explaining to even those close to me that these are people and problems I work with as a rehabilitation counselor and faculty member. These shows have opened up new doors to help them understand, but they are doors that can lead to good places or bad.

The Good

Reality TV programs shed fresh light on the intensive interventions often required to treat individuals and families. They offer viewers a chance to gain awareness of how much people are impacted by such compulsive disorders. Another hopeful scenario is that awareness can lead some

viewers to recognize symptoms and struggles of their own or loved ones, prompting them to seek treatment. These potential results would make such programs a boon to social structure and caring, but there are other less desirable potential outcomes.

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Watching Reality TV: The Good, the Bad, and the Possible

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The Bad

Many people question whether these programs do more harm than good. Entertainment, not education, is their goal. Viewer education could be a nice byproduct, but that is not what creates TV ratings. Tuning in for entertainment with an accompanying lack of knowledge can lead to negative impressions and mixed messages about recovery. Research shows that people living with mental illness already face greater public stigma impacting self-esteem, employment, living opportunities, and personal relationships. Will watching make viewers identify with the pain and problems or see the conditions as weaknesses, character flaws, and reasons to avoid them?

The Possible

Counselors deal with people's problems on a daily basis, understand them, and are in the best position to combat the ever-present stigma that can impede recovery. These TV programs open opportunities to engage friends, family, and others in conversations about the shows and issues. Many of my friends and family members know about illnesses such as addiction and obsessive-compulsive disorder only from watching TV, so I have found myself trying to combine enjoyment in conversations about pop culture and at the same time provide information that can change the way we watch and interpret the people in these programs.

"CONGRESS ACKNOWLEDGED THAT SOCIETY'S ACCUMULATED MYTHS AND FEARS ABOUT DISABILITY AND DISEASE ARE AS HANDICAPPING AS ARE THE PHYSICAL LIMITATIONS THAT FLOW FROM ACTUAL IMPAIRMENT."

—William J. Brennan, Jr.
(former Supreme Court justice)

A recent trip to visit a friend and her husband found us watching their favorite reality TV shows as part of their nightly rituals. These are well-educated, compassionate people, so I was surprised by how much their views regarding the illnesses were shaped by these programs (*Hoarders* and *Intervention*). Both friends were struck with a sense of sympathy and curiosity toward the people spotlighted, but they also made it clear about not wanting to live next door or work with them. It was definitely a desire for social distance. My friends saw addiction to certain drugs as an illness that almost certainly cannot be overcome and is probably connected to a character flaw. I couldn't help but smile and also point out that we were all enjoying wine as we watched these shows and that they had finished a bottle of wine during one show.

Fortunately, my humor turned into a more serious discussion about the difference between our lives and the lives of the people we were watching. We talked about the pain that most likely led to the addiction, compulsive hoarding behaviors, and the loneliness, isolation, and shame that kept people stuck in a cycle they so desperately wanted to escape. We talked about the potential changes in our own lives that might keep us stuck in cycles of addictive or compulsive behaviors and thoughts. We were still able to enjoy the entertainment of the shows, but now we were watching with new eyes. My friends jokingly commented that I ruined reality TV for them, because the discussion had taken away their sense of superiority. I reminded them of all the other TV shows that can still do that for us when we need it!



Suffering in silence due to stigma is a reality for too many people living with mental illness. An estimated 22 to 23 percent of the U.S. population experiences a mental disorder in any given year, but almost half of these individuals do not seek treatment. Silence breeds stigma, so one strategy to fight stigma related to mental illness and substance abuse is to talk openly and from an education and compassion perspective. A few key starters would be:

DO'S

- **Do use** respectful language.
- **Do emphasize** abilities, not limitations.
- **Do tell** someone if they express a stigmatizing attitude.

DONT'S

- **Don't portray** successful persons with disabilities as super human.
- **Don't use** generic labels such as "retarded" or the "mentally ill."
- **Don't use** terms like "crazy", "lunatic", "manic depressive", or "slow functioning."

For more ideas on these issues and how to become a StigmaBuster, see the National Alliance for the Mentally Ill Web site (http://www.nami.org/template.cfm?section=fight_stigma) or visit the Substance Abuse and Mental Health Services Administration (SAMHSA) Web site: <http://mentalhealth.samhsa.gov>.

Mind-Body Technology Research Lab and Exploratorium

By **Lindsey M. Nichols**

Several faculty from the Department of Counselor Education, Counseling Psychology, and Rehabilitation Services are involved in a new group involved in Mind-Body Research. Founded by **Dr. Kyle Peck** and **Dr. Catherine Augustine** in 2007, the group is supported by the department and the College of Education. Collaborating with local, national, and world-recognized experts in many areas of holistic or integrative mind-body techniques (including, but not limited to, biofeedback, neurofeedback, massage, energy healing, homeopathy, and mindfulness), the group is committed to research on mind-body techniques as well as providing individuals in the Penn State community with holistic approaches to improve their mental, physical, and spiritual health.

The Mind-Body Research Lab and Exploratorium opened in Rackley Building, directly across from CEDAR Building, in August 2009. **Lindsey Nichols**, a second-year doctoral candidate in Counselor Education and Supervision, has been working with Augustine and the Mind-Body Research Group since the fall of 2008 to create a plan that brought the opportunities offered in the Lab and Exploratorium to the clients in the CEDAR Clinic. With the help of the CEDAR Clinic's coordinator, **Dr. Kathleen Bieschke**, as well as supervisors **Mark Patishnock**, **Matt Johnson**, and **Dr. Brandon Hunt**, clients who were already being seen in the clinic, but were approaching termination, now have the opportunity to continue counseling in conjunction with the use of the technology in the Exploratorium. While still in the pilot stages, this is a unique opportunity for clients of the clinic, as well as the students and faculty in the department, to learn about and utilize various mind-body techniques that have grown in popularity.

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(top photo) FLO De-Stressing Technology; (bottom photo) Student using Healing Rhythms biofeedback program



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Mind-Body Technology Research Lab and Exploratorium

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Individuals involved with the CEDAR Clinic have access to several modalities, listed below, while all students, faculty, alumni, and interested others can contact Nichols (lmm183@psu.edu) with inquiries about the tools being used or to schedule an appointment to explore the opportunities. Some of the computer-based programs are also available in the Wellness Center at University Health Services and at the De-Stress Zone, located at the Penn Stater Hotel and Conference Center, which are both open to the public during operation hours.

"OUR BODIES COMMUNICATE
TO US CLEARLY AND SPECIFICALLY,
IF WE ARE WILLING TO LISTEN."

—Shakti Gawain

What's in the Lab and Exploratorium?

The emWave PC Stress Relief System (Heart-Math)—The software collects heart rate variability (heart rhythms) from a finger sensor and translates it onto the computer screen where individuals follow instructions designed to decrease stress and anxiety.

FLO—Concepts from quantum physics (the idea of subtle energy) are incorporated in harmonious music and light to create an energy or "information field" that circulates around the participant to reduce stress. Participants lie down in the FLO on a foam mattress for 35–45 minutes under controlled conditions.

Galvanic Skin Response (GSR)—Skin temperature reactivity is related to stress/anxiety levels that can be measured through sensors on the fingers. Individuals recognize their current state and employ techniques to better control reactivity levels.

Gas Discharge Visualizer (GDV)—This technology creates a visual representation of the subtle energy of an individual to help identify "blockages" or issues that are contributing to stress.

The Journey to the Wild Divine, Wisdom Quest, The Passage & Healing Rhythms—Wearing three finger sensors that track body heart rate variability and skin conductance, participants use the power of their thoughts, feelings, breath, and awareness to increase relaxation and restore balance. They practice breathing and meditation while navigating different scenes.

Procyon AVS—Described as a form of "accelerated" meditation, participants wear special glasses and earphones to experience 50 preprogrammed light-and-sound sequences that influence cognition, perception, and relaxation.

Psyleron Mind Lamp—This color-changing lamp responds to conscious or subconscious thoughts to convert quantum-level physical phenomena into a digital feedback output for participants.

Meditation Music/Guided Step-by-Step—Guided meditation/relaxation CDs train you to develop productive brainwave frequencies through words and music.

Alum Finds Success and Fulfillment in the Rehabilitation Field

By Julie Bates

Dr. Mike Accordino '98 D.Ed. got excited about the field of counseling following his undergraduate years. Early work experiences with individuals who had psychiatric disabilities convinced him that rehabilitation counseling was where he wanted to put his energies. "What a great decision it was. I've never looked back," he says.

Mike is now an associate professor in the Department of Rehabilitation and Disability Services at Springfield College in Massachusetts.

Working directly with clients and also as a counselor educator, Mike recognizes both positive and negative changes since the early days of his career. "Money certainly isn't there as much as it was in the past," he notes. "I've seen changes in how services get paid, such as residential services and individual therapy for people with disabilities."

There are also fewer RSA (Rehabilitation Services Administration) grants than there used to be, which makes it harder to provide financial assistance to graduate students studying to be rehabilitation counselors and educators. On the positive side, Mike notes that returning veterans are now providing a boost to the field by helping legislators see more clearly that many more people are in need of quality services. "This is not just a boost for clients, but it also increases employment opportunities for counselors—who are only getting better," he says.



Dr. Mike Accordino

Improving the Lives of Clients and Students

Mike's current research interests still reflect his early passion for people with mental illness. "Right now I'm working with a colleague on a project aimed at seeing how higher education improves employment outcomes for people with mental illness," he says. "We need to find out if and how higher education experience really does relate to a higher rate of successful employment."

Mike's program was recently reaccredited by CORE (Council on Rehabilitation Education) and has taken some major steps forward in the development of its students. One major effort has been the incorporation of the private rehabilitation sector into the curriculum. "We want to broaden the curriculum in that area so students have increased job opportunities and feel better prepared to enter that type of work environment," he says. The program is also increasing access to updated career software and tools and "connecting with MRC (Massachusetts Rehabilitation Commission) so that

students can get experience testing actual clients prior to entering the field. This is just one aspect of greater professional involvement for our master's students to better prepare them for work in the field. Encouraging conference submissions and presentations, as well as writing book chapters and the like, is another part of that professionalism emphasis."

Making the Most of Education

Mike reflected on his personal educational process and preparations for entering the field. Specifically he noted that the doctoral program at Penn State was "supportive, but they didn't baby any of us. They showed us what we needed to work on and how to go about it. They helped us change and get better. The opportunities we had to go outside the department for a minor helped prepare me to better interact with other professionals once I got into the field."

Making the most of a program like Penn State's takes more than just following the easiest road, so Mike offers the following as advice to current students: "Develop a thick skin in supervision. You will need it to understand and help other people accept their supervision in the future. Study hard. Doc students should take as many stats classes as they can. When employment interviewers see that you can do different types of research and data analysis, it says a lot about your strengths, versatility, and greatly increases your potential."

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Graduate Takes Over Premier School Counseling Journal

By **Stuart Roe**



Dr. Amy Milsom

The journey from school counselor to writing good papers for class, to professional writer, to editor of the most prestigious school counseling journal is one that **Dr. Amy Milsom** '93 M.Ed., '01 Ph.D. has traveled. The graduate of the Penn State Counselor Education program has most recently been appointed as the editor of *Professional School Counseling (PSC)* as of the spring 2009 edition.

Serving first on the editorial board, then moving to associate editor, her commitment and expertise were noticed by others on the board, and she was appointed editor following in the footsteps of school counseling guru Dr. Richard Lapan.

Editing a journal of this nature is not a commitment to be taken lightly, and Amy knows that well. It requires a four-year commitment, two years as an associate editor and two years as the editor. Another commitment revolves around the fact that the busiest time of year for the editor is summer. Long leisurely vacations will not be part of her summer plans any time soon.

Amy's plans for Professional School Counseling are to encourage more articles that are evidenced-based practices with empirical support. These types of articles are what can expand counselor and administrator confidence in school counseling practices.

Amy attributes her success as a writer and editor in part to the education she got here at Penn State. She remembers being encouraged and supported in her writing and receiving feedback that was specific, including lots of good editing tips (in green pen) from **Dr. Brandon Hunt**. She states, "My identity as a writer emerged from the positive reinforcement I received at Penn State. Until I began writing for those classes, journals, and receiving positive feedback, I never really saw myself as a writer."

Another step in Amy's development came through editing. "I probably learned so much about myself as a writer by reviewing other people's writing," she says. Writing and editing feels like a good match for Amy. She noted, "I'm a pretty stereotypical introvert, so writing allows that personality room to shine by expressing myself and contributing to the profession through writing and editing."

Amy's plans for *Professional School Counseling* are to encourage more articles that are evidenced-based practices with empirical support. These types of articles are what can expand counselor and administrator confidence in school counseling practices. She would like to further combine this work with more articles written through collaborations between researchers, schools, and school counselors. "There are so many great research ideas and projects out there in the schools, but counselors just don't have the time or statistical expertise to do the research on their own," she says. To that end, Amy and the editorial board developed a special issue of *PSC* in the fall of 2009, titled

"Action Research in School Counseling," which focused on the research of practicing school counselors.

The blending of research and counseling was something that grew for Amy as a school counselor in central Pennsylvania for several years before she earned her doctorate at Penn State. This experience had a great influence on her current work as a counselor educator at Clemson

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Stranger in a Familiar Place

By **Nancy Nguyen**, Doctoral Student
in Counselor Education

A year ago I found a story about a young female singer named Quynh Anh, the daughter of two Vietnamese immigrants who studied music in Belgium and won a national vocal contest. In 2005, Marc Lavoine, a famous French composer, created the song *Hello Vietnam* especially for her and there was now an English version available. I opened the video and was mesmerized by her voice, the lyrics, pictures on the screen, and how the song expressed my own thoughts growing up as a Vietnamese-American. I played it over and over, writing the lyrics down line by line so I could sing along in my off-key voice.

My parents told stories about Vietnam, but this music renewed a sense of wonder and curiosity about a homeland I had yet to visit. If I don't go now before starting counselor education studies across the country at Penn State, when will I go? The yearning only grew and I wanted to experience it with my parents while they were still with me.

The idea was received with mixed reactions. Mom sprung into action, calling friends, gathering information, and comparing prices with tour agents. Dad often said he would not go back to Vietnam until the communists were no longer in control, and he stuck to that commitment. My mother also had anxieties because of her experiences dealing with the communist government and the insecurity it created. She made each of us wear security belts to hold money, citizenship papers, and a small amount of "bribe" money.



Nancy visited the graves of her ancestors

That last one became important on our way back, when customs officials separated my brother and me from our mother and asked her for coffee money before letting us pass.

The trip began in Hanoi (north) and traversed south to Saigon, or as it is now referred to as Ho Chi Minh City. It was amazing to see how a country the size of California could be filled with 86 million people whose dress, speech, and ways of living differed vastly from north to central and south. I speak Vietnamese fluently, but natives recognize me as "viet kieu," or tourist of Vietnamese heritage.

The most powerful part of the trip was at the end in Saigon. This was the city my mother fled as a refugee in 1981. Somehow she managed to sponsor most of her immediate family to the United States, but some close cousins were left behind. Showing up unexpectedly at their house,

we experienced an amazing reunion after 28 years. Aunts were full of tears, but not my mother. She seemed too calm—so I asked her about it later. She said there was a choice made 28 years ago to leave everything behind in hopes of finding a better life. Her cousins live in the same house just three houses down from where my mother's house was. "This is the only world they know," she said. "Each time they look at the surroundings they are reminded of those who left. It is always harder for the people left behind because of the constant reminders of loved ones gone."

Emotions were high at a visit to the family gravesite where several generations are buried. I recall videos of family members returning to the graves, walking down an alleyway to the plot, searching for the markers, then solemnly praying and crying at the graves. It was surreal to realize myself doing the same at this small plot

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Stranger in a Familiar Place *Continued from page 7.*

surrounded by houses. I realized it was not only for my loss of relatives never known, but also for a country where I could feel so at home, but yet be a stranger.

I was ready to leave after a month, feeling blessed and honored to present my American passport and jump on a plane. But a piece of me remains tied to Vietnam. While opportunities to study and advance educational pursuits in America are even more amazing to me now, I'm also left wanting to contribute to this distant land so close to my heart. Describing my work as a child counselor to relatives, friends, and neighbors, they stare blankly knowing there are no such jobs in Vietnam.

Traveling through Vietnam, it was obvious that mental health services have thus far been neglected. Every 10 kilometers along the roads are signs of a woman in the palm of a hand and next to it a needle with an arrow through it. The pictures are for the illiterate to understand the

prevalence of HIV and drug problems. TV commercials show people with needles shooting up, prostitutes being arrested, and former drug users can be forced to labor in factories to pay back debts. Only now is a first rehab center opening similar to the recovery model common to those in the U.S., but even it is affordable only for affluent citizens.

How can Vietnam address problems like drug use and HIV when the government cannot even create a drainage system to keep Saigon from flooding? How can social problems be addressed in a country where even basic necessities are limited? The questions linger as I return to studies in this privileged country. They left me with an even bigger piece of Vietnam in my heart, convinced that even with all the studies, work, and life tasks ahead, I must seek ways to give back a piece of my heart as a professional counselor to the people of Vietnam.



Randy (brother), Nancy, & Cindy (mother) on the fishing pier

Alum Finds Success and Fulfillment in the Rehabilitation Field

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I like working with people, their research ideas, and helping them develop as professionals and people.

Dr. Accordino's experiences as both a counselor and counselor educator have yielded personal and professional success, but despite this level of achievement, he retains a passion for the work and a commitment to students. "I like working with people, their research ideas, and helping them develop as professionals and people," he states. "Stats and supervision are still enjoyable, and they allow me to incorporate my own research interests into the work of students and colleagues. For the future, I'll likely keep working to advance the employment opportunities and outcomes of people with mental illness. It continues to be an important motivator for me."

No doubt Mike's motivation and effort are a big plus for his students and their clients as well.

Laurie Bonjo:

Yoga for Health

By **Monica Witzig**

Experts will tell you most habits are learned at home. For **Laurie Anne Bonjo**, this was true of yoga.

Laurie is a 2009 graduate of the Counselor Education master's program who has shared her many forms of wellness training both inside the program and with the public. Her enthusiasm is boundless, and she says, "Why wouldn't it be? Yoga is most often translated to mean union or integration of body with mind and soul. It is popular and can be undertaken by anyone at any age."

When Laurie was 13, she had tuberculosis. Her mother, who practiced yoga at a local community center near their home in southern New Jersey, taught her poses to help open air passage to her lungs. The help was dramatic enough that Laurie was able to run on the high school track team.

"The breathing really opened up possibilities for me, and my mother went further, teaching me poses that strengthened my stride through loosening hip and leg muscles," said Laurie.

Laurie's yoga practices progressed and began helping beyond the physical area. As a University of Pennsylvania undergrad, Laurie was pressed to maintain two majors and two jobs. The stress came to a head in an organic chemistry class, where she had a particularly difficult time memorizing all the material and feared failing the next morning's exam.

Through meditation in action I find peace and stillness, gain confidence, self-awareness, and an understanding of my own resilience.

"I began to do everything and anything I could think of to avoid studying," she said. "I painted my fingernails and toenails. I made pudding; I ate pudding. I played my bass guitar. The last straw was to do every single yoga pose my mother had ever shown me!"

When Laurie had finished going through all 25 poses, she took up her work one more time and found it well organized. Her mind was finally clear and everything made sense, and she no longer feared the exam. Much better than failing, she got a B.

"That day was huge for me," she says. "The impact was so obvious that I committed to making yoga a part of my daily life."

Laurie, now approaching 40, still practices yoga 20 years after her big breakthrough in college. Why does she continue?

"Through meditation in action I find peace and stillness, gain confidence, self-awareness, and an understanding of my own resilience," she says.

Laurie has been teaching yoga in the community for almost 20 years, "everywhere from the Unitarian Fellowship to Gold's Gym." She even taught yoga one time in a cow field. "Hey, after all, it's central Pennsylvania," she exclaims.

Laurie opened her own studio, Harmony Yoga Center, in 2000, but the faltering economy caused her to close it in 2008 for the time being. She continues teaching private classes but is also working as a freelance research assistant and editor for the Joint Economic Commission of the U.S. Senate.

What does it take to get started with yoga? "The most important piece of equipment is a mat. Past that, a strap and bricks are good choices. You won't go broke from the cost of doing yoga," says Laurie.

Laurie recommends easy and reputable sources like Gaia for buying equipment and Living Arts Press for videos like *Yoga for Flexibility* with Patricia Walden, Rodney Yee's *Yoga For Strength*, or *Yoga for Energy* as other excellent choices. This is something you can start on your own or with an instructor.



Laurie Bonjo

Rho Alpha Mu Qualifies for National Showcase of Chapters

RAM | ΞΣΙ

The **Rho Alpha Mu Chapter (RAM)** of **Chi Sigma Iota** was selected to participate in the *2010 Showcase of Chapters* on March 19 at the American Counseling Association Conference

in Pittsburgh. RAM, along with several other selected university chapters, plan to participate in this event.

The purpose of the *Showcase* is to celebrate the chapters of Chi Sigma Iota and provide an opportunity to highlight chapter activities and accomplishments. Chapter leaders will converge to share, learn, network, and develop connections for future collaborations.

Because Chi Sigma Iota is celebrating its 25th anniversary this year, Rho Alpha Mu will center its presentation on past, present, and future initiatives. Past and present initiatives such as Habitat for Humanity and Out of the Darkness Walk will be highlighted, along with social events, professional development presentations, and community service activities from this year. The new mentoring program led by a current member will be a focus of the future section. The proposed mentoring program will provide doctoral and master's students opportunities to interact and learn from one another while on their academic and professional journeys.

Chi Sigma Iota (CSI) has initiated more than 66,000 professionals and professionals-in-training worldwide and currently has over 12,500 active members among the 258 current campus-based chapters in this country and abroad. Rho Alpha Mu is proudly one of these active chapters that has provided professional development opportunities, spearheaded service activities benefiting the community, hosted social events bringing together counseling students from all the specialty tracks across several cohort years, and published newsletters highlighting faculty, staff, and student activities.

This year's Initiation Ceremony and Induction of New Officers Banquet was held March 26 at the White Course Community Center. But the year is not over yet, so look to the leadership team of President **Meaghan Kolpack**, Co-Vice Presidents **Sarah Kresge** and **Carly Scarton**, Secretary **Jamie Potchak**, and Treasurer **Jennifer Nelson** to bring more exciting experiences your way!

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University in South Carolina. Her students know she has walked the walk of a school counselor, which gives her great credibility. She continues to take the opportunity to get into schools as often as she can to stay in touch so that her classroom instruction is as currently relevant as possible.

In addition to her role as journal editor, Amy continues to work on her own line of research around students with disabilities transitioning into higher education settings. Leading by example, she recently published *Defining College Readiness for Students with Learning Disabilities: A Delphi Study* with practicing school counselor Lauren Dietz of the School without Walls in Washington, D.C. In the December 2009 edition of *PSC*, Amy co-authored a paper examining the relationship between school counselors and school principals. The authors give current and future school counselors some practical advice for building quality relationships with principals using skills that school counselors already possess.

Amy's words of wisdom to current students emphasize taking every advantage of all the opportunities to become involved with writing and research projects at Penn State. "Find out where your strengths and weaknesses are and jump on board," she states. If she were to give one piece of advice, it would be to move beyond your anxieties to "solicit and accept feedback."

Favorite Books



On Paradise Drive

Clarise Ines Ribon

(Rehabilitation Counseling, 2011)

On Paradise Drive, by David Brooks, takes a witty look at the middle-class mentality that makes America the most manic and discombobulating of nations. Why do we behave the way we do? The author describes how it is because we live under the spell of paradise. Inheriting a sense of limitless possibilities, we are raised to think in the future tense and to strive for happiness we naturally expect. The author calls this view comic sociology and the observations are insightful and hilarious.



Bohemian Manifesto: A Field Guide to Living on the Edge

Carly Scarton

(Elementary School Counseling, 2010)

Bohemian Manifesto: A Field Guide to Living on the Edge, by Laren Stover, is a book I have read before, but lately I find myself reading it again. There are lots of different reviews of this book, but for me it is about the creativity that comes from free thinking and originality. This book definitely stirs my imagination and inspires me to live the life I want to live.



The Tracker

Richard Hazler

(faculty member)

The Tracker, by Tom Brown Jr., is a book I first read over 30 years ago. The story of Tom's boyhood adventures in the New Jersey Pine Barrens leading to a tracking career is an enjoyable adventure. How these experiences expanded his physical, cognitive, emotional, and spiritual connections to the land, people, and Native American traditions is special. But the contents go far beyond those stories for me. Each time reading it revitalizes me professionally by recognizing how the listening and observing skills Tom uses and teaches are closely related to similar skills that strengthen my counseling and teaching.



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

—Mortimer J. Adler

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Faculty & Staff Updates

Some Publications:

JoLynn Carney. (2010). Using assessment in counseling. In S. Nassar-McMillan & S. Niles (Eds.), *Developing your identity as a professional counselor: Standards, settings, and specialties*. Belmont, CA: Brooks/Cole.

Richard Hazler & Barwick, N. (2001). *The therapeutic environment: Core conditions for facilitating therapy*, Philadelphia: Open University Press. (Recently translated for publication in China.)

Jim Herbert. (2010). Rehabilitation counseling. In S. Nassar-McMillan & S. Niles (Eds.), *Developing your identity as a professional counselor: Standards, settings, and specialties*. Belmont, CA: Brooks/Cole.

Brandon Hunt. (2010). Integrating technology and counseling: Promises and potential pitfalls. In S. Nassar-McMillan & S. Niles (Eds.), *Developing your identity as a professional counselor: Standards, settings, and specialties*. Belmont, CA: Brooks/Cole.

Elizabeth Mellin. (2009). Children of families affected by parental mental illness: Community approaches to building self-esteem. In M.H. Guindon (Ed.), *Self-esteem across the lifespan* (79–90). New York: Routledge.

Elizabeth Mellin & Fang, H.N. (2010). Exploration of the pathways to delinquency for girls with depression: Implications for cross-systems collaboration and counseling. *Journal of Addictions & Offender Counseling*, 30: 58–73.

Elizabeth Mellin & Pertuit, T. (2009). Research priorities for mental health counseling with youth: Implications for counselor preparation, professional development, and research. *Counselor Education and Supervision*, 49: 137–155.

Nassar-McMillan, S. & **Spencer Niles** (2010). *Developing Your Identity as a Professional Counselor: Standards, Settings, and Specialties*, Brooks/Cole Cengage

Spencer Niles (2002). *Adult career development: Concepts, models, and practices* (3rd edition). Tulsa: OK: National Career Development Association. (Recently translated for publication in China.)

Jerry Trusty—First editor of special issue of *Career Development Quarterly*, Vocational Psychology and Career Guidance Practice: An International Partnership, (57), 4 June 2009.

Jerry Trusty—Second editor of special *International Symposium issue of International Journal of Educational and Vocational Guidance*, (9), 2 July 2009 (companion issue with *Career Development Quarterly*).

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

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