The mission statement of the counseling program at Wright State University is to provide quality graduate preparation to students representing the broad spectrum of rural urban and suburban communities with curricular knowledge, skills, and dispositions. The priorities and expectations of the faculty are to provide students with the necessary training to perform ethically, competently, and successfully as professional counselors in a culturally diverse and pluralistic society.

From the Desk of the Chair

After many long summer days of relentless heat the heavens finally opened up and gave our dried up patch of earth some much needed rain. So goes the summer of 2012, one of the driest and hottest on record. In the Department of Human Services, activity has also been heating up in anticipation of the start of semesters, now a little more than a month away. Much preparation has gone into preparing the university community for the switch to semesters. In Human Services, each program and course offering was evaluated to determine its viability. The programs and courses that were maintained had to be redesigned to fit a semester calendar. This process began a little over 3 years ago with wide ranging faculty discussions about the programs and the direction of the department. Some programs were eliminated and others were expanded to include additional course work. In the end, the department decided on six graduate and two undergraduate programs. It was decided that Clinical Mental Health Counseling and Marriage and Family Counseling would be 60 semester hour programs with all the course work required to qualify for the state professional counselor licensure test. It was also decided that both CORE accredited graduate Rehabilitation Counseling programs, Severe Disabilities and Chemical Dependency would also expand to 60 semester hours. The only programs less than 60 semester hours are School Counseling at 54 hours and Business and Organizational Management Counseling at 39 hours. The hours for School Counseling were less than 60 hours because state licensure and accreditation standards allow it, and for Business and Organizational Management Counseling there was no licensure issue because most graduates are interested in working in human resources and these positions are not considered clinical.

At the undergraduate level, Rehabilitation Services is now a 121 semester hour program and Sign Language Interpreting is 128 semester hours. The American Sign Language series was also converted from 6 courses to 4. The changes made in the undergraduate programs were viewed as straight semester conversions. Overall, it will be a process of implementation and assessment to determine how well the new semester programs are operating. Their will surely be issues that arise in the future and the department is committed to working through any future issues to ensure the best academic experience for Human Services students.

Accreditation Updates

The department is proud to announce that the undergraduate Rehabilitation Services program has earned first time...
CORE accreditation for three years through the 2014-2015 academic year. Much thanks goes to former program director Carol Wagner Williams and all the faculty and staff who teach and participated in the review. In September 2012, Dr. Gina Oswald will begin her second year as program director of Rehabilitation Services. Dr. Oswald has embraced the CORE accreditation process as valuable to maintaining a quality program and she will be responsible for future reaccreditation efforts. The Clinical Mental Health and School Counseling programs received a CACREP site visit this past winter 2012. The site team evaluated the programs and found them to be in compliance with all standards except faculty to student ratio. CACREP standards requires a 10:1 student to faculty ratio and the program’s ratio was approximately 19:1. In an effort to move the programs back into compliance, an additional faculty position was requested and approved in Clinical Mental Health Counseling. It is anticipated that the new Clinical Mental Health faculty will be hired and on board to begin the 2013-2014 academic year. The CACREP Board of Directors approved both programs through 2014. That accreditation will be extended to 2019 when the programs shows good faith effort to reduce the faculty to student ratio in line with accreditation standards.

New Faculty and Promotions

The department is proud to welcome Dr. Adrianne L. Johnson to the faculty as a tenure-track assistant professor in Clinical Mental Health Counseling. Dr. Johnson replaces Dr. Mary Ann Jones who recently retired after 37 years in the department. Dr. Johnson was most recently employed at SUNY-Oswego, NY where she served as an assistant professor. Dr. Johnson received her Ph.D. in Counselor Education from the University of Arkansas and her masters in Community Counseling from the University of Wisconsin, Whitewater. A future edition of the Department Newsletter will feature Dr. Johnson in more detail.

The department would also like to acknowledge the promotion of Dr. Joseph Keferl to full professor and Associate Dean in the College of Education and Human Services. Dr. Keferl has been professor in the department since 2001 and his outstanding work will be sorely missed. Clearly, the department could not hide him from bigger and more challenging tasks forever! The College of Education and Human Services is getting an outstanding your leader in Dr. Keferl and we all look forward to benefitting from his efforts in the Dean’s Office. In the interim, Dr. Carl Sabo will serve as faculty advisor for both Chemical Dependency and Severe Disability until a replacement for Dr. Keferl can be hired.

Stay Cool

I opened my comments noting the extreme heat that has blanketed our heartland this summer 2012. As we get ready to enter the dog days of August I hope everyone takes a moment to soak up some sunshine and cool off. I also hope everyone is able to take some time to reflect, unwind, read a book for fun, laugh, tell a story, give someone a hug. I truly enjoy summer nights and one of my favorite things to do is looking up at the celestial night sky and contemplating the big questions. Astronomy was a tradition my dad passed down to me and I still enjoy today! I hope everyone finds some time to embrace his or her passion and reload. I look forward to seeing you back this fall.
Chi Sigma Iota is the international honor society for students, professional counselors and counselor educators established at Ohio University in 1985. Its mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. Housed in the Department of Human Services, the Chi Sigma Iota Omega Chapter at Wright State University was the 19th chapter chartered in CSI’s history. Since being chartered on February 25, 1986, initiation ceremonies have continued to take place.

On Wednesday, April 18, 2012, the Omega Chapter initiated 28 new members at Wright State University. The 2011-12 Chi Sigma Iota Omega Chapter Induction Ceremony and reception was held at the Student Union in the Pathfinder Lounge. Initiates and their guests were in attendance, along with Department of Human Services graduate faculty members. Department Chair, Dr. Stephen Fortson welcomed everyone, and Omega Chapter Faculty Advisor, Dr. Donna Tromski-Klingshirn, presided over the ceremony.

Representing the Omega Chapter, Amita Pujara was commended for her poster presentation at the 2011 CSI-OMHCA Graduate Student Poster Presentation and Reception at the All Ohio Counselors Conference in November. Dr. Mary Ann Jones, Associate Professor, was also acknowledged for her leadership and service to the CSI, Omega Chapter, and her Lifetime Membership in CSI International.

Chi Sigma Iota currently has 277 chapters worldwide, with over 82,000 initiated members.* The Omega Chapter at Wright State University is most pleased to announce and welcome its newest members as of April 30, 2012, to be among its legacy of 492 initiated members:

- Marisa Badgley
- Nicholas Banion
- Shannon Calton
- Grace Campbell
- Dana Conley
- Susan Davis
- Emily Finomore
- Jennifer FitzHarris
- Katharine Freeman
- Anthony Gibson
- Larisa Gilbert
- Randall Harvey
- Lakeisha Hess
- Megan Higgins

- Rachel Huffman
- Mitchell Jones
- Robert Jones
- Lindsey Keene
- Kim Lawrence
- Valerie Naas
- Lindsey Poland
- Amita Pujara
- Shawn Kelly Rose
- Jessica Schierloh
- Emily Seger
- Jessica Warrick
- Nicole Wente
- Erica Yalch

* http://www.csi-net.org/
Crazy! As a first-timer, that is the first word I would use to describe the Society for Human Resource Management Annual Conference. Essential is the second word I would use. The conference was held in Atlanta at the Georgia World Congress Center, one of the largest multi-purpose complexes in the nation. For three days, it was home to over 13,000 human resources enthusiasts who eagerly took in the valuable opportunity that the conference provided to network, learn and become inspired. I am so grateful to have been among them. Not only did it help make my first visit to Atlanta an exciting and memorable one, the SHRM 2012 Conference provided an amazing opportunity for me to learn about the human resources profession.

The conference began with a day and a half of sessions just for students. This is where I learned the most about developing professionally in the early stages of a career. Sessions I attended included Resume Remodel, which provided helpful tips on how to create a resume that stands out, and The Power of Change, which was an extremely motivating session about how to think positively about change in an organization and to keep up the drive to go after goals, no matter what obstacle stands in the way. I met other graduate students who are working in the HR field and even built friendships with a couple of them that I intend to keep. The official conference for HR professionals began the next day and the excitement in the atmosphere escalated to a whole new level. The lineup of speakers was incredible and included Condoleezza Rice, Jim Collins, Tom Brokaw and Steve Gilliland. Feeling motivated wasn’t an option. It was unavoidable. Other valuable sessions I attended were about how to motivate employees through recognition programs, how to avoid common communication blunders, and leading employees with your heart. The conference had a hilarious ending – a performance by Jerry Seinfeld!

There are many takeaways from the conference that will help me in a leadership or management role inside or outside the HR field. The student conference was excellent preparation to begin a career in HR and the rest of the conference gave me a great glimpse into the HR world. The speakers helped me shape the type of employee and manager I want to be. Through the student conference, official conference, the social media component, social activities and the Ohio meet up event, I have made several valuable contacts that will hopefully benefit me as I continue on my career path. I realized how important it is for HR professionals to not only be a part of the Society for Human Resource Management and to support your professional association, but to attend events like this to become refreshed and stay up-to-date on the profession. That is exactly how I felt after this wonderful experience.
HUMAN SERVICES WELCOMES NEW PROFESSOR: Q & A SESSION WITH DR. ADRIANNE JOHNSON

What made you want to come to Wright State?
“I am attracted to Wright State University because of its reputation for promoting academic excellence and maintaining high standards for faculty and students. With a commitment to civic responsibility and service, a diverse and inclusive learning community, and a collaborative partnership between faculty and students, WSU consistently promotes a top-tier learning environment. This is exemplified in the Human Services department, and I am deeply honored to be welcomed by you all!”

What do you like to teach? Any specialties?
“My course experience includes ethics, psychopathology, research methodology, vocational counseling, and internship. Teaching is my passion and I strive to provide meaningful learning opportunities in all my courses. Every semester, I learn along with our students as we embark on a partnership toward success!”

Are you involved in any research?
“My research interests include bias and attitudes in counseling, counselor trainee competence, disability advocacy, and diversity issues in counseling and graduate education. I love to see students get involved in research and present at conferences!”

What is your counseling background?
“My experience includes crisis counseling, adult outpatient counseling, and college counseling. I am currently pursuing my Ohio counseling licensure!”

What hobbies do you have outside of work?
“My favorite pastimes include art, books, travel, volunteer work, and spending time with my husband of 9 years and my cats, Wicket and Flower.”

What is a fun fact about you that you’re willing to share?
“I play World of Warcraft!”

Dr. Adrianne Johnson, New Clinical Mental Health Counseling Professor
UNDERGRADUATE REHAB STUDENT EARNS PRESTIGIOUS INTERNSHIP

Sneha L. Aswani
Chicago, IL

“The secret of success in life is for a man to be ready for his opportunity when it comes.” This summer, I had to make a decision that would probably determine the path for my future. I found myself caught in a dilemma; should I take a relaxing vacation or should I complete my internship that is required in the Undergraduate Degree for Rehabilitation Services? Of course, who would not want to spend time with friends and family, enjoy the summer, and take a break from work and school? My conscious did not permit me to go along with that idea, though, because I had just applied for an internship at the number one ranked rehabilitation hospital in the nation— the Rehabilitation Institute of Chicago (RIC). A couple weeks after sending in my application, I got a phone call from RIC, and that was my first unofficial interview. I personally thought the interview went great, but I had not heard back from RIC for several weeks, so I started to lose hope. Time went by, and with a heavy heart, I started thinking of how else to spend my summer. Living in a big city and doing my internship at the best rehabilitation hospital in America was a dream— a dream that I just did not want to give up on. So, I waited a little longer, and before I knew it, I had gotten an acceptance letter from RIC stating that I was being expected soon. I remember exactly how I felt when I read that email. I was in Deanna Arbuckle’s class, sitting next to one of my closest friends, Kelly Stout, and as I read the email, my eyes started filling up with tears. I could not believe what had just happened. “Is this real?” I kept asking myself. Believe it or not, I even pinched myself a couple times to make sure this was not a mere dream. It wasn’t. This was real life, as real as it could get. I slowly walked out of the class, with Kelly following me, and burst out in joy and said, ”I got in! I am going to be doing my internship at RIC! This is so real!”

Time was flying by so fast, and I had so much to prepare for— finish my classes, fill out all the paperwork, all the medical testing, shopping for work clothes, find an apartment to live in, and so on and so forth. Before I knew it, it was June 16, time for me to temporarily say goodbye to Dayton, and go to Chicago. I could not have been more excited. Here I was! I got out of the train, and went to get my baggage, and little did I know, my bags were nowhere to be found! "Wow! First day in Chicago, I can totally sense that things are going to be perfect!” I said, sarcastically. I stepped out of the Union Station, and heard all the honking and saw all the busses and cars. I was suddenly reminded of home, Casablanca, Morocco. All the traffic and the honking— how much I had missed that! After all the hassle, I finally got my luggage, settled into the apartment with my mother, freshened up, and decided to go to downtown. My first day in Chicago was nothing but overwhelming! I had never, in my life, walked so much! I was starting to think that Chicago was not for me; however, as the days went by, I started falling more and more in love with this city— so much that, if I did not have a semester left of school, I would probably stay back here.

Enough about my love for Chicago, let’s talk about my internship experience at RIC. On my first day, I went in to my supervisor’s office, and told her about my objectives and goals, and how I really wanted to be rotated around the building to gain experience from all the different aspects from rehabilitation. Sure enough, she gave me the opportunity to be independent and tell her where I wanted to be and what I wanted to do. Initially, when I first came to RIC, I wanted to work with patients with traumatic brain injuries (TBI) and stroke, but I was open to looking at the different units. So, I started out by helping on the new floor at RIC, which had patients of various injuries and disabilities. The view from this floor is absolutely gorgeous— it faces the lake. Not only did I enjoy working on this floor, with all the new exercise equipments, amazing staff, enthusiasm, and great patients, but I also got to see the beautiful lake, almost like a turquoise bed of water, which in itself, gave a very calm atmosphere to this floor.

Besides the new floor, I also assisted at a kid’s camp, where I got to work with a couple 2 year old children. I also worked on various units, such as the stroke, TBI, and amputation unit. During physical therapy sessions, I made obstacles for patients to help them with their physical activity, gave them a lot of encouragement, and helped them get on and off the exercise machines. Because RIC is so well-known, I am not allowed to directly do hands-on work with patients because of the liability issue. Nonetheless, I still enjoyed my experience with the therapy sessions, because I learned a lot from just shadowing the therapists. Along with physical therapy sessions, I also participated in occupational therapy sessions, where I got to help out at cooking classes, art therapy, and much more. During this journey, I also got approved by the Institutional Review Board, which officially allows me to conduct research and work directly with patients that are part of the research projects. This has been an amazing experience for me because I met an epidemiologist who taught me a lot about the statistical side of rehabilitation and how to use specific software to create databases, record data, and analyze results. I worked on a research study on Cerebral Palsy (CP), and being a Personal Assistant at Wright State University and working with a lot of students with CP, I had quite a bit of
knowledge about this disability and my input was greatly appreciated by all the team members. Thus far, my journey at RIC has been absolutely amazing. My sincere interest in Rehabilitation Services, and hard work throughout my college career have pushed me to explore my dreams and goals. This, however, would not have been possible without all the support from my parents. This summer, my parents had come to visit me, and they were ecstatic when I told them about my internship. My father had to leave for work soon, but my mother stayed back and actually decided to stay with me in Chicago for one month. My parents were supposed to go on a short tour of the U.S.A, but instead, they sacrificed that to be with me and support me, morally, emotionally, and financially. I honestly would not have been able to make it this far without them; they are my angels, and I would be no where without them. Along with my parents, I must thank all the professors in the Human Services Department who helped me out throughout this whole process. I would like to end this excerpt by especially thanking Dr. Joseph Keferl, Ryan Taylor, Dr. Gina Oswald, Dr. Carl Sabo, and Deanna Arbuckle for all the moral support.

In Winter Quarter, 2012, over 6,000 hours of community outreach were banked by students in Mrs. Ryan Taylor and Dr. Gina Oswald’s RHB 202: Rehabilitation Resources and RHB 400: Internship courses. Through community involvement, students in these courses are given the opportunity to apply the knowledge they have learned throughout their program though gain practical experience in their chosen field. Students were involved in individual service, and some had group organized experiences. Small group activities were organized at Daybreak in Dayton, an emergency youth shelter for runaway, throwaway, and homeless youth. Others participated in organizing and completing one-on-one art projects with consumers at Calumet, an adult lifestyle center operated by the Montgomery County Board of Developmental Disabilities. Calumet offers skill development and programs for adults with mental and physical disabilities in both classrooms and in the community.

SNEHA ASWANI
RESEARCH VOLUNTEER

Rehabilitation Institute of Chicago
Chicago, IL
RECENT RESEARCH BY SOME OF OUR OWN

MENTAL HEALTH PROVIDERS: COLLEGE STUDENT PERCEPTIONS OF HELPER EFFECTIVENESS

American Mental Health Counselors Association Annual Conference Poster Session, July 19, 2012, Buena Vista Palace, Orlando, FL

Richard A. Wantz, Ed.D., NCC and Amita Pujara, B.A., CT, Wright State University

Michael W. Firmin, Ph.D., NCC, Cedarville University

Literature Review

With the stress of everyday life often being overwhelming, mental wellness is becoming a concern for a growing number of Americans. Helping people manage traumatic events, excessive anxiety, depression, co-occurring disorders, chemical dependency, stabilizing and improving relationships, preventing suicides, and advocating for the respectful treatment of individuals is the mission of various mental health professionals (Britzman & Naglehout, 2011). How people view members of the helping profession can greatly effect utilization of services provided (Firmin et al., 2012). Increased public awareness is important in order to ensure individuals receive the assistance they need.

The perception of the effectiveness of mental health providers is an important aspect in the outcome of treatment (Firmin, Wantz, Firmin, & Johnson, 2012). Information about mental illness often comes through various media sources such as television, newspapers, and magazines (Borinstein, 1992). The internet is widely used to increase the effectiveness of diagnoses of mental and emotional disorders by mental health providers (Whiston, 2013). When individuals are struggling with mental health issues, the most common consultant is their primary care physician (Mickus, Colenda, & Hogan, 2000; Murstein & Fontaine, 1993).

Professional identity is important in all fields. However, the professions that are included in mental health providers are diverse with different training standards, licenses, specialties, philosophies, and histories (Fall, Levitov, Jennings, & Eberts, 2000). Mental health providers have tremendous overlap in the populations served, disorders treated, and various services offered (Hanna & Bemak, 1997). Many individuals suffer needlessly due to the lack of education on mental illness and disorders by primary care physicians (Tse, Wantz, & Firmin, 2010; Keen, 1998).

Participants

We surveyed 261 students from a private, Midwest university general psychology course regarding their perceptions of mental health providers. The participants represented freshmen through seniors and a cross-section of the university’s majors. The sample included 167 women and 92 men ranging in age from 17-55. The majority of the students were Caucasian with nine percent identifying themselves as ethnic minorities. Thirty-four states were represented by the students’ home residences.

Method

This study reports findings of a survey administered to undergraduate students regarding their perspectives of the effectiveness of mental health providers. Questions of perceived effectiveness of various mental health providers were used to determine which professionals are viewed in a positive manner. We collected a relatively large data set of which the results regarding professional counselors and other mental health providers are reported.

Respondents were asked to respond to the following question: “In general, what is your opinion about how overall effective each of the following mental health providers (marriage and family therapists, professional counselors, psychiatrists, psychologists, social workers, and psychiatric nurses) would be with helping a mental health client?” Response options were positive (J 1), neutral (K 2), negative (L 3), or unsure (? 4).

Results

Results showed that students rated social workers (1.68) and marriage and family therapists (1.63) with the lowest effectiveness. Psychologists (1.40) and professional counselors (1.35) were rated with the highest effectiveness (p<.001). When using a paired samples test to determine statistical significance, the study found that effectiveness ratings for professional counselors vs marriage and family therapists, psychiatrists, social workers, and psychiatric nurses was significant. The study also showed statistical significance for overall effectiveness of psychologists vs marriage and family therapists, social workers, and psychiatric nurses.

Discussion

Results from the survey revealed the students perceptions of the effectiveness of different members of mental health provider
RECENT RESEARCH BY SOME OF OUR OWN

It is important that mental health providers advocate for their various professions. Strengthening the public image to increase support for mental health providers is recommended by the AMHCA, ACA, CACREP, NBCC, and CSI.

Future Research

Additional research should focus on increasing sample size of other types of human services professionals. For example, student perceptions of marriage and family therapists, clinical social workers, and psychologists would make apt comparisons for the findings in the present study. Of particular interest would be comparing the various professionals relative to how students view treatment of various types of mental disorders.

OVERALL EFFECTIVENESS RATINGS

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