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Introducing the NEW Counseling & Mental Health Program at the University of Arizona

The M.A. Degree Program in Counseling and Mental Health was established in 2012 with the merger of the University of Arizona Rehabilitation Counseling and School Counseling programs. Sharing a common professional identity as counselors, the two programs joined together to create the M.A. Degree in Counseling and Mental Health with specializations in rehabilitation counseling and school counseling.



Counseling & Mental Health Program Information

The field of counseling has many specialties, and rehabilitation counseling and school counseling are specializations within the broader profession of counseling and mental health.

Prior to 2012, the Rehabilitation Counseling and School Counseling programs at the University of Arizona were independently training counselors with specialization and certification in rehabilitation counseling and school counseling, respectively.

The new program curriculum for the M.A. degree in Counseling and Mental Health was developed with two objectives in mind.

First, the program's curriculum permits all students to acquire a specialization in mental health counseling and to complete the academic and field experience requirements to become Licensed Associate Counselors (LACs) in the State of Arizona. After accumulating 3000 hours of post-degree supervised clinical experience, one can become a Licensed Professional Counselor (LPC).

Second, the curriculum permits graduates who have chosen to specialize in Rehabilitation Counseling to become Certified Rehabilitation Counselors (CRC) as well as (LPC); and graduates with specializations in School Counseling to achieve state certification from the Arizona State Department of Education as a School Guidance Counselor, as well as (LPC).

In addition to the general counseling and mental health curriculum, students choose specializations in either rehabilitation counseling or school counseling.

Taught by faculty with extensive experience and expertise in each area, the specialization area includes courses and clinical experiences unique to each specialization.

Thus, our program places rehabilitation counseling and school counseling firmly within the profession of counseling, yet with unique and important histories, contributions, and practices.



Sheri Bauman is a professor and the director of the Counseling and Mental Health master's degree program at the University of Arizona. Prior to earning her doctorate in 1999, Dr. Bauman worked in public schools for 30 years, 18 of those as a school counselor. She is a licensed psychologist, and until recently, maintained a small private practice in Las Cruces, New Mexico. Her research foci are on bullying and cyberbullying, and group counseling. She has authored two books, edited a new book on cyberbullying research, published more than 40 articles in peer-reviewed journals. She is a frequent presenter at local, national, and international conferences on bullying and cyberbullying. She is in the process of moving to Tucson with her husband and two spoiled golden retrievers.



Chih-Chin Chou was appointed in the Fall of 2007 with three years of rehabilitation education experience at National Institute of Education, Singapore University, and Hunter College of the City University of New York. Dr. Chou has 10 Years of experience in rehabilitation counseling, vocational evaluation, and rehabilitation psychology. She has eight publications with three in-press related to psychiatric rehabilitation and social support for people with disabilities, and has delivered four national conference presentations.



Bill Downey is an Assistant Professor of Practice in Rehabilitation Counseling in the Department of Disability and Psychoeducational Studies, College of Education, University of Arizona. Dr. Downey began work in counseling and rehabilitation in 1967, and has worked for the Arizona Rehabilitation Services Administration, Goodwill Industries of Southern Arizona, and spent seven years in private rehabilitation as a counselor, evaluator, administrator, and forensic rehabilitation consultant. In 1996 he established the Rehabilitation Counseling program at New Mexico Highlands University where he taught for six years. He started his work as a rehabilitation educator at the University of North Texas. He has over ten years experience as a Commissioner and Examination and Research Chair for two national credentialing bodies, and maintains membership in several professional organizations. He currently teaches a number of courses in the rehabilitation counseling CORE curriculum. Dr. Downey is a past-president of the National Council on Rehabilitation Education, and also served two terms on the Governor's Arizona State Rehabilitation Council.



Dr. Falco is a Wildcat at heart having earned a B.S. in psychology, an M.Ed. in school counseling, and a Ph.D. in Educational Psychology each from the University of Arizona. Her research focuses on motivational variables associated with educational and occupational decision-making in early adolescence. Recently, she has begun collecting data to examine the role of "purpose" in career decision-making, and how purpose is related to academic achievement and civic engagement. She is a certified school counselor in the state of Arizona and worked as a middle school counselor for four years. Dr. Falco is currently the editorial assistant for the *Journal for Specialists in Group Work* and is on the review boards for the *Middle Grades Research Journal*, *Professional School Counseling*, and *School Counseling Research & Practice* journal. When she isn't working, Dr. Falco enjoys horseback riding – she is a competitive Dressage rider – and spending time with her husband and her two daughters.



Michael T. Hartley, Ph.D., C.R.C., is an assistant professor in the Department of Disability and Psychoeducational Studies at The University of Arizona. He earned an M.S. degree in Rehabilitation Counseling from The University of Wisconsin-Madison and a Ph.D. degree in Rehabilitation Counseling Education from The University of Iowa. In the past, he worked as a rehabilitation counselor to assist individuals with disabilities to live and work independently in the community. In terms of professional service, Dr. Hartley volunteered on the ACA ethics revision taskforce to help revise the 2005 ACA Code of Ethics. He also participated in the development of electronic portfolios for professional counselors. His research interests are in the areas of psychosocial aspects of disability and professional ethics. Dr. Hartley has written and conducted research in the areas of ethics, disability rights, social class, psychiatric rehabilitation, resilience, substance abuse, and digital technology. He lives in Tucson, Arizona with his wife and two-year old son.



Philip Johnson is an Assistant Professor of Practice in the Counseling and Mental Health Program at the University of Arizona. He has focused most of his attention on researching behavioral therapy alternatives to the use of psychotropic medications for addressing severe behavioral problems in persons with significant disabilities (developmental disabilities, severe mental illness) and children who are victims of abuse and neglect. Dr. Johnson has an extensive background in working with persons with disabilities, including managing a vocational program for the State of Arizona Division of Developmental Disabilities; providing individual and group rehabilitation counseling, behavioral health counseling, and mental health counseling services; and providing training and consultation services on the use of positive behavioral support strategies to family members, support specialists, and personnel in public schools. He earned an M.S degree in Psychology from Walden University and a Ph.D. in Rehabilitation from the University of Arizona



Aisha Shamburger is an Assistant Professor in the Department of Disability and Psychoeducational Studies at The University of Arizona. She earned a B.A. from Spelman College in Atlanta, Georgia, a M.S. from the Medical College of Virginia at Virginia Commonwealth University, and is currently a Candidate for the Ph.D. in Health Related Science in the School of Allied Health Professions from Virginia Commonwealth University. Ms. Shamburger's former clinical experiences include employment as a case manager with a forensic dually diagnosed population and a vocational rehabilitation therapist in both public and private industries. Additionally, she has worked as a therapist for abused youth with psychiatric disorders; a family group facilitator with a research project sponsored through the Center for Disease Control, and was the first ADA (Americans with Disabilities Act) Coordinator for the Richmond, Virginia Public Schools district. Aisha has written and conducted research pertaining to the intersection of disability and multicultural issues, HIV/AIDS, and health disparities. As an advocate for the betterment of all people, Ms. Shamburger is also very involved in community outreach. In addition to serving as an executive board member for a consortium of transitional homes for families in crisis, she has recently become involved in endeavors to end human trafficking in the United States and abroad.



Linda R. Shaw is a Professor and Department Head, in the Department of Disability and Psychoeducational Studies at the University of Arizona. Prior to her current position, Dr. Shaw was the Director of the Rehabilitation Counseling Program at the University of Florida. She received her M.A. in Rehabilitation Counseling in 1978 and her Ph.D. in 1990 from the Florida State University and has over 30 years experience as a rehabilitation counselor, administrator and educator. Her counseling and administrative experience includes specializations in spinal cord Injury rehabilitation, brain injury rehabilitation and psychiatric disability. Dr. Shaw is a licensed mental health counselor and a certified rehabilitation counselor. Dr. Shaw is a past-president of the Council on Rehabilitation Education (CORE), the national accreditation body for rehabilitation counseling programs. She has also served as the President of the American Rehabilitation Counseling Association (ARCA), and Vice-Chair of the Commission on Rehabilitation Counselor Certification (CRCC). She has also served as Chair of the CRCC Ethics Committee, and presided over that committee throughout the process of a major revision of the Code of Ethics for Professional Rehabilitation Counselors. Currently, Dr. Shaw represents CORE on the American Counseling Association's (ACA) 20/20 Commission. Dr. Shaw has published and presented widely on issues related to disability-related job discrimination, the correlates of professional ethical behavior, professional issues in rehabilitation counseling, and neurological disability. She is the author of two co-edited books and many publications and presentations. Currently, her research is focused on disability harassment in employment, and the effect of workplace culture on counselors' ethical behavior.

Current Research Projects

Dr. Michael Hartley recently established a U.S. military veteran's wheelchair sports camp for individuals with spinal cord injuries and diseases (SCI/D) at The University of Arizona. All camp and travel-related costs for veterans were covered by the Paralyzed Veterans of America (PVA) Education Foundation Grant #681. Led by a team of professionals with unique expertise in rehabilitation, disability, adaptive athletics, and higher education, the project integrates adaptive athletics sports and wellness camps with post-secondary education. Research-based outcomes explore the impact of wheelchair sports in supporting veterans with SCI/D with an emphasis on transitions to higher education.

While adaptive athletics opportunities are increasingly available, few studies examine the impact during the transition into civilian and academic life. This project responds to the need for more educational research examining the role of adaptive athletics on the health, wellness, and identity of veterans with SCI/D. Offering an opportunity to examine the utility of adaptive athletics, the project expects to provide information that can define how veterans with SCI/D approach transition to civilian and academic life.



Dr. Sheri Bauman is in the third year of a three-year prospective longitudinal study of bullying and cyberbullying from middle childhood through early adolescence. Her co PI is Dr. Noel Card, Associate Professor in Family Studies and Human Development in the College of Agriculture. A student in the program works on the project as a graduate assistant. Currently, we are working on data analysis from the first two years' data; data collection for this year will occur in Spring 2013. **Dr. Bauman** and four graduate students are working on a project to use a novel method (cartoon panels) to assess middle school students' role in bullying (bully, victim, bully/victim, bystander) and to understand their moral cognitions about bullying. This is based on Albert Bandura's theory of moral disengagement, which describes a collection of cognitive mechanisms individuals use when they act in ways that are contrary to their own moral standards.

Where are they now? Recent Graduate Profiles



School Counseling Graduates



Dr. Lisa Napoleon Salgado (Ph.D., University of Arizona) is the Director of Operations for The University of Arizona Women's Basketball program. She has been in this role since May of 2011. Salgado spent the 2010-11 year as an Academic Program Specialist in the department of Student-Athlete Academic Services at Florida State. She worked primarily with the men's and women's basketball teams. In total, Napoleon-Salgado has spent eight years working with the Wildcats in various roles. Most recently, she served as the Assistant Director of Student Development at the University of Arizona. She oversaw the academic progress for student-athletes in men's basketball, women's basketball and baseball. In her spare time she is an adjunct assistant professor in the Department of Educational Psychology and at Pima Community College. She teaches courses diversity and classroom management as well as human sexuality and general psychology for both undergraduate students. In addition, she conducts research on adolescent, minority and student-athlete identity development. The Counseling and Guidance program had a profound impact on the career choices she has made. Napoleon - Salgado cherishes the camaraderie and sound counseling principles that were promoted and demonstrated throughout her tenure in the M.Ed. program. Dr. Napoleon-Salgado earned a Bachelor of Arts degree at Montclair State University in 1995. She went on to teach for four years in the New Jersey school system before leaving to receive her Masters of Education in Counseling and Guidance from the University of Arizona. She earned her Doctorate in Educational Psychology in 2011, also from the University of Arizona. She is married to Andrew Salgado and they have a daughter, Noel.

Lindsay Holbrook - I am a proud graduate of the 2004 class of the UA M. Ed. School Counseling & Guidance Program! I came to Arizona, fresh from a 2 year adventure in teaching English as a second language in the town of Taisha in Shimane Prefecture, western Japan. My experience in education initially pushed me into the Education Psychology program, but after one semester I recognized my love for students and families and realized I had a passion for working in direct service. This led me to the school counseling program and the most important decision in my adult life! Since graduation, I have had the opportunity to begin my career as an Elementary School Counselor at two schools in TUSD and then move to Sahuaro High School for two years where I was able to focus on helping students achieve their college and career dreams. Since then, I acquired a position in "devil territory" and for the last 5 school years I have been a high school counselor in the Peoria Unified School District. As a student of the UA program, I learned and explored a great deal of diversity and understanding for working with ALL students, multi-cultural counseling methods, a practice for solution-focused counseling, and the opportunity to understand and implement comprehensive guidance at both the K-5 and 9-12th levels. The mentoring I received from Dr. Bauman as both a Graduate Assistant, student and Professional School Counselor have held great influence on my professional career and personal life. In my spare time, I enjoy hiking with my dog Rowdy, rebuilding cars with my "other", spending time on house renovations, exercising away the stress, and most importantly advocating for the profession I am grateful to be a part of! Go CATS!

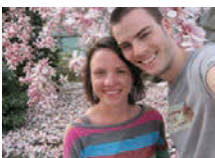


J. Craig Quintana - I graduated in 2005, and upon graduating I carried out a Fulbright Fellowship in Indonesia. Since 2007 I have been working in Aurora, Colorado as a Guidance Counselor at Smoky Hill High School in the Cherry Creek School District. I am also the founder/owner of BlueRam Consulting, which offers online professional development courses for educator licensure renewal and/or salary advancement (www.blueramcourses.com). I had a great time completing the graduate program at The University of Arizona and grateful for the many friends I made during that time.

Gage Romansky - Since graduating from U of A, I have been employed as a school counselor with Rio Rancho Public Schools in Rio Rancho, New Mexico. This is my 8th year in counseling & guidance at the high school level with the last 3 years in a College & Career Counselor / Department Lead role. The School Counseling & Guidance program at The University of Arizona provided me with necessary experiences and fundamental skills-set to thrive as a growing school counselor. Equally as important, it has helped me develop the necessary personal qualities needed to perform in a leadership role for educators.



Cassandra Hirdes Tomlinson - I graduated in May of 2010 and in July of that summer I began working at the THINK TANK, the academic support center at the University of Arizona. I worked for two years as a Learning Specialist and was recently promoted to the Educational Services Coordinator. As a Learning Specialist I worked one-on-one with students on academic probation. I focused on study skills, time management, and anything else that might be hindering the students' success. Now, I work almost exclusively with freshmen who pay to meet with me as they transition from high school to college. Additionally, I now supervise a graduate assistant and a team of undergraduate students who serve as tutors and mentors. My background in counseling has been a major contributor to my success at the university level. Although my job focuses greatly on academia, a major part of my job involves helping students find motivation and assisting them as they work through the many developmental changes that occur in college. My training in counseling skills really guides my work. Plus, having interned at a high school grants me insight into the changes that occur from high school to college. I am often sought out at work because of my education and I feel that I am able to provide my students with a perspective that benefits their success.



Occupational Outlook Information

Rehabilitation counselors help people with physical, mental, emotional, or social disabilities at various stages in their lives. Some work with students to develop strategies to live with their disability and to move from school to work. Others help veterans cope with the mental or physical effects of their military service. Still others help elderly people adapt to disabilities developed later in life due to illness or injury. Because rehabilitation counselors deal with employment issues, they typically work with older students and adults rather than young children. Employment of rehabilitation counselors is expected to grow by 28 percent from 2010 to 2020, faster than the average for all occupations. Demand for rehabilitation counselors is expected to grow with the increase in the elderly population and with the continued rehabilitation needs of other groups, such as veterans and people with disabilities. Older adults are more likely than other age groups to become disabled or injured. They will need to learn to adapt to their disabilities and learn strategies to live independently. As a result, they will require the services of rehabilitation counselors. As the size of this population grows, so will the need for rehabilitation counselors. In addition, there will be a continued need for rehabilitation counselors to work with veterans who were disabled during their military service. They will also be needed to work with other groups, such as people who have learning disabilities, autism spectrum disorders, or substance abuse problems.

School counselors help students develop social skills and succeed in school. The specific duties of school counselors vary with the ages of the students they work with.

Elementary school counselors focus on helping students develop skills they need to be successful in their social and academic lives, such as decision-making and study skills. They also help teachers and administrators identify possible behavioral or developmental problems. They observe children in the classroom and at play activities and confer with teachers and parents about children's strengths, problems, and special needs. They work with teachers and administrators to be sure the curriculum addresses the development needs of students as well as students' academic needs. **Middle school counselors** work with students and parents to develop career and academic goals and to create a plan for students to achieve them. They help students develop the skills and strategies necessary to succeed academically and socially. **High school counselors** advise students making academic and career plans. Many help students with personal problems that interfere with their education. They help students choose classes and plan for their lives after graduation. Counselors provide information about choosing and applying for colleges or training programs and for financial aid or apprenticeships. They help students develop job search skills, such as writing résumés and interviewing.

Employment of school counselors is expected to grow by 19 percent from 2010 to 2020, about as fast as the average for all occupations. Growth is expected due to increasing student enrollments in schools. Rising student enrollments in elementary, middle, and high schools are expected to increase demand for school counselors. As enrollments grow, schools will require more counselors to respond to the needs of their students. Employment of school and career counselors in elementary and secondary schools is expected to grow by 8 percent from 2010 to 2020.



Upcoming Events: Spring 2013



National Council on Rehabilitation Education Spring 2013 Conference <http://ncre.org>

The purpose of the National Council on Rehabilitation Education is to promote the improvement of rehabilitation services available to people with disabilities through quality education and research. The conference supports this purpose by focusing on "Family Matters: Including Families in Rehabilitation Research, Education, and Services."
Conference Dates: April 17-19, 2013



American Counseling Association 2013 Annual Conference & Exposition <http://www.counseling.org>

Pre-conference Learning Institutes
Educations Sessions
Expo and all Expos activities (Career Center, ACA Bookstore, Poster Sessions, Graduate Student Center, and ACA Resource Center and Cyber Center)
Keynote Presentations
ACA/Red Cross Foundations of Disaster Mental Health Training
Conference Dates March 20-24, 2013



Arizona School Counselors Association Spring 2013 Conference www.AzSCA.org

The Arizona School Counselors Association, Inc. is a non-profit organization representing Arizona school counselors. We are comprised of an elected board, several appointed positions, and a handful of community liaisons. We support school counselors through professional development, resources, and advocacy at the state and national level. We empower school counselors to lead systemic change by delivering to all students an ASCA National Model Program, aligned with state standards for academic, personal/social, and career development.

Conference Dates - March 25- 26, 2013