School Counseling is one of the most important and engaging professions on earth. The seed of this heady premise began to grow last Tuesday evening while I was exploring adolescent brain development with our 62 new students, located across the state of Utah. Over the few days since then I have been making a list of rationales and collecting evidence to support my contention. My list:

Item 1: Kids are the future of our world and they need our help. The first part of this statement is a given in my mind. To cite evidence that they need the help of school counselors one need go no further than U.S. dropout rates, where 1.2 million students drop out of high school every year (Link) and child poverty rates exceed those of any other developed country. (Link)

Add to these issues bullying, including cyber-bullying, teen depression and anxiety, and gang-related activity, parent lack of involvement and other thorny issues and you may wonder why I would make such a rash statement as the one I began with. My sincere response: school counselors are uniquely trained to successfully address these issues with kids, and our work is genuinely vital.

Item 2: Human change is possible and plasticity is at its apex during childhood and adolescence. I am going to direct you to a link of a fascinating Ted Talk on the topic of adolescent brain development. Here is the link, which I hope you will open and watch now or ASAP. (But please come back and read the rest of this message and the Newsletter).

Item 3: There is a fire in the furnace. In an unprecedented way school counselors are being recognized as key players in intervening in the downward academic spiral for youth and the new focus on college and career readiness for is an effort we are uniquely qualified to lead. Here is the link to an article titled “How Counselors Can Shape the College Plans of First-Generation Students” in The Chronicle of Higher Education: Link; Here are links to a couple of other articles that support my claim that there is a “fire in the furnace” of American education: Link1, Link2

My goal: Provide curriculum and training experiences that will prepare USU School Counselor Education students to be ready to accept the challenge to lead the way in schools to get America’s K-12 students ready for post-secondary training.

My promise: Each and every faculty and staff member of the program is highly dedicated and extremely well-prepared to teach the skills required for you to become a successful school counselor and leader in your schools. We will stay at the cutting edge on curriculum and pedagogy.

My Challenge: Give your evening classes and experiential time in the schools the best you have to offer, and ask each day what you can do to better prepare to address barriers that impede and prevent kids from reaching their potential. Decide if you agree that school counseling IS one of the most important and engaging professions on earth, and if you don’t agree, dig deeper. Learn more. Contact me or a faculty member or advisor if you have any suggestions for us.

“Better is possible. It does not take genius. It takes diligence. It takes moral clarity. It takes ingenuity. And above all, it takes a willingness to try.” — Atul Gawande

Happy Thanksgiving! Best, Camille
**2011 Statewide Cohort**

Mid-semester reviews are now taking place.

Make sure that your supervisor can be a part of the review as you go over your contract goals with Dr. Barcus. Please contact Lychelle if you have any questions.

Read the graduation procedures below, even if you are graduating in May so you are informed.

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**2012 Kaysville Cohort**

**Spring 2014 Courses**

- **PSY 6420**—Group Counseling in the Schools
  *Instructor:* Carolyn Barcus

- **PSY 6370**—Practicum in School Counseling (Weekly class plus 150 clock hours in a school setting)
  *Instructor:* Sandra Ameel

Complete your background checks by November 25th as discussed in Camille’s PowerPoint presentation.

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**2013 Statewide Cohort**

**Spring 2014 Courses**

- **PSY 6460**—Ethical, Legal & Professional Issues in School Counseling
  *Instructor:* Kathryn Bitner

- **PSY 6240**—Comprehensive School Counseling Programs
  *Instructor:* Kris Hart

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**“I am not a product of my circumstances. I am a product of my decisions.”**

Stephen Covey

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**Graduation Procedures**

Congratulations to those students who will be completing their internship this semester! There are a few items of business you will need to take care of to ensure you graduate, including completing and submitting the following documents on Canvas:

- Hour log and cover sheet
- Supervisor evaluation form

You must also take the Praxis test to be eligible for licensure. When you take the exam, be sure to indicate that you want a copy of the test report sent to USU College of Education and Human Services and to yourself.

When you get the report, email or fax a copy to Camille Odell. She will need this information to approve you for licensure. Camille’s contact information is listed below:

- camille.odell@usu.edu
- Fax: (435) 797-1448

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**Fun Autumn Facts**

- Glucose trapped in the leaves gives them their red color. The brown comes from the waste trapped inside the leaves.
- Pumpkins were once used to remove freckles and cure snake bites.
- Autumn’s full moon is called, The Harvest Moon. Long ago farmers would take advantage of the Harvest Moon’s light to “harvest” their crops because in late summer and early autumn many crops would ripen all at once. This made farmers have to stay in the fields long after sundown to harvest them and the moonlight became essential to their harvest.
- Apples are a natural teeth-whitener and may even help prevent Alzheimer’s disease.
- There are roughly 203 billion leaf bearing trees in the U.S.
- Bobbing for apples originated in Roman times.
- Due to the cooler temperatures you tend to sleep longer and better.
Marietta Veeder, PSY 6130 - Evidence-Based Practice: School Intervention

What advice do you have for the current school counseling students and those about to graduate?

My advice is to first, be prepared to work hard, whether it is as a graduate student or a school counselor entering the workforce. Graduate school is hard work and you will earn your degree—it is not something that will be given you. Juggling the multiple roles of the school counselor and completing the variety of tasks assigned you, while trying to have an impact in the schools where you will work will also be challenging. Since what you are trying to accomplish is challenging, the second component of my advice is to find balance in your life. You cannot be successful in graduate school or the workplace if you do not set appropriate boundaries and make time for self-care.

What are your hobbies outside of work?

I get great pleasure from spending time with my animals and being outdoors. My favorite thing to do is to go horseback riding in the mountains with my friends and our dogs.

Who or what has made the biggest impact on your career so far?

I cannot identify a single impact as my career has been an ever-evolving process. I was definitely influenced by the faculty and coursework at the four graduate programs I attended, my personal life experiences (including raising three children), and the clients and students I have worked with. They have fostered my belief that all human beings have the potential to grow, learn, and change; and that there is no single "right" path to doing so.

If you could have lunch with anyone from history who would it be?

Choosing just one is difficult, but I would select Henry David Thoreau. Although he is best known as an author and poet, he was much more. He was an abolitionist, an early environmentalist, and the first person to write about civil disobedience as a means of bringing about change.

Jenna Glover, PSY 6290 - Diversity Issues in Treatment & Assessment

What is your favorite thing about teaching in the School Counselor Education program?

My favorite thing is the students in the program. I love working with developing professionals who are passionate about improving the education system and supporting student growth.

What sage advice do you have for those students just starting the program? How about those about to graduate?

For those just starting the program: Enjoy your education. Be more passionate about learning and professional development than about your grades! Those about to graduate: Always keep the big picture in mind. Be persistent in advocating for changes that improve the system, but remain patient with the time and process that important change takes.

What is your favorite thing to do outside of work?

Riding my motorcycle and backpacking.

Who or what has made the biggest impact on your career so far?

Carl Rogers. I am a humanistic psychologist and have found that Rogers’ three core principles of empathy, authenticity, and unconditional positive regard work to improve relationships and quality of life.

If you could have lunch with anyone from history who would it be?

I would have lunch with Rosa Parks. I have always been inspired by her quiet courage and how she demonstrated the power our choices can have.
**Jamin Bingham, 2011 Cohort**

**Introduction** - I have a wife, Stacy Bingham, and we just had our first child, a little boy named Marvin. My hobbies are taking pictures, board/card games, and writing. Since the program started I’ve gotten married and have now had a child. A lot of change!

**Why did you choose school counseling?** I really wanted to find a job that I could feel like I was helping people out and making a difference. As I was finishing up my BS in Psychology I was looking at options of places to go from there. I ended up looking into the School Counseling program at USU and the more I learned about it the more I liked it. I feel like as a school counselor I can help make a difference in the students lives that I come into contact with.

**What are your post-graduation plans?** After I graduate I plan on finding a job as a school counselor. Eventually I might go on and get some further education but right off the bat I would like to gain some on-the-job education/training and gain some good practical experience that way. I do think it would be fun to teach someday in a college type of setting.

**What advice would you give to incoming students?** This is a good program and it will challenge you. When you start to find yourself getting stressed or feeling a bit overwhelmed, know that you can do anything for a semester. Tell yourself that, and believe it, because you really can.

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**Claire Christiansen, 2012 Cohort**

**Introduction** - I’m originally from Ogden and got my undergraduate degree at Utah State. Go Aggies! I got married at the end of September. My husband rocks. We are living in Salt Lake right now and our favorite thing to do together is go to Real Salt Lake games.

**Why did you choose school counseling?** I wanted to go into school counseling because I have always been interested in working in a school setting. After I decided that teaching wasn’t for me, I explored school counseling and decided it would be a great fit! I would love to be a counselor in an elementary school post-graduation. I love prevention and think that the earlier you can help kids the better.

**Any advice you would give to incoming students?** Stay motivated, participate in discussions, and get to know your cohort because you can learn so much from them.

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**Timothy Welch, 2013 Cohort**

**Introduction** - I am the youngest of five boys in my family. I grew up in Southeast Idaho where I enjoyed being outdoors and being able to freely roam and just enjoy life. I just recently got married to my beautiful wife and best friend whom I have known since I was 14. Currently we live in Inkom Idaho, which is just a short commute to Pocatello where I work for Allstate. Some of my hobbies are being with my family, friends and spending time with them when I can. I also love watching, playing and coaching football.

**Why did you choose school counseling?** The reason behind my thinking of choosing the program started a few years ago. I was a sophomore in college pursuing a degree in Communications where I wanted to work with film and the post-production aspect of it, but I wasn’t happy. I then decided that I wanted to go into counseling where I could be an influence, aid and to assist in the lives of children.
An Act of Caring
Anna Johns

At my school, we focus on one character word each month for 10 months. During the month of December, our character-education focus was on caring. The other counselor and I thought it would be a wonderful idea to get our students involved in a service project focused on caring for the elderly who were in residential assisted-living facilities and nursing homes and shut-ins. We drafted a letter to go home with each student explaining the project and requesting small toiletry items to be brought to school and assembled into gift bags to be taken to the elderly at home and in those facilities. During each guidance lesson, I would begin a discussion on caring by reminding students to bring one small item for the service project. I would tell them that caring doesn’t have to cost money, as they could also draw pictures or write letters to the elderly.

One morning before the bell rang, a sweet young kindergarten boy came into my office with a smile that covered his entire face. He handed me a toothbrush and said it was all he had. I thanked him and praised him for his kindness as he walked out of my office. As the door closed behind him, I looked down and in my hand saw a travel-sized, used Power Rangers toothbrush. I suddenly realized that the ultimate act of caring for this small child was giving something that he cherished dearly to someone else. Obviously I couldn’t put this item in a gift bag to be taken to the elderly, but I did tuck it inside my desk so that it could be a daily reminder to me of the importance of caring.