



# Reflections

A PUBLICATION OF THE GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS

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## New counseling center planned

The Marriage and Family Therapy (MFT) Department is on the move: This fall, its clinical facility will relocate to the new Kathryn P. Koslow Family Counseling Center in Southwell Hall right next to the Early Learning Center.

The new Center will be a state-of-the-art facility that augments the program’s strong clinical training component by providing a professional space for students to gain clinical experience. Construction is scheduled to run through the summer for a Sept. 1 opening.

Koslow ’05, a current MFT student and member of the new GSEAP Advisory Board, generously supported the renovation of the building with a \$500,000 pledge and has launched a \$125,000, five-year challenge grant in support of the program’s work. She will match up to \$25,000 in donations each year for the next five years to support students, enhance the curriculum, and expand programming.



Kathy Koslow chats with Dean Franzosa

Clinical training is a major part of the MFT program, which prepares graduate students to be eligible for licensure. Prior to graduation students must complete 500 hours of direct clinical services to clients, 250 of which must be with couples and families. They must also receive 100 hours of supervision by licensed marriage and family therapists.

“Currently, students do the bulk of their clinical training at off-campus sites,” said Dr. Rona Preli, chair of the MFT Department. “The new Family Counseling Center at Southwell Hall will be a tremendous improvement over the current on-campus clinical training facility, located in the lower level of Canisius and only open two nights a week. It will enable us to expand our hours of service and offer more on-campus clinical experiences to our students – all within a center with state-of-the-art technology.”

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“Our faculty and students are so grateful to Kathy Koslow,” said Dean Susan Franzosa. “GSEAP’s Marriage and Family Therapy Program has grown in stature since its founding in 1985 and is regarded as one of the finest in Connecticut. With Kathy’s generous support, it will reach more students, help us expand our collaborative research efforts, and serve a greater number of families in need.”



*Graduate School  
of Education and  
Allied Professions*

## Name change in Counselor Ed

The state Department of Higher Education has approved a change to the Counselor Education Department: The former Community Counseling master's degree track is now a Clinical Mental Health Counseling program.

The new track, supported by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), requires a minimum of 60 credits – up from 48 – for the master's program. It prepares candidates for work in a variety of human service settings, including clinical mental health counseling, career, substance abuse, and crisis counseling centers. The program also provides excellent opportunities for internships, research, and postgraduate employment.

“The Counselor Education Department is pleased to begin our new 60-hour M.A. in Clinical Mental Health Counseling,” said Dr. Diana Hulse, chair of the Counselor Education Department. “This new program meets nationally revised standards for clinical practice and state licensure requirements. Graduates of our new program will be able to make a seamless transition to practice as licensed eligible counselors.”

For more information, contact Dr. Hulse at (203) 254-4000, ext. 2245.

## From piano to people: One professor's path

A degree in piano performance rarely leads to a career in counselor education. But it did for Dr. Diana Hulse, chair of Counselor Education at GSEAP. And it's just her sort of roundabout way to her true vocation that the University community considered during the second campuswide Strategic Conversation in March.

The theme of this meeting was the notion of vocational exploration and how Fairfield can best encourage students to discover their passions. For Dr. Hulse, the “A-ha” moment came as she helped teach young people how to play piano in South Boston and later worked in an Indiana women's crisis center. “I realized I was interested in people,” she told the audience with a smile.

That realization carried her through graduate studies and an eventual Ph.D. in the field she now believes she was born to join. On campus, she guides students interested in school and clinical mental health counseling – a far cry from her days practicing piano at Oberlin College. “You have to love what you do,” she said.

## GSEAP professors consider Women in Education



Dr. Wendy Kohli

Dean Susan Franzosa and Drs. Barbara Welles-Nyström, Rose Rodrigues, and Wendy Kohli led a March Women's Week discussion on women in education, touching on historical and modern issues of women as students, teachers, and leaders.

Dean Franzosa, the first in her family to earn a college degree, considered the place of women in academia and the learning culture they face. She distributed data showing women still rank lower than men when it comes to tenure, salary, and other factors on U.S. college campuses.

Dr. Welles-Nyström compared the situation here with that of “child-centered” Sweden, where she lived, taught, and studied for 25 years, while Dr. Kohli discussed how her male-dominated college years at Syracuse University affected her view of research about women's issues.

The talk was part of a week of discussions and exhibitions on women's history.

## Inaugural advisory board meets

The Graduate School of Education and Allied Professions is pleased to welcome its inaugural Advisory Board, led by Chair Theresa Tillinger M.A.'02, principal of St. Ann School in Bridgeport.

At its first meeting in February, the Board identified areas of emphasis for the coming year, which include the Family Counseling Center (see page 1), the newly forming Early Childhood Education program, graduate student scholarships, endowed chairs, and promotion of programs.

“The consensus amongst all members was a desire to align personal interests and expertise with the dean’s vision for the GSEAP,” Tillinger said of the enthusiastic Board members, who met in subcommittees before their next full Board meeting in June.



### The 2010-11 GSEAP Advisory Board

**Theresa Tillinger M.A.'02**, chair  
*Principal, St. Ann School, Bridgeport*

**Helen Nayden Burland '80**  
*President, St. Catherine Academy, Fairfield*

**Susan Carroll**  
*Active volunteer/wife and mother of three*

**Dana Cavallo M.A.'95**  
*Licensed Psychologist/Faculty, Yale University School of Medicine, New Haven*

**Michael Jehl**  
*Executive Director, Fairfield Museum and History Center, Fairfield*

**Kathryn Price Koslow '05**  
*Current student, Marriage and Family Therapy*

**Denise Lewis**  
*Attorney/Active volunteer, Fairfield*

**Eileen Manning Quick '77**  
*Social Worker/Active Volunteer, New Jersey*

**Katie Jacobs Robinson '89**  
*Member of the ownership group, Delaware North Companies, New York*

**Eileen Ward '80, M.A.'88**  
*Director, Children's Community Development Center, Westport*

**Laura Wrinn M.A.'09**  
*Teacher, All Saints Catholic School, Norwalk*

Dean Franzosa, Associate Dean Christine Siegel, and professors Annibal Torres and Dan Geller are also members of the board.

*Continued from page 1*

The new site will have five observation rooms, complete with digital taping capability; a seminar room for teaching, workshops, and advanced seminars; work space for preparation; and the capability to have teams of students work together on clinical cases and multiple clinical cases observed simultaneously.

It will also support the University's Jesuit mission: It will be open full time, and will continue its sliding scale fee structure to help underserved populations. GSEAP plans

to expand its community partnerships with hospitals, agencies, mental health facilities, addiction treatment centers, and schools, and to pursue grants to fund faculty and student research projects. “We hope to provide expanded services to the public, particularly those clients who cannot afford to go elsewhere,” Dr. Preli said.

To contribute to the Koslow challenge grant or to make a gift in support of the program, contact Jessica Colligan '03, manager, Constituent Relations, at [jcolligan@fairfield.edu](mailto:jcolligan@fairfield.edu) or (203) 254-4000, ext. 3473.

## GSEAP welcomes top speakers

Fairfield's commitment to early childhood education, social justice, and outreach was evident this semester, as the Graduate School of Education and Allied Professions hosted three prominent speakers.

On March 31, GSEAP partnered with the Mid Fairfield Directors of Child Care Programs and the United Way of Coastal Connecticut to host a free evening seminar for parents with Alfie Kohn, a respected author and sought-after speaker. Kohn presented "Unconditional Parenting" to a large audience gathered in the Quick Center.

Kohn stressed that children need to be seen *and* heard. Rather than coercing kids into behaving properly, he said, we should try to understand what they are doing and why.

Dr. Courtland Lee offered a workshop in cross-cultural counseling relationships in February. Dr. Lee, a charismatic personality, offered his expert insights on multicultural exchanges and social justice, including societal and cultural privilege and power. He emphasized professional counselors' responsibility to social advocacy and stressed that every interaction is an opportunity to learn.

In addition, the Fairfield chapter of Phi Delta Kappa

presented "An Evening on Haiti," March 24 in the Barone Campus Center. Speaker Paul D'Agostino, board chair for Haiti Lumiere de Demain (HLD), explained ways members of PDK, the premier professional association for educators, could partner with HLD to help raise funds and awareness for the Haitian school system.

D'Agostino believes education is the best hope for Haiti and HLD strives to help leaders there to remove barriers such as under-qualified teachers, low attendance rates, and expenses through outreach, awareness, and a lending program.

For more information on PDK membership and activities, contact Dr. Wendy Kohli at [wkohli@fairfield.edu](mailto:wkohli@fairfield.edu).



## New certificates offered

GSEAP is offering new certificate programs for those who would like to consider spirituality in counseling or bring family therapy to the school setting.

Integrating Spirituality in Counseling and Therapy is a six-course, 18-credit program leading to a certificate of completion. The program integrates spirituality into practice versus having a specific faith orientation, as in pastoral counseling.

Beginning in 1996, the counseling profession developed competencies for practicing counselors and therapists. Infused with these competencies, the new program is endorsed by the Association of Spiritual, Ethical and Religious Values in Counseling.

Offered for credit or CEUs during the summer months, the six courses cover several topics, including grief and loss, multicultural counseling, and spiritual interventions.

The Marriage and Family Therapy Department (MFT), in response to the passage of landmark legislation, created a new concentration to prepare family therapists for certification in school settings. In the program, licensed family thera-

pists, graduates, and current MFT students complete four courses. Candidates are then eligible, once licensed, to apply for certification to work in school systems.

Under the law, schools are not required to employ family therapists, but they may choose to for many reasons, said Dr. Rona Preli, chair of Marriage & Family Therapy. Unlike school counselors, social workers, and psychologists, who typically perform other functions within the school system, family therapists are uniquely prepared to work clinically with the whole family. "They're helping families to deal with problems that are being expressed in school," she said.

The courses address school-specific topics, such as second language learners and education law, that will help students better work within the team of school professionals. Candidates are also required to have a practicum experience, which current MFT students can do with their advanced clinical internship.

For more information on either program, contact GSEAP at (203) 254-4250.

## Partnerships abound

**G**SEAP extended its expert outreach to schools from Fairfield to New Haven in 2009-10, mentoring teachers in a new inner-city school and forging bonds with a unique school for children with special needs.

GSEAP faculty became fully immersed in an exciting new partnership with St. Martin De Porres Academy, a New Haven NativityMiguel middle school serving low-income children from the Greater New Haven area. Modeled after the Jesuit Nativity Schools network, the tuition-free school features small class sizes and an extended day with available tutoring and extracurriculars. Many of the teachers are part of Teach for America, a program that offers a modest income and housing to qualified college graduates.

And that's where GSEAP comes in. Many of the eager teachers at St. Martin de Porres don't have formal education training, so GSEAP has provided in-school mentoring and workshops on everything from counseling issues to creating digital stories with their students. Faculty and staff from across GSEAP have embraced the school, working with students in New Haven and inviting teachers to campus for free training.

Dean Franzosa was pleased to announce another partnership this year, an exchange program with St. Catherine Academy of Fairfield. Over the summer 160 guests, including the Most Rev. William Lori, Bishop of Bridgeport, spent an evening on campus raising scholarship money for the school, which serves individuals with special needs.

With 21 students ages 5 to 21, St. Catherine was an ideal place for 25 students in Dr. Daniel Geller's course, "Introduction to Individuals with Intellectual Disabilities," to observe students in a school setting. "What's interesting is this is an unusual school, a more homogeneous setting," Dr. Geller said. "They loved the community, the spirit, the attention the teachers gave the students."

In addition, this spring some St. Catherine students came to campus for various inclusive experiences. Two young men worked in the Barone Campus Center, gaining both job and social skills.



Dr. Ingeborg Haug (back row, third from left) poses with students at the Marlborough Institute in London, where GSEAP hosted a second annual study tour for marriage and family therapists, counselors, and students.

## GSEAP offers full summer slate

Looking to make your summer special? GSEAP is offering several summer workshops, special events, and courses designed with professional development, enrichment, inspiration, and networking in mind. Programs in Counselor Education, Marriage and Family Therapy, Educational Technology, Curriculum and Instruction, Psychology, and Special Education are all available. So come for a one-day workshop, an intensive week of training, or a month- or summer-long course, many with CEU and course credit options.

For more information on special summer programs, visit [www.fairfield.edu/gseapevents](http://www.fairfield.edu/gseapevents). Go to [www.fairfield.edu/gseapsummer](http://www.fairfield.edu/gseapsummer) for full course listings.



## Faculty news

**Dr. Marsha Alibrandi** attended the Environmental Systems Research Institute's education conference in San Diego and presented "GIS and Teacher Education: Field Notes from Middle Schools, A Tale of Three Cities: Implications for GIS in Educational Research." She presented at the Connecticut Social Studies conference on Nov. 7 and delivered "Comparing Spatial and Linguistic Cognition to Teach for Sustainability" at the National Council of Social Studies conference on Nov. 13 in Houston.

The Document It! Project of the Graduate School of Education and Allied Professions (GSEAP) and the Fairfield Museum and History Center have been invited to resubmit to the Library of Congress' Teaching with Primary Sources Professional Development program. **Dr. Marsha Alibrandi** leads the program and **Dean Susan Franzosa** hosted invited partners from several Connecticut state archives, educator networks, and institutions of higher education to a working partnership meeting held at Alumni House in February. The new project, a Connecticut Consortium for Teaching with Primary Sources, submitted its proposal in March for a two-year funding cycle to commence in October.

**Dr. Aidin Amirshokoohi** has a paper, "Pre-Service Elementary Teachers' Understanding and Attitude Toward STS and Environmental Education: A Field Study," published in the Spring 2010 *Science Educator*. He and **Dr. Mahsa Kazempour** co-authored "The Biodiversity Community Action Project: An STS Investigation" for the Spring 2010 *American Biology Teacher*. In January, he presented "Impact of an STS-Oriented Methods Course on Prospective Teachers' Views of STS Issues and Instruction" at the 2010 Annual Meeting of the Association for Science Teacher Education in Sacramento.

**Dr. Stephanie Burrell** co-authored the chapter "Getting started with portfolios: A vision for implementing reflection to enhance student learning" in *The Learning Portfolio: Reflective Practice For Improving Student Learning* (Jossey-Bass, 2009).

In January, **Dr. Ingeborg Haug** led a group of graduate students to London in a second international study tour. The group trained at the Marlborough Family Center in a multi-family therapy approach to working with school-based problems.

**Dr. Maureen Hinkley** delivered "Preparing Education Professionals for International Telecollaborative Projects" at International Education Week 2009: Creating Global Learning Communities at Columbia Teachers College. She and graduate students in the Educational Technology program shared curricula design.



Dr. Diana Hulse

**Dr. Diana Hulse** co-authored the article "Perceptions of doctoral level teaching preparation in counselor education," which was published in the *Journal of Counselor Preparation and Supervision* (1, 2-10).

**Dr. Mahsa Kazempour** and **Dr. Aidin Amirshokoohi** co-wrote an article for publication. *The International Journal of Teaching* published their "Turkish Pre-Service and In-Service Teachers' Beliefs about Inquiry" in Fall 2009.

Dr. Kazempour's "Impact of Inquiry-Based Professional Development on Core Conceptions of Teacher Practices: A Case Study" appeared in the Fall 2009 *Science Educator*. She presented "Transitioning to Inquiry-Based Teaching: Exploring Teachers' Experiences in Overcoming Learning Bottlenecks," which she wrote with Dr. Amirshokoohi, at the 2010 Annual Meeting of the Association for Science Teacher Education in Sacramento in January.



Dr. Paul Maloney

**Dr. Paul Maloney** was in the *Greenwich Time* and *Stamford Advocate* on Dec. 12 in an article discussing stress. Dr. Maloney states that there are two types of stress: eustress, which is good stress, and distress, known as bad stress. He pointed out that distress can narrow one's focus and diminish the ability to handle problems.

**Joseph A. Ricciotti** wrote a letter to the editor on Jan. 3 about a *New York Times* op-ed piece on finding qualified substitute teachers. Ricciotti wrote, "To help resolve this problem, many school districts have formed partnerships with teacher training institutions, which provide teaching interns who are available to serve as substitutes in the schools for a year."

**Dr. Barbara Welles-Nyström** presented a paper entitled "Maternal Perceptions of Newborn Behavior in St. Petersburg, Russia" at the Society for Cross-Cultural Studies, in Albuquerque, New Mexico, in February. She organized a GSEAP event for the Early Learning Center with students from the School of Nursing to provide information at two brown bag lunches entitled "Nutritious Snacks for Children."

## Dr. Goldberg in Nicaragua

In February, Dr. Jennifer Goldberg led a delegation of teachers to Nicaragua with the New Haven León Sister City Project (NH/LSCP) that included Stephanie Santos, a graduate student in GSEAP's Elementary Education program. NH/LSCP is a progressive, binational, grassroots organization that fosters a partnership between the communities of Greater New Haven and León, Nicaragua, and whose mission is to promote social justice.

Most of their time was focused on education in Goyena, a rural community outside of León, which was displaced by Hurricane Mitch. They observed classes and met with community members, including students, teachers, and micro-loan participants. The delegation brought school supplies, including a book created by first grade students in Ashley Freeman's (graduate student in the Elementary Education program) classroom at Greens Farms Academy in Westport. Dr. Goldberg and Santos also taught lessons using tangrams.

"Although our delegation spent only eight days in Nicaragua, some major issues affecting the quality of education jumped out at us immediately after observing in their schools and talking to the teachers, students, and parents," Dr. Goldberg said. "For example, there is an absence of books and extremely limited supplies in the schools, particularly in Goyena. While we did note that the older students had individual notebooks and pencils, there were no other books seen in any of our Goyena observations.

"Teachers receive limited teacher training and their salaries are extremely low, especially in rural areas, requiring most of them to hold second or third jobs just to earn a living. In fact, the two preschool teachers in Goyena have

not received any pay so far this year from the Ministry of Education, which claims it simply lacks the necessary funds."

While in the United States many argue for maximum class sizes of 20-30 students, the required "minimum" size of a classroom in Nicaragua is 40 students. "Despite such limitations, the teachers we observed in Nicaragua are dedicated to the education of these children and want to create interesting, challenging lessons for their students," Dr. Goldberg said. "Our delegation of teachers is committed to helping provide resources for these dedicated teachers – from

providing classroom supplies to teacher training." Contact Dr. Jen Goldberg, [jgoldberg@fairfield.edu](mailto:jgoldberg@fairfield.edu), for more information.



Dr. Jen Goldberg, right, with some young friends in Nicaragua.



## My sabbatical in Korea

By Hyun Uk Kim, assistant professor of special education

I was granted a fellowship in the spring of 2009 to the Bundang Seoul National University Hospital in Korea to educate and train psychiatrists, psychologists, and mental health professionals about Autism Spectrum Disorders (ASD).

From June to November 2009, I trained psychiatrists, medical school students, and mental health professionals on various topics related to ASD through workshops and presentations. In addition, I offered a month-long workshop to preschool and daycare teachers and parents on the early identification markers of ASD, intervention strategies, and the

importance of family involvement for successful interventions.

During my fellowship in Korea, I witnessed the enormous need for better professional training and education on ASD. As a result, I plan to offer an international collaboration workshop on ASD in the near future. Psychiatrists and mental health professionals from Korea will be invited to attend a summer institute at Fairfield University. The institute will provide additional training to these professionals and allow them to collaborate on program development to help children and families affected by ASD in Korea.



### UPCOMING EVENTS

#### Graduate Information Session

Learn more about GSEAP programs – Tell a friend!  
Tues., July 13, 5:30-7 p.m.  
Contact Graduate Admission at (203) 254-4184 or gradadmis@fairfield.edu.

#### The Educational Imagination,

an intensive course  
With Dr. Wendy Kohli  
Tues., Wed., Thurs.,  
August 3-12, 9:30 a.m. to 3:30 p.m. For more information, contact: Kim Baer at kbaer@fairfield.edu (203) 254-4000, ext. 2140.

#### Change Management: Stress and Resilience

With Dr. Paul Maloney  
Thurs., Aug. 5, 8:30 a.m. - 4:30 p.m. For more information, contact Kim Baer at (203) 254-4000, ext. 2413 or kbaer@fairfield.edu.

*Reflections*, a newsletter published twice a year by the Fairfield University Graduate School of Education and Allied Professions is written for and distributed to alumni of the Graduate School. Its primary mission is to keep alumni and friends informed about what is going on in the School and to highlight the impact of gifts and partnerships, focusing on the people behind them and the people – both students and faculty – benefiting from them.

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## Message From the Dean:

Welcome to our latest edition of *Reflections*, the Graduate School of Education and Allied Professions newsletter. We're delighted our graduates want to stay in touch and participate within our professional communities.

This year has been exceptionally successful for the School. Our enrollments are steadily increasing – 610 students were enrolled in GSEAP's programs – and we awarded 133 master's degrees and 12 certificates of advanced study at the May Commencement. For the second year in a row, a GSEAP student, Barbara Blau, received the highest honor awarded to a graduate, the St. Ignatius Loyola Medal. Several programs have added new components and certificate options to meet the needs of our students. And our faculty continues to advance national and international scholarship. Dr. Wendy Kohli received a University Faculty Recognition Award for Service.

The inaugural meeting of the first GSEAP Advisory Board, chaired by Theresa Tillinger, principal of St. Ann School in Bridgeport, took place in February. The Advisory Board is charged with promotion, outreach, and enhancement of the School's growth and the realization of its mission. Also in February, our Marriage and Family Therapy Program received a significant gift for the new Kathryn P. Koslow Family Counseling Center, a state-of-the-art facility with professional space for students to obtain clinical experience on campus, enhancing this widely recognized program.

On behalf of the faculty, staff, and students of the Graduate School of Education and Allied Professions, thank you for your continued support.

Sincerely,

Susan Douglas Franzosa, Ph.D.  
Dean and Professor