

THEORY & PRACTICE

THE PANUSKA COLLEGE OF PROFESSIONAL STUDIES

USAID Funds International Collaboration for Community Development Project

The United States Agency for International Development (USAID) recently announced that the Department of Counseling and Human Services at The University of Scranton and the Departamento de Psicología at Universidad Iberoamericana (UIA) in Mexico City were the recipients of a U.S.-Mexico Training Internships, Education and Scholarship (TIES) Partnership grant.

The U.S.-Mexico TIES program is a six-year, \$50 million public-private alliance designed to spur social and economic growth in Mexico by supporting institutional strengthening in higher education via education programs, scholarships and university linkages. The grant application was submitted by Dr. Tom Collins (lead



Dr. Antonio Tena, Dr. Liz Jacob and Dr. Tom Collins in Mexico City, November 2001.

investigator) and Dr. Elizabeth Jacob at The University of Scranton, and by Dr. Marisol Garcia (lead investigator) and Dr. Antonio Tena at Universidad Iberoamericana, with the assistance of Eileen Callahan in the Office of Research Services at The University of Scranton.

The goals of TIES are “to facilitate pursuit of the common agenda for development that is emerging in the U.S.-Mexico bilateral relationship, and to contribute to Mexico’s ability to take advantage of opportunities created by NAFTA that will lead to a narrowing of the social and economic gaps between and within Mexico and the United States” (USAID, 2002). TIES will hopefully benefit many segments of U.S. and Mexican society – higher education institutions, civil society, other non-governmental and community groups, the private sector, and national, state and local governments.

As Mexico changes at an ever-increasing speed, the challenge of ensuring decreased social disparity between Mexico and the United States becomes more important. That social disparity is

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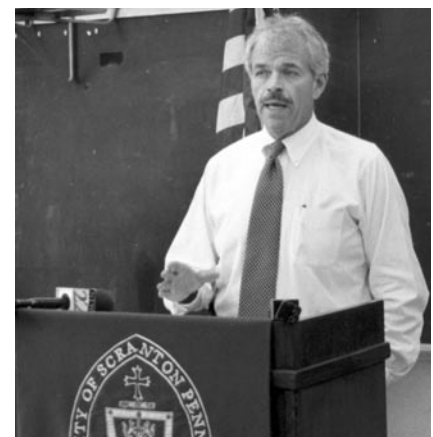
Department of Education Awarded Two Grants

The University of Scranton’s Education Department has been awarded \$189,680 to lead an initiative designed to improve mathematics achievement of 4th- and 7th-grade students in the Scranton School District and the Diocesan Catholic schools. The grant is supported by the Eisenhower Higher Education Professional Development Program, which is codirected by Drs. Barbara Cozza and David Wiley. The yearlong professional development project, The Scranton Partnership for the Improvement of Student Achievement in Mathematics (SAM/S), focuses on improving students’ understanding of and achievement in mathematics by developing the skill of educators and parents.

“The school districts and the University worked closely together to develop this program and take full advantage of

the professional development opportunities available to our teachers,” said John Williams, Ed.D., superintendent of the Scranton School District.

“The Diocesan Catholic school educators participating in this project welcome the opportunity to collaborate, share and discuss the best practices with their fellow public school and University colleagues,” said Patrick Cawley, assistant superintendent for curriculum development, Diocese of Scranton Catholic schools. “When teachers are given the opportunity to expand their content knowledge and teaching strategies through collaborative professional development activities such as this project, then it follows that their students will have greater opportunities to increase their knowledge and improve their performance.” Dr. Williams added, “We are looking forward to even more



Scranton Schools Superintendent John Williams, Ed.D., announces the receipt of a grant to improve math skills of 4th- and 7th-grade students in the Scranton School District and Diocesan Catholic schools.

collaborative programs with The University of Scranton for workforce development in the future.”

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Grants Awarded to Department of Education

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SAM/S established a Summer Academy to build on the Scranton School District's successful implementation of a pilot program, Thinking Mathematics, which is supported by the American Federation of Teachers. The Academy prepared in-service teachers from the school entities and The University of Scranton's pre-service elementary students in this problem-based mathematics program. Professors from the Departments of Education and Mathematics at The University of Scranton supported the Academy's implementation efforts with conference presentations. National and local trainers assisted with training sessions. Dr. Anthony Ferzola, associate professor of mathematics, Dr. Tim Hobbs, associate professor of special education, and Dr. Cozza presented workshops and held discussion groups.

During this school year, University professors will continue to support implementation efforts by emphasizing a strong conceptual mathematics framework embedded in current research trends and methodology for teaching children.

Upcoming events include a School Administrators' Conference and Parent Forum. In the spring, after participating in a Train-the-Trainer model program, teachers will become trainers for their school buildings. It is believed that the development of a network of supportive communication will create an effective mathematics program for the Scranton schoolchildren.

The Education Department has also been awarded \$137,281 from the Pennsylvania Department of Education to fund the Performance Assessment of Students through Technology (PASSTech), a pilot program aimed at assisting future job seekers in Northeastern Pennsylvania to develop electronic portfolios, computerized samples of an individual's work and accomplishments. "The initiative will train 100 University of Scranton students and faculty members from three disciplines on the technology and then incorporate the use of electronic portfolios as part of their coursework," said

Kathleen Montgomery, D.Ed., associate professor of education, who co-authored the grant proposal with David A. Wiley, Ed.D., professor and chair of the Education Department at The University of Scranton.

Seniors in education, news/radio communications and the Business Leadership Program will be the first participants in the program that The University of Scranton plans to introduce throughout its curriculum.

According to Dr. Montgomery, electronic portfolios encourage students to incorporate technology into their academic work. For instance, a research presentation may include photographs, video and audio elements. The technology also provides a means of capturing this type of complex, multimedia learning for future review and evaluation.

Participating students will collect samples of their work in an interactive electronic portfolio



Dr. David Wiley and Dr. Kathleen Montgomery, shown here with Education students Scott Kossbiel and Blair Formisano, co-authored a grant to fund an initiative helping students develop electronic portfolios.

that later will be burned onto a compact disc. Portfolios typically include demonstrations of a student's work, such as research projects and presentations. Portfolios may also include examples of extra-curricular activities, such as service trips, athletic events or musical performances. Students will be encouraged to include information that presents an all-encompassing view of themselves and demonstrates their capabilities. Future employers can then interactively view and evaluate the student's accomplishments.

The Pennsylvania Department of Education already requires teachers to provide evidence of their ability. According to Dr. Montgomery, teachers frequently use videotapes of their classroom performance as proof. Employers in broadcast communications also routinely ask for taped samples of student's work. "Electronic portfolios provide an efficient and effective manner of gathering this type of demonstrative information," said Dr. Montgomery.

The pilot program will also include several area teachers involved with The University of Scranton's student teachers who will bring this tool into their classrooms. "In Pennsylvania, high school juniors must complete a comprehensive project in order to graduate. Typically students make presentation posters of their research that include photographs, graphs and tables. This type of complicated project would lend itself well to the electronic portfolio format," explained Dr. Montgomery.

The project began in summer 2002 and is continuing this academic year.

Student Reflection: Internship in Mexico

By Anju Kaduvttoor

As a senior in the Human Services program, I want to briefly share my reflections with you regarding my learning from an international immersion experience. In spring 2002, I completed a semester in Mexico City at Universidad Iberoamerica, which is a Jesuit university. As I reflect on my overall experiences, I realized that one of the best parts of my experience was doing my internship through the Centro de Desarrollo Humano (Community Development Center) at a local middle school.

While interning at the school I was able to observe how the majority of Mexicans live. Most of the children were between the ages of 11 and 15. I worked with a group of 11 girls on Tuesdays and with one adolescent male on Thursdays. Each week we would plan a developmental activity to help the



Anju Kaduvttoor

adolescents with the struggles of their growth and assist them in developing their own identities. In addition, I was able to plan and implement activities focused on substance abuse prevention.

In conjunction with the internship, a twice-weekly class focused on the developmental processes and experiences of adolescents.

We discussed identity, the importance of groups, stages of development as seen by numerous theorists, and the adolescents' place in the family, among other topics. I was able to experience what we were learning firsthand because of the opportunity to have sessions with Mexican adolescents. The experiences the adolescents were having and the processes they were going through were the same ones we were learning about in class. I

learned that adolescents in Mexico City undergo similar developmental periods and processes as American teens, although in a different social context.

Going to Mexico was a terrific experience. I would encourage others to study abroad; it is a great opportunity to learn about yourself and other people. I hope that what I have learned will enhance my ability to aid others as a helping professional.

Anju Kaduvttoor (center) with Verónica de Agüero Servín (Fulbright scholar) and Jose Ignacio Gutierrez (engineering student) in Mexico City.



Margarete Lieb Zalon Chosen as Post-Doctoral Fellow in Gerontologic Nursing

Margarete Lieb Zalon, Ph.D., R.N., GNP, has been named a fellow in the John A. Hartford Institute for Geriatric Nursing 2002 Geriatric Research Scholars and Fellows Program, part of the New York University Division of Nursing. Dr. Zalon was selected for having conducted significant research in gerontologic nursing and for her strong leadership potential. She is one of 11 outstanding nursing faculty from the Northeast region who were selected for this program, now in its fifth year, which fosters new gerontological nursing researchers with the goal of improving the quality of health care for older adults.

The focus of Dr. Zalon's research is the intensity of acute pain and post-operative recovery in older adults. Currently president of the Pennsylvania State Nurses Association, Dr. Zalon is committed to working with the elderly, especially within her community in Northeastern Pennsylvania. She has completed a number of research studies, and her work has been published in several



journals, including the *Journal of Nursing Education* and *Image: Journal of Nursing Scholarship*.

"Our program brings together outstanding new scholars who

are conducting significant research in gerontological nursing and gives them an opportunity to interact with leading experts in the field," says Terry Fulmer, Ph.D., R.N., FAAN, co-director of the Hartford Institute for Geriatric Nursing. "This unique opportunity to hone research skills helps these individuals gain the competitive edge they need to attract research funding and publish the results."

In the first part of the 2002 Geriatric Scholars and Fellows Program, the attendees participated in an intensive weeklong seminar at New York University. During this time they met with nationally recognized experts in geriatric

nursing, addressed issues and obstacles in understanding high-quality research, and received individual mentoring and critiquing. In the second part of the program, the three fellows, including Dr. Zalon, will pursue research assisted by a \$5,000 award from the program. Each fellow will continue to work with a mentor for two months following the seminar.

Dr. Zalon joined The University of Scranton's Department of Nursing in 1988 and was named a professor in 2000. She was previously a staff nurse at New York University Medical Center. From 1981 to 1988 she was director of the School of Nursing at Community Medical Center. Dr. Zalon is a member of the National League for Nursing, the Pennsylvania League of Nursing and Eastern Nursing Research Society. She is a member of Sigma Theta Tau, Upsilon and Iota Omega Chapters, and the International Association of the Study of Pain.

Annually, the Hartford Institute chooses scholars and fellows from a

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Above: Summer Academy mathematics training session. Scranton District and Diocesan Catholic teachers with (standing, from left) Dr. Barbara Cozza, grant co-project director, and Cathy Buzad, Scranton District teacher trainer. Below: Scranton students participate in math activities as part of The Scranton Partnership for the Improvement of Student Achievement in Mathematics (SAM/S).



Ratio & Usus

Tenure and Promotion

Dr. Lori Bruch (Counseling and Human Services) was promoted to associate professor.

Dr. Barbara Cozza (Education) was promoted to associate professor.

Dr. Mary Jane DiMattio (Nursing) was granted tenure.

Dr. Marian Farrell (Nursing) was promoted to full professor.

Dr. Renee Hakim (Physical Therapy) was granted tenure.

Dr. Timothy Hobbs (Education) was promoted to associate professor.

Prof. Peter Leininger (Physical Therapy) was promoted to assistant professor.

Dr. Oliver Morgan (Counseling and Human Services) was promoted to full professor.

Academic Appointments

Prof. Bette Susan Bryant, Lecturer in Education.

Dr. Graeme Coetzer, Assistant Professor of Health Administration and Human Resources.

Prof. Rita P. Fleming Cottrell, Lecturer in Occupational Therapy.

Dr. Nancy Kolodziej, Assistant Professor of Education.

Prof. Lisa Ann Lesneski, Assistant Professor of Nursing.

Prof. Laurel Pierangeli, Lecturer in Nursing.

Dr. Paula Roe-Prior, Assistant Professor of Nursing.

Prof. Robert Spinelli, Lecturer in Health Administration and Human Resources.

Prof. Barry Alan Wolf, Instructor of Occupational Therapy.

Scholarship

Lori Bruch (Counseling and Human Services) was principal author of a chapter, "The Rehabilitation Facility Movement," published in *Rehabilitation Services: An Introduction for the Human Services Professional*, Aspen Professional

Services. Dr. Bruch also co-presented two papers: one on community employment partnerships at the 2002 Disability and Employment Conference, and the other on collaborative community Projects with Industry partnerships at the National Projects with Industry Conference in Washington, D.C.

Ronald W. Deitrick (Exercise Science) served as a reviewer for the *British Journal of Sports Medicine*; was invited to serve on the 2002-03 Research Review Committee for the Mid-Atlantic Regional Chapter of the American College of Sports Medicine; and recently served on an expert review panel at the National Institutes of Health regarding disability, technology and exercise physiology. Dr. Deitrick also co-authored, with Maria Jankoviak '02 and associate professor Curt Dixon, a paper entitled "Nutrient Intake and Knowledge in Field Hockey and College-aged Females," which was presented at the national American College of Sports Medicine meeting in St. Louis, June 2002, and published in *Medicine and Science in Sports and Exercise* in the April 2002 issue.

Curt Dixon (Exercise Science) was fourth author of a paper, "Self-regulated cycling using the children's OMNI Scale of Perceived Exertion," published in *Medicine & Science in Sports and Exercise*, July 2002.

Carol Reinson (Occupational Therapy) was recently awarded a Ph.D. in special education from Syracuse University. Her research, in the area of early intervention and early childhood special education, was supported through grants from the Edward R. Leahy Jr. Center for Faculty Research. Professor Reinson is a co-author of the Syracuse Play-Based Assessment for newborns to children three years of age. She has published several articles and presented papers at national conferences on this assessment and early intervention.

New Associate Dean

Dr. Rhonda A. Waskiewicz has been named the Associate Dean of the Panuska College of Professional Studies. She was welcomed at a reception on September 10.

University guests at the welcoming reception for Dr. Waskiewicz (far right) included Dr. Marie George, vice president for planning and institutional research (left); and Abigail Byman, general counsel and University secretary (center).



Employment Services Director Speaks to Human Resources Studies Students

Pamela Feldman, director of employment services at The Rouse Company in Columbia, Md., spoke on workplace issues at a gathering of Dr. William Wallick's Human Resource Studies students. The Rouse Company earned the 2001 Secretary of Labor's Opportunity Award for its outstanding affirmative action programming. Ms. Feldman shared her experiences with strategic planning and management of recruitment, retention, workplace diversity, relocation and affirmative action, as well as other issues related to human resources management. Ms. Feldman has over 20 years of experience in human resources management and, in addition to her employment with The Rouse Company, has held positions in the health-care industry and with The University of Maryland at Baltimore.

Dr. William Wallick (left), Pam Feldman (third from left), and Human Resources Studies students.



University Welcomes Its First-Ever Fulbright Graduate Student

The Department of Counseling and Human Services is pleased to announce the enrollment of The University of Scranton's first-ever Fulbright graduate student in the Community Counseling program. Ms. Maria Verónica de Agüero Servín (Verónica) hails from Ciudad de Mexico (Mexico City) and is simultaneously completing her thesis requirements for a master's degree in human development from Universidad Iberoamericana and pursuing graduate study here.

Verónica is the youngest of a family of six (one brother, four sisters). She came to the United States for the first time as an exchange student at Saint Pius X High School in Pottstown. She went on to major in economics/administration at Instituto Tecnológico Autonomo de Mexico (ITAM), where she partici-



University faculty and staff with Mexican students in the summer exchange program. Back row: Dr. Lee Ann Eschbach, Craig Lukatch, Verónica de Agüero Servín, Michael Simons, Alvaro Ibañez Martínez, Carlos Mendivil, Lucía de la Torre Aranda, Tania Michelle García López, Fr. McShane. Front row: Kirsten Simons, Mónica Prado, Rosenda Martínez Cínta, Laura Ramírez López, Dr. Elizabeth Jacob, Ana Yedra, Mariana Díaz Moctezuma.

Dr. Zalon (continued from p. 3)

different region of the United States. The 2003 fellows and scholars will be selected from among Midwestern health-care institutions. For information on the 2003 Hartford Institute Geriatric Nursing Research Seminar, visit the Hartford Institute Web site at www.hartfordign.org.

The Hartford Institute for Geriatric Nursing seeks to shape the quality of health care that older Americans receive by promoting the highest level of geriatric competency in all nurses who deliver care. By raising the standards of nursing care, the Hartford Institute aims to ensure that people age in comfort and dignity. Its initiatives include education, practice, research and policy, and consumer education.

pated in AIESEC (International Association for Students and Economics and Commercial Sciences) and the founding of the Asociación de Emprendedores ITAM, a young entrepreneurs' group. After graduation, she worked in the private and public sectors in business, teaching (high school and university) and social services.

As part of the ongoing collaboration with Universidad Iberoamericana, Verónica was one of 14 students from Mexico City who participated in a six-week summer immersion experience at The University of Scranton in 2001. Dr. Antonio Tena and Dr. Elizabeth Jacob were co-instructors for the collaborative summer exchange and academic experience. The Mexican students experienced residence-hall living, classes with University students, local/regional cultural site visits, and collaborative team project development.

The goal of the Fulbright program is to increase mutual understanding between the people of the United States and the people of other countries through educational exchange. The program was

Panuska College of Professional Studies

James J. Pallante, Ed.D., *Dean*
Rhonda A. Waskiewicz, Ed.D., OTR/L, *Associate Dean for Academic Affairs*
Dianne Posegate, Ph.D., *Assistant Dean/Director of Advising Center*

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established in 1946 under legislation introduced by Arkansas Senator J. William Fulbright and expanded in 1961 through the Fulbright/Hays Act.

Fulbright grants are awarded each year for foreign national students, teachers, professors and professionals to study, teach, lecture and conduct research in the United States, and for U.S. nationals to do likewise outside of this country. The highly competitive program is administered by the J. William Fulbright Foreign Scholarship Board (12 presidential appointees), which supervises the program, provides policy guidance, and makes final selection of all grantees.

Bienvenida Verónica!

Nursing Graduate Distinguishes Herself at Duke

Kelly Thompson-Brazill, M.S.N., ACNP, R.N., an alumna of The University of Scranton's undergraduate nursing program, completed Duke University's graduate acute care nurse practitioner program in August 2002. While at Duke, she served as president of the Graduate Nursing Student Association and Duke's Alumni Association Executive Council. A nurse practitioner at the Department of Trauma and Surgical Critical Care at the University Medical Center of Eastern Carolina, she is a member of Sigma Theta Tau-Beta Epsilon Chapter and the 2002 recipient of the Dean's Award for Outstanding Leadership.

A prolific and published writer even as an undergraduate, Kelly now has two articles in review by different nursing journals. One article is about the clinical implications of endothelial cell dysfunction, and the other discusses acute renal failure. She is now precepting nursing students so that she, too, may pass the torch.



Verónica de Agüero Servín

Counseling & Human Services

Adjunct professor Geri Barber received the Dexter Hanley Faculty Award. Dr. Elizabeth Jacob received the Dexter Hanley College Outstanding Advisor Award.

Mary Beth Cichocki, evening secretary for the Department of Counseling and Human Services as well as a biochemistry major, was named to Dexter Hanley College's Dean's List for spring 2002.

Exercise Science

Maria Jankoviak '02 was accepted to present a poster, "Nutrient Intake and Knowledge in Field Hockey and College-aged Females" at the 2002 Annual American College of Sports Medicine in St. Louis.

Health Administration & Human Resources

Dr. Daniel West was appointed to the Board of Directors of the Scranton-Temple residency program.



Spring 2002 marked the graduation of the first class of Occupational Therapy entry-level master's students.

Occupational Therapy

The first class of the OT entry-level master's program graduated in spring 2002. Twenty-nine students successfully defended their theses and left the University to complete the last of their fieldwork experiences prior to obtaining a Master of Science in Occupational Therapy.

Tina Gambale '02 presented a paper, "Impact of Service Learning on Occupational Therapy Students' Perception of Professional Development" at the Second Annual International Conference on Service-Learning Research, Vanderbilt University, Tenn.

Elizabeth A. Ciaravino, Ph.D., has assumed the chair position for the OT department. She has taught for The University of Scranton as an adjunct professor for the past seven years in the Psychology and Counseling & Human Services Departments, joining Occupational Therapy last year as a full-time assistant professor. She has served as a faculty advisor for Gavigan College, on community committees related to violence in the schools, and on the District Attorney's Drug Court program.

Dr. Ciaravino received a Master of Occupational Therapy from Boston University in 1975. Her specialty areas have been in the areas of psychosocial rehabilitation, acute care and substance abuse treatment. In addition, she has worked as an OT consultant for the New York City Board of Education. She received a Ph.D. in clinical psychology from Adelphi University in 1993. Her private practice is primarily in the area of child and adolescent concerns.

Rita P. Fleming Cottrell, M.A., OTL, FAOTA, joined the OT faculty this year. She received her Bachelor of Science and post-professional Master of Arts degrees in occupational therapy from New York University. She began her career in acute psychiatry, expanding her practice into community mental health, case management and transitional living programs. Since 1987, she has held a number of academic positions at New York University and Dominican College.

Professor Cottrell has published and presented nationally on the role of OT in mental health practice. She is the editor of four textbooks and the author of numerous journal articles and text chapters. In 2002 she received the honor of being named a fellow to the American Occupational Therapy Association for innovation and leadership in education and advocacy.

In the Student/Faculty Research Program, Assistant Professor Moses Ikiugu's first assistant, Jerzie-Ann Kissel, graduated last summer with an M.S. degree in occupational therapy. In the 2000-01 academic year, Ms. Kissel helped with data entry for the qualitative data analysis component of Dr. Ikiugu's doctoral dissertation. During 2001-02, she assisted in another research project that involved acquiring and performing a content analysis on syllabi for courses that address basic theoretical and philosophical issues in the profession from a variety of occupational therapy programs throughout the United States. Professor Ikiugu and Ms. Kissel co-authored an article based on their findings. The manuscript is under review by the *Australian Occupational Therapy Journal*.

Dr. Ikiugu's current research assistant, Heather Rosso, a senior OT student, is assisting with data analysis for a project that analyzes student feedback from a graduate course that Dr. Ikiugu taught last spring. Future projects include testing the efficacy of a conceptual practice model that Dr. Ikiugu is developing.

Physical Therapy

Graduate student Kelly M. Bronson, SPT, published an article on the benefits of yoga in *Orthopaedic Physical Therapy Practice*.

Through its annual Volleyball Marathon, the Physical Therapy Club raised a record \$4,200 for various charitable organizations and was named 2001-02 Club of the Year. Congratulations!

Lori Bruch Appointed to State Board of Vocational Rehabilitation

On August 22, 2002, Governor Mark S. Schweiker appointed Dr. Lori A. Bruch to the Pennsylvania State Board of Vocational Rehabilitation for an eight-year term.



Second Annual Nurse Camp Held in July

Twenty-one 11- to 13-year-old prospective nurses attended the second



Teresa Conte challenges Nurse Camp attendees.

summer session of Nurse Camp, sponsored by The University of Scranton's Nursing Department and Community Medical Center.

Fr. Tim Cadigan, S.J., Ph.D., asked campers to consider changes in the cardiovascular system by conducting an experiment using different-sized tubing. Drs. Margarete Zalon and Marian Farrell demonstrated basic nursing skills, and Teresa Conte '95 provided daily nursing trivia challenges. At CMC students observed the cardiac catheterization and sleep labs, operating and delivery rooms, and other locations where nurses practice within the hospital. Several nurses from the community visited the students and discussed their roles as migrant, industrial, school and community nurses.

Community Development Project

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clearly seen in the crushing numbers of Mexicans who live in poverty and lack availability and access to quality mental health services. Education and training models that do not address the social and economic realities of the majority of Mexicans perpetuate this reality for the majority of individuals living in Mexico. This same disparity is shared by the United States and its 35+ million registered Hispanic individuals and the untold number of undocumented individuals of Hispanic origin. The TIES program attempts to address these needs by reciprocally deepening and strengthening the professional and personal relationships at all levels of collaboration, from which benefits will accrue for our respective countries, professions, universities and local communities.

The UofS-UIA partnership is one of 18 sustainable institutional linkages between higher education or research institutions in Mexico and the United States to be funded in the first year of the TIES program. More than 325 applicants vied to become one of the first-year linkages that will focus on enhancing higher education's role in social and economic development through faculty and social-service provider exchange, collaborative research, and provision of an institutional framework for collaborative/dual-degree graduate programs. In addition, the TIES program will provide approximately 750

scholarships for Mexican students to study in the United States.

Universidad Iberoamericana and The University of Scranton (sister Jesuit institutions with a shared vision of social justice) have developed a sustained collaborative relationship over the last several years, beginning with an inter-institutional agreement forged by Dr. Tom Collins in 1996 and expanded in collaboration with Dr. Liz Jacob. The collaboration has included ongoing faculty/student exchange, collaborative research, conference presentations (regional, national, international), and development of professional and personal relationships. This collaboration has culminated in the USAID TIES grant application to support the development of a collaborative master's/dual-degree program in community counseling. The culturally sensitive adaptation of The University of Scranton's CACREP-accredited community counseling program extends this collaboration through the creation of a new training model along with concomitant community program development that will enable more Mexican children, families and communities to access quality mental health services. Universidad Iberoamericana will house the first CACREP-accredited counseling program in Mexico. and its graduates will fulfill educational requirements for recognition as National Certified Counselors and licensed practi-



A Nurse Camper uses an otoscope.

One of the campers summed up the week by stating, "It was a fun camp. Now I really want to be a nurse!"

Planning for the 2003 camp is already underway. Precollege Programs Director Maureen Murtha, Drs. Farrell and Zalon, and Ms. Conte will again coordinate the event. For further information, contact Maureen Murtha at (570) 941-7580 or murtham2@scranton.edu.

tioners in Mexico and the United States The USAID funding enables faculty, administrator, student, and community partner exchanges during the grant period. Faculty, community partners, and graduate students will design collaborative community intervention programs for implementation during each semester and each six-week summer program, both in Mexico City and Scranton. Students will participate in these community development programs as a part of course-related practica and internships.

In addition, the program will attempt to decrease the disparity between the respective populations through the acquisition of distance-learning equipment, a computer lab, and counseling library for the Departamento Psicologia at UIA. The equipment will support the joint development and delivery of collaborative distance-learning courses in the master's program. Two of the intended final objectives of the grant are the initiation of an annual symposium devoted to "Counseling in Latin America" and establishment of the first academic journal focused on professional counseling and human development in Latin America.

The implementation of this shared vision holds potential as a template for helping North, Central and South American communities through the globalization of the counseling profession and operationalization of our Jesuit/Panuska College devotion to justice and dedicated service to the poor.

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