



SANTA CLARA UNIVERSITY
SCHOOL OF EDUCATION &
COUNSELING PSYCHOLOGY

Annual Report

2018 - 2019

SANTA CLARA UNIVERSITY
SCHOOL OF EDUCATION & COUNSELING PSYCHOLOGY

At Santa Clara, We Reach for the Sky



In the School of Education and Counseling Psychology, we envision a world in which each person receives the inspiring education, and psychological tools and support they need to live lives of meaning, purpose, and connection. Our mission is to prepare the outstanding educators, therapists, and leaders needed to enact this vision.

In this, our inaugural Annual Report, I am proud to share just some of the work of our amazing faculty and students. Building on the work of our Latino Education Summits, faculty have come together to “think big” about Latinx education and well-being. Our new Latinx Education Research Center is deeply engaged in bringing people together and beginning important dialogues. Faculty like Marco Bravo and Claudia Rodriguez-Mojica are engaged in a large federal research project exploring how best to prepare teachers to better work with emerging bilingual students.

This year we will graduate our first group of students with an MA in Counseling Psychology and a concentration in LGBTQ Psychology (p.7). Through these academic programs and meaningful research by faculty like Sherry Wang (p.6), we’re preparing therapists and those in related fields to develop a greater understanding of and empathy for the experiences of LGBTQ children, youth, and adults. This program is meeting a tremendous need.

Finally, our faculty are engaging in research and outreach far and wide: Dave Feldman is teaching an audience of millions about scientifically based mental health information in his monthly public radio show on KPFA (p.5), and Shauna Shapiro is collaborating with the government of Bhutan in South Asia to consider what it means to prioritize a country’s happiness over economic development (p. 8).

In the coming years, we look forward to showcasing more of our work—we are excited to begin a dialog with you. Continue to follow what we’re up to by joining us on Facebook, Instagram, LinkedIn, and Twitter.

A handwritten signature in black ink, appearing to read 'Sabrina Zirkel'. The signature is fluid and cursive, with a large, stylized 'S' at the beginning.

Sabrina Zirkel, Ph.D.
Dean, School of Education and Counseling Psychology

Re-thinking the way we train bilingual math teachers

Math is supposed to be the universal language, but when it comes to bilingual education, it's not always so simple for students.

For every number that replaces a word, there are five math vocabulary words that surround it. And that doesn't even include word problems, diagrams, sidebars, and instructions that require a deep fluency in a language and math in order to engage.

"In math we use words like 'factor' or 'product,' and those terms mean something completely different in other content areas," Assistant Professor of Bilingual Education Claudia Rodriguez- Mojica explains. "You actually need to learn how to read a math textbook in English. It's different from reading any other kind of textbook."

The Mathematics, Language, Literacy Integration (MALLI) project at Santa Clara University hopes to address this problem. In 2017, a five-year \$2.3 million grant from the U.S. Department of Education's Office of English Language Acquisition was awarded to Marco Bravo, Department Chair of Education, and his collaborators, including Rodriguez-Mojica. MALLI supports the learning of new bilingual teachers by providing models of effective pedagogy for math learning and language development.

"In these courses, we focus on the language of the classroom," Bravo says. "How do you say 'pedagogy' in Spanish? How do you talk about phonemic awareness, which is an early literacy skill, in Spanish? How does phonics work in Spanish? How does that differ from English?"

Through MALLI, pre-service teachers take math methods courses emphasizing principal teaching practices: Mathematics Discourse, Mathematics Vocabulary, and Mathematics Literacy. Bilingual school students get an opportunity to engage with math from a literacy perspective.

Also integrated in math methods courses are anchor lessons taught in Spanish, providing an immersion experience for the pre-service teachers. This aspect of the program is helped greatly by the bilingual teaching certification program in ECP.

"That means that we're teaching them three times a quarter in Spanish," Rodriguez-Mojica says. "And that's super, super rare at universities, even in preparation of bilingual teachers."

The next step for MALLI is to share results with local and national educators. MALLI conducts in-class research to gauge the efficacy of its methods and provides workshops for parents of bilingual school students to support their children's language and mathematics development. There's also a component that allows pre-service teachers to share what they've learned with their cooperating teacher in the field and another which will include video examples of best practices, spreading the impact of the program.

"It's one thing to read or talk about it," Rodriguez-Mojica says. "But when we actually see a teacher helping students understand how to read a bar graph instead of just saying here's a bar graph, that's powerful."



"We want to make sure teachers are at the top of their game in supporting language acquisition. We want to make visible things that sometimes others might overlook about language."

Claudia Rodriguez-Mojica
Assistant Professor



Right Time, Right Place

An intellectual hub for faculty, scholars and students, the Latinx Education Research Center at Santa Clara University is the first of its kind.

Looking around, you can see the need is real, says Sabrina Zirkel, dean of the School of Education Counseling and Psychology. The 2016 election brought so many issues facing the Latinx community to the forefront. Today, 55 percent of K-12 students in California identify as Latinx. For the United States as a whole, that number is 25 percent. Latinos are the largest ethnic group in California, representing nearly 40 percent of the state's population.

But when you consider the state of educational outcomes and access to quality therapy and support, the data does not reflect this changed reality. Few teachers are trained to teach in Spanish. Curriculum design does not take Latinx students into account. And a population that is more likely to experience the psychological impact of trauma related to poverty and immigration have few options when it comes to therapists trained to address their culture and language.

“You had a large group in our community that was being left out,” Zirkel says. **“We felt this was the right time and the right place to change that.”**

The ECP faculty believed Santa Clara University was specifically positioned to address this issue. The values of the University, even its position among the suburban, urban, and rural communities, lined up to help better serve the Latinx communities of Silicon Valley, California, and the U.S.

Zirkel and Oscar Jiménez-Castellanos, the founding director of the Center, envisioned the research center as an intellectual hub for faculty and students in the School of Education and Counseling Psychology as well as all schools and colleges at Santa Clara University. The explicit focus would be education in its broadest sense, with the ultimate goal of supporting human flourishing and well-being. In 2018, ECP announced the creation of the Latinx Education Research Center.

This first year placed an emphasis on developing a vision and mission for the Center. Led by Jiménez-Castellanos, the Center established faculty and student research, built networks of scholars and community leaders, and developed a presence on campus and among regional leaders for thought leadership and deep engagement of Latinx issues ([learn more at scu.edu/ecp](http://scu.edu/ecp)).

In its inaugural year, Jiménez-Castellanos organized events at the Center to engage students, faculty, alumni, and the broader community during Hispanic Heritage Month. The Center kick-started several research projects, began a thought leadership speaker series, held several panel discussions, formed a national advisory board and a community leadership board, and collected a group of research fellows who have affiliated with the work.

One research project involves a collaboration with four undergraduate students—all from different disciplines: computer science, sociology, psychology, and education—who are creating a data set to understand the impact of internal and external factors on the education and well-being of Latinx youth in East San Jose.

Most encouraging of all has been the way the larger academic, alumni, student, and faculty communities have come together to talk, think about, and discuss issues facing the Latinx community. The excitement has been palpable.

“They said, in a very resounding way: ‘It’s about time,’” Zirkel says.



Dave Feldman breaks the mold for mental health and talk radio

Dave Feldman recalls the story of Stephen Hinshaw. Hinshaw was a guest on KPFA’s “About Health” radio show when Feldman was hosting earlier this year and explained how when he was a young child, his father would disappear for months at a time without explanation.

During these absences, Hinshaw blamed himself. He believed he’d chased his father away. As he got older, Hinshaw, now an internationally recognized psychologist, learned his father suffered from mental illness and during these absences was actually in a psychiatric hospital.

“All of this was because his family was told at that time that you should never tell your kids,” Feldman says. “Because mental illness is something you should supposedly be ashamed of.”

This is the type of stigma Feldman, professor and chair of the Counseling Psychology Department at Santa Clara University, fights when he guest hosts the weekly radio show. In half of U.S. states, admitting to a history of mental illness can keep you from having a driver’s license or serve on a jury. It can even cost you custody of your child.

On the show, Feldman highlights the work of important thinkers on topics relating to psychological and spiritual well-being, resilience, and social justice through long-form interviews. The topics of discussion are wide-ranging—from coping with mental illness to transgender identity to grieving the loss of a pet. In each case, Dave Feldman aims to add research-based nuance and to expand public awareness of a field that is sometimes misunderstood.

Feldman rotates hosting duties with a nurse, a medical doctor, and a physician. He leads the show once or twice a month, interviewing a different expert each time. It’s a marriage of two of Feldman’s passions. He started pursuing broadcasting in college, with plans to go into journalism before switching to psychology. On KPFA, his show reaches the entire Bay Area—all the way from San Jose, up to Marin, and over to Santa Cruz, offering valuable perspectives on mental health to thousands of listeners.

Dave Feldman’s show airs Mondays on 94.1 FM from 2-3 p.m. Visit his website at davidfeldmanphd.com for more of his work.



“In my career I’m always asking how does what I am doing make the world a better place? There is a real social justice mission in my hosting of this show.”

Dave Feldman
Professor

Far left: Parents and community members painting a mural at Washington Elementary School in San Jose, CA.



Jessica Lew-Muñoz is ready for what's next, thanks to the Urban Teaching Fellow program

Jessica Lew-Muñoz remembers sitting at the kitchen table, quizzing her mother for her citizenship test. Jessica was just 5 years old, but she spoke English better than her mother, who had immigrated from Mexico to the United States at 20.

"I helped her study for an entire year," Lew-Muñoz says. "I just had to be patient. English doesn't come as fast as Spanish. Spanish is so smooth. English has so many rules behind it."

Today, Lew-Muñoz looks at her students at Roberto Cruz Leadership Academy in San Jose and sees her mother. As an Urban Teaching Fellow, Lew-Muñoz spends three days a week tutoring math students who are two to three grade levels behind. She reviews key concepts, provides scaffolding strategies, and listens—serving as a sounding board for the teenagers. The program is part of the growing partnership with the Foundation for Hispanic Education and Santa Clara University.

Beyond learning how to effectively teach non-native English speakers, Lew-Muñoz has come to admire the unique challenges her students overcome. Early in the program, Lew-Muñoz met a student from El Salvador who was learning English not as his second language but his third.

"These students have to work two times as hard to make it," Lew-Muñoz says. When she completes the Urban Teaching Fellow program, Lew-Muñoz will teach high school math at Downtown College Prep El Primero. "I'm ready for the challenge."

Adding context to the story of LGBTQ people in the South



Sherry Wang, assistant professor of counseling and psychology, hears it often when talking to LGBTQ people in the South. The biggest hurdle between them and adequate medical care is often transportation.

Lacking transportation means asking for a ride, which leads to a question of where you're going, which leads to an interrogation of why you're sick. And for an LGBTQ person with HIV, for example, it can lead to potentially outing themselves in an unsafe environment.

In 2016, Wang started a project with Auburn University in Alabama to chronicle the experiences and needs of LGBTQ people living in the region.

She found that not only did researchers lack understanding of the particular challenges LGBTQ people face in the South, they were also unskilled at asking those people about their experiences in meaningful ways.

LGBTQ people have such varied, different experiences that existing standard questions weren't applicable, Wang says, or, in some cases, were offensive.

“Marginalized people have been looked at from a deficit-based perspective, as in ‘This is the problem, let’s fix them.’ That’s not how good research should be, that’s not how good change is made,” Wang says.

Wang traveled to Alabama where she interviewed dozens of LGBTQ people one-on-one. She asked them not just about their lives, but about the questions she'd asked. *Did this question pertain to your experience? How did you react to it?*

With her research, Wang hopes to develop a survey that provides hard data, while taking into account intersectionality. It's all about reframing the discussion concerning LGBTQ people, she says. Not victimizing or shaming, but highlighting strengths.

New Counseling Psychology Concentration in LGBTQ Issues

Each quarter, lecturer Donald St. Louis, D.Min. invites couples to his Foundations of LGBTQ Psychology class, ranging from gay, lesbian, and transgender couples in their late teens to an elderly couple who are friends of his – Phillip, 90, and David, 79.

“You see such a span of history, and how much things have changed, and how rapidly,” St. Louis says. “For people like David and Phillip, when they talk about coming out 70 years ago, it was just a very, very different universe.”

Foundations of LGBTQ Psychology is one of three courses that make up the LGBTQ emphasis in the MA program in the Counseling Psychology Department. The goal of the class is to expose students to the experiences of LGBTQ people from all walks of life, the biases and microaggressions they face, and the myths that often define them.

St. Louis has seen plenty of change in his own life. He came to Santa Clara University in the late 1980s as a gay man often uncomfortable sharing details of his personal life.

Six years ago he taught the first LGBTQ counseling course at SCU. Three years after that, he helped launch the LGBTQ emphasis for students in the master's program as one of four specialty areas—Latino Counseling, Health Psychology, and Alternative and Correctional Counseling are the other three.

The LGBTQ emphasis couldn't be more timely, St. Louis says. In recent years, the American Psychological Association has identified a major lack in psychological preparation programs to treat LGBTQ people, especially those who identify as transgender. “And even the fact that somebody may identify as LGBTQ, doesn't mean they necessarily have the skills to do the counseling work,” St. Louis says. “So that's what this is meant to do.”

In its third year, the program has been extremely popular, with 24 students currently registered for the emphasis. St. Louis and ECP Dean Sabrina Zirkel hope to increase resources for the program and possibly offer continuing education opportunities and conferences. “This emphasis I think is just a beginning,” St. Louis says.



Far left: As a sophomore, Jessica Lew-Muñoz studied abroad at the University of Cape Town and volunteered as a teaching assistant.

Above: Donald St. Louis lectures on campus.

Measuring the Happiness of a Nation

When Sir Thomas More penned *Utopia* more than five centuries ago, he asked of a society: “What greater wealth can there be than cheerfulness, peace of mind, and freedom from anxiety?” More’s utopian vision was the stuff of imagination. But perhaps the concept doesn’t have to be. Take the Kingdom of Bhutan, where ECP’s Shauna Shapiro was recently invited to visit by its royal family.

Bhutan is a Buddhist kingdom on the eastern edge of the Himalayas that puts happiness above all. Only specially trained pilots can successfully land there—angling a plane over the mountains and dipping onto a tight runway at a tiny airport. The total population is 750,000. In the capital, there are no stoplights.

Shapiro, a professor of counseling psychology, was invited as an expert on mindfulness—something she has studied for nearly 20 years. She describes her arrival at the Bhutan airport: “There were brilliant colors and tiles, and the architecture was like that of a temple, ‘This is an airport? I feel like I’m at Disneyland.’”

And she kind of was—or at least about being in “the happiest place on Earth.” About a decade ago, Bhutan abandoned its measure of wealth in terms of gross national product in favor of GNH, or gross national happiness. In theory, every decision made by leadership in the country should be rooted in the collective wellness of its people.

“For example, if someone wants to mine diamonds, and it doesn’t support the well-being and health and happiness of their people, they will throw it out,” Shapiro says. “Even though it will make a lot of money.”

During her trip, Shapiro met heads of state and military as well as leaders in environment and education to discuss well-being on a nationwide scale. She went to teach and to learn.

Democracy in the kingdom is a decade old; elections—only the third in the nation’s history—were held in October 2018. One familiar problem: social media used to spread misinformation.

These trips are becoming more common for Shapiro, who has taught at SCU since 2003. In recent years she has become a worldwide expert in mindfulness. Her TED Talk, “The Power of Mindfulness: What You Practice Grows Stronger,” has over a million views and earned her an invitation from the Canadian government to be a keynote speaker at the Apex Leadership Symposium in Ottawa, where she addressed 750 top executives and government officials.





“What greater wealth
can there be than
cheerfulness, peace of
mind, and freedom
from anxiety?”

Focused on ensuring a diverse teaching force for our diverse community

Our faculty and students are racially and ethnically diverse, representing the diversity in our South Bay community and across California:

58%

of our tenure track faculty are faculty of color.



42%

of our faculty are Latinx.

25%

of all School Education and Counseling Psychology students are Latinx.



50%

of our students are students of color.



20%

of California K-12 students are classified as English Language Learners, meaning they struggle to access English-only curriculum.

55%

of the K-12 population in California are Latinx students.

77%



of California K-12 students are students of color.

Our newest programs are attracting new students to SCU:



Bilingual Authorization – Preparing Spanish-English bilingual teachers to serve emerging bilingual students.



LGBTQ Concentration in Counseling and Counseling Psychology – Helping our students better serve the needs of our diverse community.



Re-imagined Catholic MA in Teaching (CatMAT) – Focused on the formation of teachers for Catholic schools, with a focus on combining innovative teaching and Catholic mission in every classroom.



Internship Model of Teacher Preparation – Ensuring that those who need to earn a living while learning to teach can do so.

We offer scholarships to provide greater access to our high-quality programs.
We do not want finances to be a barrier to education.

\$1.3M

scholarships awarded to our students in 2018-2019.

\$2.5M

awarded in SEMILLA scholarships since 2015 to teacher education students who commit to teaching in high-need schools for at least two years after graduation.

50%

scholarships for Catholic MA in Teaching (CatMAT) students beginning June 2019.

\$1.25M

awarded by the Sobrato Family Foundation to launch ExCEL (Excellence in Catholic Teaching and Leadership) in support of transforming teaching and learning in Catholic schools.



Part of an Enduring Legacy

ECP has been educating and inspiring students for more than 100 years, offering undergraduate and graduate degrees. Our vision imagines a region and world in which everyone has access to an inspiring education and the psychological tools and support to propel them toward flourishing lives of meaning, purpose, and connection.

Teacher Education

In as little as one year, you can receive a master's degree plus a teaching credential. The teaching credential can be earned in either student-teaching or internship formats.

CatMAT

A Catholic school MA in Teaching that serves as a formation program for those whose calling is to teach in Catholic schools. Courses meet all the requirements for a teaching credential for those working in private school settings and provides a deep grounding in the values and vision of Catholic school settings.

Educational Leadership

Our Administrative Services Credential and/or Master's in Educational Leadership program will help you define your vision, values, and your capacity to lead complex organizations.

Counseling Psychology

Receive your Marriage and Family Therapist (MFT) and/or a Licensed Professional Clinical Counselor (LPCC) license to become a practicing therapist. Opportunity to specialize in: Latinx Counseling, LGBTQ Counseling, Health Psychology, and Alternative & Correctional Psychology.

Counseling

This MA in Counseling serves those who wish to work in human service fields but do not seek a role as a licensed therapist. Students receive a grounding in psychology and the broader counseling field. Graduates work in a variety of settings and pursue careers in non-profit work, higher education, human resources, or further education in a doctoral program.

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