SANTA CLARA UNIVERSITY
SCHOOL OF EDUCATION & COUNSELING PSYCHOLOGY

Annual Report
2021 - 2022
Dear Friends,

This past year was in so many ways a tale in contrasts. Teaching and learning back in person has been extremely joyous, as we’ve reconnected with each other and our students in all the ways that zoom doesn’t quite capture. Seeing students gathering between classes or during breaks has been so exciting, and spending quality time with faculty and staff at picnics, Grand Reunion, retreats, holiday parties and graduation has been wonderful. Working together in person to enhance our curriculum, connect with our students and community, and engage with our many partners: In so many ways, this has been a joyous year around ECP.

At the same time, this past year brought home to all of us the scope and scale of the impact of the pandemic. Although this pandemic is in no way over, we were able to look up this past year and begin to assess some of the wreckage. More than one million deaths in the US; nearly six and a half million worldwide and all the loss and suffering that brings. Our community was not spared: We lost a field supervisor, and members of our community lost family members and friends. Countless lives affected by loss and grief, long-COVID, economic hardship, isolation, and the loss of opportunities, as education was largely virtual in California. In the School of Education and Counseling Psychology, we are particularly attuned to the impact the pandemic has had on mental health, our children’s education, and on college attendance and persistence among our most vulnerable populations.

In these pages, you will see the efforts of our wonderful faculty, staff, students, and alumni who address some of today’s most pressing challenges. In our work, our core purpose is always the Jesuit mission of forming women and men for and with others, and as you will see in the stories about our work this year, that shines through in everything we do.

Sincerely,

Sabrina Zirkel, PhD
Dean, School of Education and Counseling Psychology
Three Santa Clara University faculty members have been awarded more than $2.6 million from the U.S. Department of Education’s Office of English Language Acquisition to support Spanish-English bilingual education in California and New Mexico. Drs. Claudia Rodriguez-Mojica, Karla Lomelí, and Kathleen Stoehr of SCU’s School of Education and Counseling Psychology will use the grant to fund the development and implementation of workshops for bilingual teachers and caregivers of English language learners. Allison Briceño of San José State University also is included in the award.

California and New Mexico have among the highest number of K-8 students in the country who are identified as English language learners (ELL). Dual language education is an extremely effective way to teach ELLs, and students identified as ELLs who receive instruction in both Spanish and English perform better academically than those who are taught exclusively in English. As a result, the demand for bilingual education has increased across the country, despite a lack of qualified, credentialed bilingual teachers to meet the rising needs of K-8 bilingual schools.

“Some bilingual teachers question their ability to teach in Spanish.”

The online workshops funded through this grant will provide a professional learning environment in Spanish for bilingual teachers to gain and refine the skills they need to teach in K-8 dual language classrooms,” said Rodriguez-Mojica, an SCU associate professor of education and lead investigator for the grant. “We are grateful to the U.S. Department of Education for recognizing this important need and for supporting our efforts to better serve our Spanish-English bilingual students.”

The grant supports both the creation of Spanish online professional development opportunities for bilingual teachers at no-cost to participants, as well as workshops to support caregivers of students who are identified as English language learners.

Children’s caregivers have a wealth of knowledge that, when acknowledged and valued, can greatly enhance their children’s education.
“Creating pathways and opportunities for primarily Spanish speaking caregivers to share their knowledge and ideas is an essential part of our grant,” said SCU associate professor Stoehr.

“The bilingual caregiver workshops, which will be offered in-person at no cost, aim to empower families and showcase how learning in the home is an asset to the instruction that takes place in the classroom.”

The bilingual workshops will be focused on mathematics to provide families with supplemental tools to support their children in this critical academic area.

Over the next 24 months, Rodriguez-Mojica, Lomelí, Stoehr, and Briceño will develop content in Spanish for teachers that focuses on strengthening vocabulary, comprehension, and writing. The resources they generate will launch through the digital platform Canvas in 2023. When the five-year grant period ends in 2026, assets for both teachers and caregivers will be made available in perpetuity at no cost through a combination of digital materials such as videos and curriculum guides.

The workshops are divided into three strands: the development of biliteracy; strategies to support English learners; and culturally and linguistically responsive practices.

“These workshops are designed to encourage, bolster, affirm, and celebrate linguistic diversity,” said Lomelí, an SCU assistant professor of education. “We want to help instill a sense of linguistic pride in ELL students and their caregivers, and we hope to empower teachers to cultivate that same sense of pride in their classrooms and in their communities.”

The award is among the largest federal grants ever received by Santa Clara University.

“This grant is a testament to the incredible work that our faculty are doing to support the needs of our communities,” said Sabrina Zirkel, dean of Santa Clara’s School of Education and Counseling Psychology. “These funds will make a significant difference in the future of bilingual education and will impact the lives of young students across California and New Mexico.”

Kristi Walsh gave a 50k gift to the Latinx Research Center (LRC) to support its activities across campus and beyond!

Santa Clara University Alumna, Kristi Walsh has generously given a 50k gift to the Latinx Research Center (LRC) to continue supporting its activities across campus and beyond. After joining the Bronco community in 1986, Kristi had a life changing conversation with a Latinx professor on campus, ultimately inspiring her to give back to SCU.

“Creando Sus Historias” – Creating Their Histories

Pedro Hernandez-Ramos, PhD, Associate Professor in Education and the Education Department Chair, has been awarded the Hackworth Grant. Dr. Hernandez-Ramos’s project, “Creando Sus Historias” — Creating Their Histories, will compile and share the testimonies of several mothers who are in the “Club de Lectura Abriendo Puertas” (Abriendo Puertas Book Club). This club was started by Dr. Hernandez-Ramos after serving as a Faculty Coordinator in the “Abriendo Puertas” program, a component of the Ignatian Center for Jesuit Education’s Thriving Neighbors Initiative.

Dr. Hernandez-Ramos notes that he wants to focus his energies on producing a book that each of the participants has to share with their children and community.

“If they knew I was from Oaxaca…”

In an event hosted at Santa Clara in May, the Latin American Studies (LAS) speaker, Gabriela Kovats Sánchez shared a presentation that shed light on the distinct experiences of diasporic Indigenous Mexican students in the United States. Sanchez discussed her community-based and scholarly work with and for Mixtec/Nuu Savi, Zapotec, and Nahua students over the last 15 years. Sanchez discussed the essential role of schooling in fostering positive ethnic identities while highlighting the complicated and romanticized misrepresentation of Indigeneity that persists in Latinx communities.
SCU Professor Receives $2.7M Grant to Leverage Bilingualism for STEM Teachers

Marco Bravo has received the grant from the National Professional Development Program of the Department of Education to fund “Project Leverage”

Developed in partnership with colleagues from San Diego State University, the University of California, Santa Cruz, and the University of Texas, San Antonio, Project Leverage is designed to provide bilingual middle and high school teachers with dual language strategies to teach science, technology, engineering, and mathematics (STEM) to students identified as English language learners.

Since March 2020, studies show COVID-19 has widened the U.S. achievement gap between English learners (ELs) and native English speakers. The gap is particularly pronounced in the areas of STEM and, for middle and high school students, is felt more acutely as they work to become ready for college and careers. Project Leverage seeks to address this educational shortfall through enhanced professional development certification courses for Spanish-English dual language teachers in California and Texas.

“Project Leverage will provide middle and high school STEM teachers with twin instructional practices to utilize students’ primary language and demystify content area literacy to gain access to abstract STEM concepts,” said Bravo.

The professional development coursework will empower middle and high school STEM teachers to affirm and leverage English Learners native language and culture in their classrooms. The program will be offered in two formats: in-person instruction held at the University of California, Santa Cruz campus and remote learning through Santa Clara University’s Education Department. An advisory board and evaluation team will provide timely feedback that will help Bravo and his colleagues adjust course materials as needed throughout the five-year grant period to maximize the impact and serviceability to teachers.

“Leveraging student’s bilingualism and the adolescent literacy coursework, coupled with individualized coaching sessions, will create the change needed for participating teachers to enact proven instructional practices that will support student deep learning of STEM fields,” explained Bravo.

Project Leverage grows from a grant previously secured by Bravo to fund math language literacy integration in elementary education. Findings and experiences from that program informed the development of Project Leverage and catalyzed its expansion into STEM and secondary education.

“We envision a world where everyone has equal access to quality education,” said Sabrina Zirkel, dean of Santa Clara’s School of Education and Counseling Psychology. “Through their efforts to leverage bilingualism in STEM, Marco and his colleagues are making critical strides towards ensuring all students have access to high-quality, high-level STEM education and greatly enhancing the educational opportunities for emerging bilingual students.”
Meeting the Mental Health Needs of Children and Teens

Santa Clara University is devising solutions to the crisis in care for young people

Over the past two years, the number of teens facing mental health challenges has skyrocketed. In their annual survey, the CDC reported that in 2021 more than 1 in 3 high school students experienced poor mental health and nearly half felt persistently sad or hopeless. Levels of anxiety and depression have increased, along with concerning symptoms like suicidal ideation and suicide attempts.

These numbers are higher among certain groups: more than one in ten girls (12%) and a quarter of LGBTQ+ youth attempted suicide in 2021. In addition, the CDC identified racism as a public health problem – with those experiencing racism experiencing higher levels of stress, anxiety, and depression.

But as young people’s needs grew exponentially, the number of therapists available to support them remained static with only 4% of clinical psychologists specializing in child and adolescent mental health.

This dire trend is one that Santa Clara University is hoping to reverse. Starting in Fall 2022, the Department of Counseling Psychology is establishing an optional specialization in child and adolescent mental health, allowing those preparing to be therapists to acquire proficiency in supporting children, teens, and young adults. Funded by a gift from philanthropist Sheri Sobrato Brisson, the department is also conducting a cluster hire in this area, including an endowed professor and two tenure-track assistant professors for the new program, which will expand on current course offerings.

It will be one of only a handful of MA-level licensure preparation programs dedicated to child and adolescent mental health nationwide. Additional funds from both the Sobrato Brisson and Lee families will also support public outreach, ongoing professional learning for those in the field, research, and opportunities for undergraduates to explore careers in child mental health.

“The area, the region, the leaders of organizations that work with kids, felt this tremendous unmet need for children and adolescents, and were very excited about the prospect of a program,” Sabrina Zirkel, dean of the School of Education and Counseling Psychology, says. “Rural California has a broad need, but the Bay Area has it too.

There’s a sense of excitement about a program that will help meet the desperate need for more therapists.”

A different kind of challenge

Working with children poses unique dilemmas for therapists, Zirkel says. Young people may arrive at a therapists’ office because of a request from their school or parents and are
perhaps not there voluntarily. In contrast to adults, a young person might not be very forthcoming, requiring the therapist to try a more interactive approach or to engage in activities to help a young child to talk. And in the most sensitive cases, therapists may feel nervous about taking on a young patient who is especially vulnerable.

All this makes dedicated training even more critical for practitioners. Santa Clara’s program will offer a wide array of courses, introducing approaches like play therapy or art therapy. It will also prepare child therapists to engage with a patient’s parents and families as well as how to navigate various treatment environments including schools, the correctional system, and healthcare facilities for those with chronic or life-threatening illnesses. “At school, the setting can conflict with the standard practice of maintaining confidentiality about therapy,” says Cary Watson, a senior lecturer and department chair of counseling psychology. “Working in a school means there’s a whole bunch of people that might ask you questions, or there will be witnesses to you working with your client,” she says.

A vital role for schools
The issues confronting students have shifted dramatically in recent decades with young people facing everything from school shootings to racial injustice to environmental degradation. This means they do need more support than in the past, Cary Watson suggests. “It’s rougher nowadays and the psychology curricula should reflect that.”

This is why Santa Clara is incorporating material on trauma-informed teaching and trauma-informed schools in both its Counseling Psychology and Education programs. The whole reality of the impact of trauma on all aspects of children’s lives is becoming more acknowledged—trauma being anything from losing a parent to Covid to active-shooting drills. “Learning can’t happen if kids aren’t in a good psychological space,” Zirkel says.

Santa Clara’s specialization will also present opportunities for trainees to learn about working with young disabled people, a community Watson describes as the largest minority population in the US.

Making a difference
When Santa Clara surveyed ECP alumni about child and adolescent mental health, it found that a majority were working with children and youth or interested in doing so. However many practitioners learn only on the job or through feedback from advisors, rather than structured preparation.

Santa Clara will offer weekend programs and mid-career courses for existing practitioners. “If you think about a therapist with 10 or 15 years’ experience, they still have a lot of career ahead of them,” Zirkel says. “Moving into a new area, such as working with children and adolescents, might feel scary. If they got some additional training it might help.”

The goal of academic leaders at Santa Clara is that the program will bring visibility to the issues young people face and help ensure that homes, schools, and community spaces offer the safety they need. Professors will work alongside educational leaders, asking how they can foster well-being in the surrounding community.

“Therapists can help children learn how to understand and process what they’re experiencing,” Zirkel says. “They really make a difference in the trajectory of these young peoples’ lives.”
Lee Family Donates $1M to the School of Education and Counseling Psychology

In honor of Tone Yao Lee’s life and legacy, the Lee family has made a generous $1M donation to fund scholarships, research, and public outreach in the School of Education and Counseling Psychology. The focus of the gift is to support the well-being of children and adolescents, especially those suffering from depression.

Lee was a selfless and caring leader that fully embodied the University’s Jesuit values and commitment to forming men and women for others. Born in Singapore, Lee lived the majority of his life in the Bay Area, attending schools in San Jose and Palo Alto. Throughout his adolescence and young adulthood, he became a natural leader and solidified his commitment to service through his continued philanthropic engagement.

The tragic loss of three high school friends had a devastating and lasting impact on him. During this time, Lee wrote an article where he explained the importance of speaking up for oneself and fighting against the stigma of depression. He shared his positive experiences with his therapist which taught him the value of professional mental health treatments and inspired a possible career change to become a therapist himself.

Lee was also an outstanding student at Santa Clara University, graduating Magna Cum Laude with a major in Finance from the Leavey School of Business. He was thereafter accepted into Leavéy’s “4+1” Master’s program for graduate studies and offered consecutive internships in high-tech companies.

After struggling for over six years, Lee ultimately lost his battle against depression. In his life and work, he exemplified an unwavering devotion to giving and caring for others which inspired the Lee family to make this generous gift.

The Tone Yao Lee Endowment will help the School of Education and Counseling Psychology and Santa Clara University establish itself both as leading preparers of high-quality therapists and a public voice advocating for the needs of young people. Their gift will endow (a) the Tone Yao Lee Counseling Psychology Scholarship Fund, (b) the Tone Yao Lee Education Scholarship Fund, and (c) the Tone Yao Lee Child and Adolescent Mental Health Research Fund.

In appreciation of this gift, we have renamed the student lounge area on the second floor of Guadalupe Hall the Tone Yao Lee Student Lounge. As well as a bench located outside of the Dowd Art and Art History Building, which Lee found to be especially peaceful on campus. As endowments, these funds will support students in perpetuity, and their impact will ultimately affect hundreds of students and thousands of their patients or students.
Celebrating a Decade of Supporting Teachers

The Nancy Ottoboni Endowed Scholarship was established in 2012 with a commitment to providing additional support to the educational development of teachers in Catholic school settings. With education at the heart of the Jesuit mission, Santa Clara’s Catholic Education Preparation program combines leading-edge pedagogical practice with a Jesuit formational process that emphasizes the teaching of the whole child and is committed to keeping the cost of teacher preparation as low as possible.

In celebration of the 10 year anniversary of this gift, the School of Education and Counseling Psychology has set a goal to increase the fund to $1M by 2025. We are proud to share that in the 2022 academic year, the Nancy Ottoboni Endowed Scholarship has grown to over $436,000 and will continue to provide invaluable support to our Catholic Education students.

Nancy Ottoboni Scholarship fund (Inc. Pledges)

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Recipient Profile: Candida Diaz, ‘22

Candida Diaz MA ‘22, is a MATTC Alum and a previous recipient of the Nancy Ottoboni Endowed Scholarship. Before beginning classes at ECP, she was a longtime substitute teacher in the Diocese of San Jose at St. Justin School, St. Lawrence School, and St. John Vianney School. She obtained her BS in Sociology with an emphasis on business and human services from SCU, and serves as Vice-Chair on the City of Santa Clara’s Cultural Commission. She hopes to further her understanding on how to build equity and work towards social justice within the classroom and the community.

If you are interested in contributing to this cause, please reach out to Ellen Potts Jahanian at ejahanian@scu.edu for more information on how your gift can make a difference!
Building Community through Education

ECP students Giang Pham ’24 and Héctor Martínez ’24 returned to their alma maters as educators in hopes of inspiring the next generation

“Within my first week in ECP, I learned that education is just a means to the goal,” says Pham. “The goal is to build a community.

Because I was so focused on chasing a successful engineering career, I completely lost that when I went to UCSD.

When I came to Santa Clara, I found that there’s such a focus on community, just like at Cristo Rey.”

Pham isn’t the only one who came to Santa Clara —and returned to his high school alma mater—to recapture the values of his upbringing. Héctor Martínez MA ’24, a graduate of San Jose Nativity Schools, is teaching Spanish at his old high school. Motivated by a previous teaching experience and a lifelong interest in education, Martinez enrolled in ECP’s Catholic Master of Arts in Teaching (CatMAT) program to strengthen his teaching skills.

“The program emphasizes the power and purpose of our work through a Catholic lens,” says Martinez. “There’s a lot of support coming from director John Beltramo and other professors.”

The work of Pham and Martinez make for a potentially powerful tradition that could build equity and community in the classroom.

“I definitely see myself in the students I’m working with,” says Martínez. “The school has changed and nothing’s the same. But the students will always keep learning. It’s great to share that experience with them and with their families.”

Pham remembers clearly his first day as a full-time teacher at Cristo Rey. He taught three classes that day, and by the end, he nearly lost his voice. The experience ahead would be nothing like tutoring, he thought, but he knew he’d made the right decision.

“It’s poetic in a sense that I get to start my career at the school I grew up in,” he says. “I value Cristo Rey’s mission of creating men and women for others. It’s where I see myself living out that mission—it’s like I’m giving back to the school and giving back to my community.”

As an undergraduate student at UC San Diego, Giang Pham MA ’24 was focused on building a promising and lucrative STEM career. Pursuing a degree in cognitive science with a specialization in human interaction and design, Pham hoped to land at a tech giant like Google or Facebook.

But something was missing. A graduate of Cristo Rey Jesuit High School in San Jose—part of a national network of schools that empower first-generation students from families with limited economic means—Pham felt a calling to choose a career path that served a greater good.

“At Cristo Rey, we always preach to be men and women for others and to use our education to serve others. I didn’t see that in the fields I was pursuing,” says Pham. “I thought to myself, ‘how am I being a man for others?’”

Pham found his answer in a familiar place. Each summer during college, he had returned to Cristo Rey to tutor high school students in math. One day, he realized that he could serve others in the classroom.

After graduation, Pham set aside his plans to become an engineer to teach math at Cristo Rey. He also enrolled in Santa Clara’s Excellence in Catholic Education and Leadership (ExCEL) program where he’s pursuing a master’s degree.
2022 Catholic School Career Fair in Collaboration with the Diocese of San Jose

In March 2022, John Beltramo, the director of the CatMAT and ExCEL programs at Santa Clara University, teamed up with Andria Bengston, principal of Cristo Rey San José Jesuit High School, to host a Catholic schools career fair. Using Santa Clara County’s previous public school career fairs as a model, Beltramo and Bengston sought to improve recruitment of new Catholic school teachers and provide a unique networking opportunity for teacher candidates and local Bay Area Catholic Schools. In particular, organizers wanted to make contact with active parishioners seeking a second career in education and parents of Catholic school students who wanted to try out teaching.

Fourteen Catholic elementary schools and high schools hosted tables at the event and 21 aspiring teachers, including five who started the CatMAT program this year, were in attendance. Following the event, the Diocese of San Jose confirmed the continuation of its partnership with the School of Education and Counseling Psychology and plan to host Catholic School Career Fair again in 2023.
Working Through Racial Trauma

Associate Professor Sherry Wang appears on CNN podcast Chasing Life with Sanjay Gupta

CNN journalist Sanjay Gupta can still remember being bullied as a child. The son of two immigrants from India, Gupta was often ridiculed for being different, he recounted to Santa Clara Associate Professor Sherry Wang in an episode of his podcast, Chasing Life.

But what bothers Gupta today, possibly more than the actions of his bullies, were the friends who stood by and did nothing. “It’s a betrayal,” he said to Wang. “It’s incredible when you sort of look at this now. I’m in my early fifties and now I feel like I’ve had this decades-long time to reflect and frankly I didn’t reflect very much for a long time.”

Processing racial trauma like Gupta’s is at the forefront of Wang’s research. In addition to her appearance on the CNN podcast, she has been quoted in national publications during the pandemic, detailing the mental and emotional toll of anti-Asian American racism during the outbreak of COVID-19.

Wang explained to Gupta that racial trauma is not a diagnostic label, but an ongoing process. Sufferers can sometimes still function, but the impact can affect their ability to work or maintain relationships. Often, these traumas manifest as somatic symptoms like headaches or gastrointestinal illnesses.

“We have a saying in psychotherapy that whatever you don’t work through, works through you,” Wang said. “Your body cannot hold the burden and the weight of what you have been trying to suppress for so long.”

Wang offered tips for listeners for dealing with racial trauma, including encouraging them to find community, taking a break from the news (but making sure to come back), prioritizing self-care, and being selective about finding clinicians who are capable of addressing BIPOC racial trauma—noting this may not be an option given the need for more multicultural training and BIPOC clinicians.

She also encouraged allies to be supportive bystanders and devoted listeners when someone shares their trauma. “When people come to you and disclose to you something that is so victimizing and traumatizing, it is such an honor,” Wang says. “All you’re being asked to do is accompany them and listen.”

Building Community in the Classroom

In May, the Student Association Graduate Education helped organize an on-campus workshop with Kyle McClerkins, a restorative justice facilitator based out of Oakland. In the workshop, McClerkins created an open space for educators to explore and discuss building relationships with their students and community. With a strong focus on values and how to be your best self, Kyle shared valuable insights on how teachers can integrate those same themes into the classroom.

“When people attend my workshops, I hope it ignites a fire in them to ask questions,” McClerkins said. “It seems very simple but by asking just one basic question a day to a colleague, student, or friend, you will open a world of new perspectives and shared understandings. This simple task is the critical foundation for building a supportive and inclusive community.”

In addition to working as a RJ facilitator, McClerkins has worked in high school education as a dean and as a leadership and advisory teacher. He has also partnered and consulted with multiple school districts across the United States from Los Angeles Unified School District to the University of Pittsburgh School of Education. Currently Kyle teaches a Restorative Justice class at a local Oakland High School and has trained more than 1000 participants in restorative justice.
Offering Guidance During the Pandemic

Through his thought leadership, Lecturer Ling Lam helped Americans cope with a new reality.

The pandemic pushed many Americans to deal with their mental health for the first time, in real time. As COVID-19 and the daily grind of life increased stress levels and spiked anxiety, people turned to the internet hoping to better understand how they were feeling and, hopefully, to treat it.

For many readers, Lecturer Ling Lam was a consistent voice. Lam was quoted throughout the pandemic in publications like Parade magazine, offering insight on depression, anxiety, worry burnout, disassociation, and numbness.

“Perceived danger created by the pandemic is ongoing, and the stress response never gets a chance to deactivate and rest,” Lam told Parade. “When this goes on for a long period of time, the system no longer works effectively.”

To fight this impulse, Lam encouraged readers to prioritize mindfulness, exercise, and relationships with people or pets. Creative outlets like painting, dancing, sculpting or music were also helpful, he said. In an article for Well+Good, Lam said logging these “glimmers”—or the opposite of trauma triggers—could be psychologically beneficial.

In addition to his work on the effects of the pandemic, Lam was quoted in articles making connections between popular culture and mental health. In an article titled “We Need to Talk About Bruno” on VeryWellMind.com, Lam helped outline how trauma responses and intergenerational trauma were central to the story in Disney’s Encanto.

Lam also discussed the topic of emotional eating in a Parade article in response to comments by actor Rebel Wilson who said she used eating to “numb her emotions” following the death of her father. In the article, Lam helped readers identify emotional eating and offering methods to combat the harmful habit.
NEW FACULTY

Argelia Lara

Dr. Argelia Lara joins us as an Assistant Professor in the Educational Leadership program within the Department of Education. She comes to SCU from Mills College, where she served as an Associate Professor with tenure and was awarded the Mary S. Metz Chair for Excellence and Creativity in Teaching Award. She received her PhD from UCLA’s Graduate School of Education and Information Systems, in the Social Science and Comparative Education division, with a specialization in race and ethnic studies. As the daughter of Mexican (im)migrants, and part of the first generation in her family to attend and graduate from college. Dr. Lara’s lived experience of growing up in California’s San Joaquin Valley informs her teaching, research, and community work.

Vivian L. Tamkin

Dr. Vivian L. Tamkin joins us as an Assistant Professor in the Counseling Psychology department. She holds a PhD in Counseling Psychology and a minor in Child Clinical Psychology from Southern Illinois University, Carbondale (SIUC). Broadly speaking, her qualitative research program systematically examines the lived experiences of racial and emotional socialization messaging in Black/African Americans across the lifespan. Utilizing a multi-method qualitative approach, Dr. Tamkin’s target outcome is to operationalize reflective functioning through a culturally centered lens to better inform the development and implementation of Black/African American maternal and child interventions.

NEW SCHOLARSHIPS

Lillie Family Establishes Endowed Scholarship in Counseling Psychology

Jill Lillie MA ’21 and her husband Brian Lillie have formalized the establishment of the Jill Lillie Endowment Scholarship which will provide support for counseling psychology students whose work will embody the qualities of kindness, compassion, and equity. Jill explains she decided to pursue a masters at the School of Education and Counseling Psychology because of the service-oriented mission focused on ethics, compassion, social justice, and a concern for the most vulnerable. After a live changing experience in the program, Lillie felt inspired to pass along the same opportunity to budding clinicians with this generous gift of $100,000.

Tone Yao Lee Counseling and Education Scholarships

Tone Yao Lee was a selfless and caring leader that fully embodied the University’s Jesuit values and commitment to forming men and women for others. Through the Tone Yao Lee Endowment his legacy will continue through supporting the preparation of therapists and educators dedicated to addressing the mental health needs of young people.
An Educators Guide to Incorporating Diversity in the Classroom

Claudia Rodriguez-Mojica collaborated with Allison Briceño from San Jose State University’s Lurie College of Education to create Conscious Classrooms, a guide for educators to authentically incorporate diverse voices and experiences in the classroom. "While most people can agree diversity is a necessary part of our communities when it comes to incorporating inclusive education it can be extremely difficult to execute," Rodriguez-Mojica said. “This book goes beyond the foundational theories and ties in real-life stories to showcase the impact of representing diverse learners.”

Together, these two professors navigate many of the pressing questions surrounding diversity, equity, and inclusion with the hopes of promoting the development and implementation of an equity-based lens in the classroom.

The Science and Application of Positive Psychology:

David Feldman, the J. Thomas and Kathleen L. McCarthy Professor at Santa Clara University, recently released a new book that tackles the big questions in positive psychology such as, ‘What does it mean to live a good life?’ And ‘What helps people to flourish and access their optimal potential’?

This textbook exposes readers to fascinating research and thought-provoking insights that emphasize and support the development of positive psychology. Bridging theory and practice, this highly relevant research, in combination with real-world examples, encourages readers to apply evidence-based practices to their own lives. It also explores the topics of spirituality, therapeutic interventions, mindfulness and the importance of positive relationships.

Good Morning, I Love You: A Guided Journal for Calm, Clarity and Joy

Professor Shauna Shapiro's latest book Good Morning, I Love You: A Guided Journal for Calm, Clarity & Joy offers a clear road map for real change and a daily sanctuary for renewal and growth. Using the most effective, science-based practices, Shapiro details how you can grow powerful pathways of self-compassion, mindfulness, gratitude, calm, resilience, and joy in just five minutes per day.
A Golden Opportunity

Through the counseling psychology program, Mackenzie Vischer MA ’22 has learned how she will make change in the world

For two years **Mackenzie Vischer MA ’22** worked at Martin Luther King Middle School in Oceanside, California. Through the AmeriCorps program, she began to bridge the gap between academic performance and mental health, as she counseled at-risk students.

“I saw everything from English Language Development and ADHD cases all the way to anxiety, depression, trauma, and suicide,” Vischer says. Her focus was less on diagnosis and instead on real-time interventions.

In 2019, Vischer decided to pursue her master’s degree in counseling psychology, and her timing couldn’t have been better. Since joining the program at Santa Clara, she has witnessed America’s exploding mental health crisis first hand. “We have such a golden opportunity at this moment,” Vischer says. “With that comes pressure, but I am better prepared than I ever expected to be because of this program.”

During her practicum, Vischer worked with the Community Health Awareness Council in Mountain View, where she counseled students at Sunnyvale Middle School and participated in a weekly reflection session led by Adjunct Lecturer Vicky Tamashiro.

“This program is about learning how you want to make change and then incorporating it into your interventions,” Vischer says. “It’s always been inside me; the question was how do we bring it out?”

Podcast: Through My Latina Lens

When she first started the podcast “Through My Latina Lens,” **Lori Salazar EdD ’24** expected it to be about higher education and the Latinx experience. But through conversations with her brother Chris Anthony on the show, Salazar learned the show’s true gift was in fostering a safe space for people to express themselves.

Salazar, who is in the first cohort of the Doctor of Education in Social Justice Leadership program, also currently serves as associate director for the Center for Student Involvement at Santa Clara. She was inspired to start the podcast after an assignment in Pedro Nava’s class that focused on morals and ethics in higher education.

“We have conversations about things we can see on the outside, but it’s our invisible powers and struggles that can often be overlooked or left out.” Salazar says of the podcast, which is available for download on Apple.

“These are equally a part of our identity and as a community, we need to adapt to be more inclusive and accepting of that. There are so many layers to diversity, inclusivity, and equity, and in order to build that communal understanding it’s necessary we share our stories without restraints.”

Since its first episode, the podcast has expanded its scope to address common themes of race, discrimination, self-advocacy, empowerment, and self-love. Salazar has already interviewed a variety of people including an ovarian cancer survivor and doctor, as well as members of her own family to hear their stories. In upcoming episodes, she plans to include stories of Santa Clara alumnae, people of color, and students from Bay Area schools.

“The options are limitless,” Salazar says. “I feel so inspired to create a space where everyone can feel represented, respected, and connected to their community.”
Leading the Herd

ECP Alumna, Beth Anstandig, MA ’03, is the owner of The Circle Up Experience located at Take a Chance Ranch in Morgan Hill. This unique consulting firm specializes in leadership training and culture development of corporations, universities, teacher groups, and many more with the aid of animal support. This year, Anstandig released The Human Herd: Awakening Our Natural Leadership, a guidebook that shows readers how to heighten their self-awareness, experience life fully and authentically, build relationships, and step into a more natural way of leading. To learn more about Beth and her ranch, visit: www.thecircleupexperience.com

Kim Committed to Empowering Survivors of Sexual Trauma

As an undergraduate student at the University of California, Berkley, Adjunct Professor Kim Panelo Xue MA ’10 found herself embracing a community-driven approach to creating social change and advocating for the historically underrepresented. After volunteering in domestic violence shelters, rape crisis centers, and local community centers, Panelo Xue felt that although these services provide necessary resources for survivors of trauma, there was still something missing.

With a more trauma-sensitive and holistic approach in mind, Kim created Era Center, a private practice committed to empowering survivors of sexual trauma. Based on a three-prong model, the practice focuses on intervention, outreach and education, and consultation, where Panelo Xue offers her expertise. Since its conception in 2019, the team has grown, adding two new associates who, much like Panelo Xue, embody compassion and care for the whole person. Era Center expects to continue expanding and evolving with a firm commitment to creating a more trauma-informed society through the provision of psychotherapy, outreach education, and training programs.
‘I’ve Been Training for This Job My Entire Life’

For three years, Arthur Hall MA ’22 spent his Wednesday nights serving dinner at Family Supportive Housing (FSH) in San Jose. It was his first job at the shelter and remains his favorite.

“There are people who have lived in San Jose for generations, and when a supporting member passes away, is disabled, or goes into retirement—their family can’t afford to take over,” says Art. “We’re losing families, generations of connections and history.”

In 2019, 84 percent of Silicon Valley rental units were unaffordable for low- or moderate income households. Single and two-parent families with children who can’t afford housing are left with few options and often forced onto the streets. These are the people FSH serves, offering temporary emergency housing, food, and supportive services.

Finding housing is something that resonates with Art. He was a child of divorce, leaving a dysfunctional household at 15 years old to live on the streets until joining the Army at 18. After serving, Art worked in the tech industry, but for years, he struggled to outrun his past. “I was stuck inside a tequila bottle,” Art says. “I spent 30 years running from the way that I felt, running from what my reality was.”

For many, addiction is a life sentence, but Art broke the cycle nine years ago. “I finally got help—I asked God for help—because I couldn’t do it anymore,” Art says. “From that point on I kept my promise.”

In Art’s first year of sobriety he volunteered at FSH after hearing about it through work. A year later, he went back to school right before turning 50.

Art earned an associate’s degree in computer information systems from San Jose City College. Then he studied rehabilitation in an online program offered by the University of North Texas. As part of his program, Art did counseling at the Salvation Army in San Jose. He then pursued a master’s degree in applied psychology.

At Santa Clara, Art learned about empathy—not just the ability to understand and share feelings, but how to ask open-ended questions, to listen and approach a situation without bias, anger, or confusion.

On a broader scale, Art says he’s become more aware of how to approach people with unconditional positive regard, a skill he uses all the time with the staff, co-workers, and families at FSH.

Art also found a calling. During the pandemic, he became a member of the board of Directors. Last summer, FSH Executive Director Beth Leary asked Art to join her in running the shelter.

Art has always been inspired by FSH’s mission to end family homelessness in its community—a message he keeps pinned up on his office wall. Ultimately, he hopes those on the streets recognize that FSH has a path for them so that they don’t spend that first night in their car.

“I’ve been training for this job my entire life.”
Our Year in Numbers

2021-2022

$2.2M  Total scholarship dollars awarded to ECP students

$5.4M  Federal grant funds awarded

737  Total students in the program

- 33% Latinx
- 3% Black / African American
- 5% Multi-Ethnic
- 33% White
- 20% Asian American / Pacific Islander
- 5% Not Reported
- <1% Pacific Islander

34  Student teaching placement schools throughout our region

46  Practicum sites at which our Counseling Psychology students provide therapy to the community
Part of an Enduring Legacy

The School of Education and Counseling Psychology has been educating graduate students for more than 100 years in the heart of Silicon Valley. Our mission at Santa Clara University is to cultivate educators and professionals dedicated to positively transforming schools, communities, and the greater society through their work rooted in social justice.

Teacher Education

Our Teacher Education program is committed to preparing high quality educators who are dedicated to ensuring all learners are supported in the classroom.

Catholic School Teaching Formation

Our programs develop Catholic educators pedagogically, spiritually, and communally, while enhancing their calling to support inclusive, equitable schools that serve all children.

Counseling Psychology

MA Counseling Psychology prepares students to serve as licensed therapists. Opportunities to specialize in Marriage and Family Therapist (MFT) and/or a Licensed Professional Clinical Counselor (LPCC) license to become a practicing therapist. Opportunities to specialize in: Latinx Counseling, LGBTQ Counseling, Health Psychology, and Alternative & Correctional Psychology, and Child and Adolescent Mental Health.

Educational Leadership & Social Justice Leadership

Our MA and credential programs in Educational Leadership, and our EdD in Social Justice Leadership help individuals define their vision, values, and prepare them to lead complex organizations.

Coming in 2023: Online Options for Public and Catholic Teacher Preparation

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