



SANTA CLARA UNIVERSITY
SCHOOL OF EDUCATION &
COUNSELING PSYCHOLOGY

Annual Report

2019 - 2020

SANTA CLARA UNIVERSITY
SCHOOL OF EDUCATION & COUNSELING PSYCHOLOGY

Letter from the Dean



Dear Friends,

Putting this Annual Report together has enabled us to reflect on the past year and all that has happened in the world and here at Santa Clara University throughout 2020. As I sit in my “pandemic office,” also known as the guest room of our home, we here in California are closing in on eight months of teaching, learning, engaging our community, building curriculum – and yes, enjoying the occasional happy hour together – via Zoom. We are still working remotely, but the work goes on – and we have not skipped a beat. I am proud of the work our staff and faculty are doing to teach our students, serve our students, and continue to create community, as we actively help educators and therapists adjust to a new normal.

Amidst the many abnormalities of the past year, we have found innovations and silver linings. Faculty have worked hard to reimagine their classes, and this reworking will last long beyond Covid-19, as they consider new methods to ensure active, engaged participation in learning among all students. Our staff have found novel ways to engage with prospective students and many of these Zoom sessions will likely continue after we return fully to campus.

The renewed energy and growing commitment for anti-racism work that we see nationally enlivens our community here in our School and across the University. I am heartened to see the momentum released across the entire campus, from the top leadership on down, to fully embrace our identity as an anti-racist institution. I am sure we will have much to report on this in the coming year.

Please, join me as we revisit the School of Education & Counseling Psychology’s work and accomplishments from the 2019-2020 academic year.

All my best wishes, Sabrina

A handwritten signature in black ink, appearing to read 'Sabrina Zirkel'. The signature is fluid and cursive, written in a professional style.

Sabrina Zirkel, PhD
Dean, School of Education and Counseling Psychology

Our Year in Numbers

2019-2020

We support our students

\$1.7M Total scholarship dollars awarded to ECP students

We have students who serve

84 Students enrolled in the SEMILLA fellowship program. SEMILLA scholars commit to working at least two years after graduation in schools serving low-income students

We are developing therapists and educators

143

Counseling Psychology students graduated from our therapist licensure track program

134

Education students graduated with a teaching or educational administrator credential

We are networked in the community

50

Number of practicum sites where counseling psychology students worked

36

Number of school sites where education teachers and interns worked

We are increasing faculty diversity

100%

Newly hired tenure track faculty are faculty of color

63%

Tenure track faculty are faculty of color





Who's Allowed to be Good at Mathematics?

Mathematics education has a problem with racial bias. Associate Professor Kathy Stoehr, PhD and Santa Clara University are committed to finding a solution.

Virginia Jimenez, MA Teaching, '21 understands the challenges her first grade students face because she lived through many of them herself. Growing up, Jimenez's family didn't have much money. Her parents were divorced by the time she was 12 and her mom worked long hours to make ends meet. Most of her babysitters only spoke Spanish, so she had to figure out assignments on her own.

"My teachers would always get on me about my homework," Jimenez says. "But the reality was I was the only one who knew what I was doing with my homework."

While also attending night classes at Santa Clara in order to earn her Master of Arts in Teaching and Teaching Credential (MATTC), Jimenez taught first grade at Voices Academy in East San Jose during the 2019-20 academic year. The 28 kids in her classroom have faced similar obstacles—some are in foster homes, others don't have internet access—but she knows better than to doubt them. She's seen them shine in the classroom. "They're resilient and outspoken," Jimenez says. "I see myself in all of them."

Not all Latinx and Black students are lucky enough to have a teacher who believes in them like Jimenez. In fact, recent studies show many don't—especially when it comes to mathematics education. Stereotypes and biases about who is supposed to do well in mathematics are so ingrained in teachers and curriculum that experts say they become self-fulfilling prophecies. Latinx and Black students—as well as women of all races—are often counted out before they even get started.

"Traditionally speaking, it tends to be white, Asian, and Indian males who are viewed as capable of excelling in mathematics," explains Associate Professor **Kathy Stoehr**, who leads the Santa Clara University program at Voices Academy. "What that can do is create harmful identities for other students that suggest they are not a 'math person.'"

Grounded in the Jesuit commitment to education for all, Stoehr and her pre-service teachers at Voices Academy are working to change this. For the past five years, Santa Clara University has partnered with Voices Academy, which is a predominantly Latinx TK-5 school in an underserved community in East San Jose.

In Stoehr’s Elementary Math Methods course, Santa Clara University has created the opportunity for pre-service teachers—many of whom come from white, middle and upper class backgrounds—to teach mathematics lessons in dual language classrooms like Jimenez’s first grade class at Voices. The goal is to expose teachers in training to more culturally and economically diverse classrooms—chipping away at stereotypes by showing the success students have in a bilingual setting—and, more importantly, giving them the tools to re-envision mathematics education so it serves students of marginalized backgrounds.

At Voices, pre-service teachers observe lessons taught by SCU alumni and intern teachers like Jimenez and then create their own small group mathematics lessons. Once complete, Stoehr and the pre-service teachers head back to their collegiate classroom to break down the lesson for their Elementary Math Methods coursework. **Bethany Callahan, MA Teaching, ’20** was one of the pre-service teachers who taught at Voices last year. Callahan is not a fluent Spanish speaker and said teaching in a bilingual environment, while intimidating at first, forced her to re-examine the role language plays in mathematics education.

“The bilingual nature of Voices has a big effect on confidence because [students] are able to learn and discuss math in Spanish and English,” Callahan says. “They feel comfortable asking each other for help and asking questions.”

One of the unique aspects of Santa Clara University’s Elementary Math Methods course is that pre-service teachers, like Callahan, have been given the freedom to think of assignments in innovative ways. Rather than assign problems in a workbook, for example, Callahan and her classmates would have their small group of young students solve specially crafted word problems together. And the subject matter was specific to the experiences of the students, subbing out a word problem about fishing—for a group of kids who have likely never been fishing—to perhaps one about how the chef at Vito’s Pizzeria up the road would use mathematics to scale a recipe for a small pizza to a large.

“I saw a level of excitement and engagement but also an understanding in math I’d never seen. It’s not a worksheet. It’s not a drill. It’s a true, real-life problem and the students engage with it and collaboratively work through it. It was true curiosity and exploration.”

While the classroom experience is invaluable, what happens in the collegiate classroom afterward is most transformative. Pre-service teachers are able to identify teachable moments, offer each other feedback, and collaborate to find effective solutions to the challenges they see in the classroom.

“It’s wonderful to turn to the whole class and say, ‘What would you guys have done in that situation?’” Callahan says. “Kathy is so great about inviting everyone to share and encouraging everyone’s voice, and then she obviously has so much wisdom and knowledge.”

This back and forth has created an empowered and supportive SCU community of pre-service teachers like Callahan and intern teachers like Jimenez. In turn, they are empowering the kids and community at Voices Academy, and, one math problem at a time, are working to eradicate the racial bias we see in mathematics education.



“They are resilient and outspoken. I see myself in all of them.”

Virginia Jimenez
MA ’21

Far Left: Becca Milioto, MA ’20 works with a Voices Academy student.

Above: Marshall Moon, MA ’20 and Darshana Daquigan, MA ’20 lead a discussion at Voices Academy.

ECP Faculty Respond to Covid-19

We know that the pandemic has contributed to increased stress, anxiety, and grief in many. Our University values call us to serve — not only those who study and work at Santa Clara, but all of society — and our ECP faculty have answered that call during Covid-19.

Mindfulness for First Responders



Counseling Psychology Professor **Shauna Shapiro**, a clinical psychologist and internationally recognized expert in mindfulness and self-compassion, recently created a free Smartphone app featuring a series of bite-sized

videos aimed at first responders, reminding them to practice kindness and compassion not just towards their patients—but themselves. “Mindfulness,” says Shapiro, “brings us back into a state of calm.” In a time of great stress, where, according to National Nurses United, the largest union of registered nurses in the U.S., over 258,000 U.S. medical workers have contracted the disease as of mid-September, and where first responders are consistently putting their own lives at risk, creating a small space of calm may just help a bit.

Adapting Education during Covid-19



The Coronavirus pandemic has educators grappling with how to adjust the manner in which they teach. Education lecturer **Keith Yocam, MA '07** says although daunting, this period of transformation is a great time to

experiment, embrace distance learning, and find new ways to effectively use technology in classrooms. The good news is, Yocam says, “Our students are very savvy. They embrace technology. They’re into interacting and social media engagement.”

Yocum is leading the charge within Santa Clara University classrooms to better prepare pre-service teachers, and is also working with mentor teachers to help them adapt their teaching as well. Mentor teachers are experienced teachers who provide on-site support to novice teachers just beginning their careers. The pandemic is forcing all teachers, both veteran and inexperienced, to rethink how to best structure classes and assess learning. It is pushing the field of education forward in a new direction and SCU is excited to be on the leading edge of that wave.

Fighting Anti-Asian Racism



Counseling Psychology Associate Professor **Sherry Wang** saw America’s ugly head of racism peeking out from around the corner long before the escalation of the Black Lives Matter movement this summer. Wang’s research focuses on immigrant and refugee

mental health, and that comes from her own lived experience as a Chinese immigrant in the United States. Since the very first days of the pandemic, as the Coronavirus reached American shores, Wang has been advocating for greater awareness of the anti-Asian racism that emerged in response to the Covid-19 pandemic. In an Op-Ed piece published in the *San Francisco Chronicle*, titled “How to Contain the Virus of Racism During the Coronavirus Outbreak,” she provided strategies to navigate the social effects that have arisen as a result of this disease.

Supporting Students with Loss



All of our professors are sources of support to our ECP students, but because Counseling Psychology Professor **Dale Larson’s** expertise is in grief, loss, and trauma, he has been an instrumental support system to our students throughout

the Coronavirus pandemic. As he’s listened carefully to his students’ stories about how Covid-19 has turned their worlds upside down, he points to the words of American poet and civil right activist Maya Angelou, “You may not control all of the events that happen to you, but you can decide not to be reduced by them.”

Larson likens our period of social isolation to something he calls a “non-death related” loss. “We have lost our safety, we have lost our sense of security, our social connections,” he says. “Stress and loss are inseparable.” But there are ways to heal and help ourselves, says Larson, most importantly by talking about our feelings in this unimaginable time.

Leading the Way on LGBTQ+ Issues

The Counseling Psychology Department's ongoing commitment to LGBTQ+ Counseling continues to grow and so do Santa Clara's offerings for those who serve the LGBTQ+ community.

Lecturer and coordinator of the LGBTQ+ Counseling emphasis, **Donald St. Louis**, looks back and marvels at the recent surge of support the LGBTQ+ community has experienced in the United States. In the last 10-15 years, the Supreme Court ruled that same-sex couples are guaranteed the right to marry, the federal statute "Don't Ask Don't Tell" was repealed within the U.S. Armed Forces, and there has been an increased emphasis on the rights of transgender people. Now that laws have started to catch up, St. Louis says, psychologists need to do the same.

In January, the School of Education and Counseling Psychology, thanks to the support of a generous donor, hosted a day of professional learning for therapists focused on how to best serve the needs of the LGBTQ+ population. The daylong event, LGBTQ+ Affirmative Therapy: What Clinicians Need to Know, was modeled after the Counseling Psychology Department's LGBTQ+ emphasis and drew more than 150 licensed clinicians and related professionals.

St. Louis spoke about basic principles, language, and intersectionality—essentially offering a beginner's introduction for inexperienced clinicians. Lecturer **Ling Lam** then addressed trauma in the LGBTQ+ community and **Ben Geilhufe** closed out the day with an affirmative model for working with transgender and gender non-binary clients.



The School of Education and Counseling Psychology continues to invest in the LGBTQ+ community and plans to host events similar to this in the future. "There was an overwhelming request that this not be the only time we do this," St. Louis says, and he believes that Santa Clara will continue to be a leader in this space. The LGBTQ+ emphasis is thriving, scholarship support is expanding, and donors are giving to this area of study more than ever before.

"We feel that this event, and ECP's leadership in the field of LGBTQ+ counseling, speaks directly to Santa Clara's commitment to social justice and diversity."



The LGBTQ+ Counseling concentration started in 2018, a new LGBTQ+ scholarship began in 2019, and 12 students declared the emphasis at the time of admission in Fall 2020.

Left: Ling Lam presents on trauma at the seminar.

Above: Ben Geilhufe speaks on how to work with transgender and non-binary clients.



The School of Education and Counseling Psychology's Latinx Research Center

New name, same mission! The Center has changed its name to the Latinx Research Center but will still continue to contribute relevant scholarship and research on the Latinx community.

Latinx Research Center (LRC) Retreat and Priorities

A key 2019-2020 goal for Marco A. Murillo, Interim Director of the Latinx Research Center, was to bring its boards and stakeholders together to identify priorities going forward. A retreat was held via Zoom in April and 24 Research Fellows from 16 universities across the United States came together to examine issues facing Latinx people and discuss how to support a pipeline of scholars who seek to address those issues. The energy was palpable. Envisioning how to serve the Latinx community through research generated enormous enthusiasm.

Two key issues emerged from the retreat. 1) There is a need to actively support the next generation of Latinx scholars, ensuring they proceed to the professoriate in order to conduct the research so desperately needed. 2) There is frustration that so much high-quality research on Latinx issues does not lead to action, policy, or practice. Thus, the Fellows set two immediate priorities for the Latinx Research Center:

- Identify and support group efforts to publish in venues that can translate research into action to serve the Latinx community
- Support Latinx faculty and faculty researching Latinx issues through a mentoring program hosted by the Latinx Research Center

Research on College Preparation at TFHE Schools



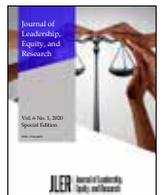
Dr. Marco A. Murillo collaborated with The Foundation for Hispanic Education (TFHE) to conduct a study asking high school seniors and recent alumni about their preparation for college and their early college experiences. The focus of the study is to learn more about how high schools serving a first-generation Latinx population might better prepare students – socially, academically, and otherwise – for the challenges of college. Initial findings indicate that students felt supported and encouraged by TFHE staff to attend college. They also felt they were provided with the resources to navigate the college choice process, but that the cost of college and how to navigate college systems as a first-generation student were paramount. Covid-19 was also a large concern for many students, though few altered their enrollment plans in relation to the pandemic. In addition, the research suggests ways that high schools and colleges might collaborate to support persistence, the high school to college transition, and ultimately, graduation from college.

Tomás Jiménez Returns “Home”



Tomás Jiménez, Professor of Sociology and Comparative Studies in Race and Ethnicity at Stanford University, returns to Santa Clara University where he “grew up.” The son of Francisco Jiménez, one of the most influential faculty members at Santa Clara University for many years, Tomás Jiménez’s talk *Immigration and the State of Belonging* focused on how variation in state-level immigration policies shape whether whites and Latinos feel like they belong in their state. Attendees learned about the widespread effect of pro- and anti-immigrant policies on the way individuals make sense of their belonging.

Journal Publication



The LRC has partnered with *The Journal of Leadership, Equity, and Research (JLER)* to publish a special issue on Latinx issues in education. The focus of this special issue is on helping those in the field of education to use research to inform their work. LRC Research Fellows are among the issue authors, and in each case, LRC endeavored to pair a senior scholar with a junior scholar in order to provide mentoring support.

Join us as a Visiting Scholar or Research Fellow!

We are actively seeking Visiting Scholars and new Research Fellows to join our SCU community. Visiting scholars can join us for a quarter or a full academic year and collaborate with scholars across Santa Clara University who are working on a wide range of issues related to the Latinx community. Please contact Marco A. Murillo at mmurillo2@scu.edu for more information about applying to become a Visiting Scholar or the nomination process for Research Fellows.

Six new Research Fellows were named this year:

- **Nancy Acevedo, PhD**, California State University, San Bernardino
- **Audrey Baca, EdD**, San Bernardino Valley College
- **Rebeca Burciaga, PhD**, San José State University
- **Dr. Timothy Monreal, PhD**, California State University, Bakersfield
- **Sophia Rodriguez, PhD**, University of Maryland, College Park
- **Adriana Villavicencio, PhD**, University of California, Irvine

ECP Welcomes New Faculty



Pedro Nava, PhD, Associate Professor of Education, Director of Educational Leadership

Dr. Pedro Nava joins us as an Associate Professor of Educational Leadership, where he will direct the Educational Leadership program. Dr. Nava's research is focused on creating schools that serve community needs and actively engaging with families to ensure better outcomes for our most underserved populations - urban and rural youth of color. In his work on "Apoyo as parent engagement", Dr. Nava explores the many ways that under-educated Latinx parents in a rural community in the Central Valley support and care for their children's educational needs, and how invisible much of this effort is to schools.



Karla Lomelí, PhD, Assistant Professor of Education, Adolescent Literacy

Dr. Karla Lomelí joins us as an Assistant Professor of Education, where she will teach a course in Adolescent Literacy as well as courses in the Bilingual Education program. Joining ECP will be a 'coming home' of sorts for Dr. Lomelí. She has a long connection to Jesuit education and has taught at Latino College Preparatory, one of SCU's East San Jose partner schools. Dr. Lomelí's work explores the qualities and practices of highly effective teachers serving immigrant-origin youth and her presence will be extremely valuable as the Bilingual Education program continues to grow and expand.



Xiaochen Luo, PhD, Assistant Professor of Counseling Psychology

Dr. Xiaochen Luo has traveled the world before joining us as an Assistant Professor of Counseling Psychology. She has moved from Beijing to the Netherlands to Michigan to New York, and has finally settled here at Santa Clara University. Dr. Luo's research is helping us deepen our understanding of the clinical experience. She explores the clinical process and the therapeutic relationship between therapist and client. Her research examines the "ruptures" or "micro-ruptures" that can occur in the clinical relationship and their relationship to the process of healing.

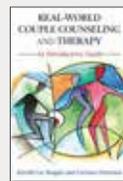
Faculty Books

It was a banner year. We had five books published by faculty in 2019-2020.



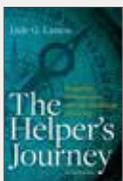
Sarah Garcia, PhD

Garcia, S. S. (2019). *Imaginación Global del Lugar y la Educación Ambiental Investigación-Acción Colaborativa*. Editorial Académica Española.



Jerry Shapiro, PhD

Shapiro, J.L. & Patterson, T. (2020) *Real-World Couple Counseling and Therapy: An Introductory Guide*. San Diego: Cognella.



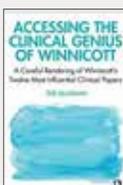
Dale Larson, PhD

Larson, D. G. (2020). *The Helper's Journey: Empathy, Compassion, and the Challenge of Caring*. (2nd ed.). Champaign, IL: Research Press.



Shauna Shapiro, PhD

Shapiro, S. (2020). *Good Morning, I Love You: Mindfulness & Self-Compassion Practices to Rewire the Brain for Calm, Clarity and Joy*, Louisville, CO: Sounds True



Teri Quatman, PhD

Quatman, T. (2020) *Assessing the Genius of Winnicott: A Careful Rendering of Winnicott's Twelve Most Influential Clinical Papers*. New York, NY: Routledge.

New Scholarships in the School of Education and Counseling Psychology

National Science Foundation Noyce Grant for Full Scholarships in Math



With a \$3 million grant from the National Science Foundation, Santa Clara University's Noyce Fellowship Program will provide mathematics learning opportunities for Middle and High School students from traditionally underrepresented populations. SCU Noyce Fellows learn to use education as a tool for social justice, committing to teaching mathematics in a high-need school district for at least four years after graduation. SCU will support teachers to implement equity-based mathematics teaching strategies, teach for mathematical sense making and a growth mindset, and work effectively with English Learners in mathematics. SCU Noyce Fellows receive generous funding and extensive professional development support throughout their time in SCU's Master of Arts in Teaching and Teaching Credential (MATTC) program and their first four years of teaching. The first cohort of students will begin classes in June 2021.

The Pride Scholarship



Thanks to a generous donor, this scholarship provides financial assistance to a student who is pursuing a MA in Counseling Psychology, is enrolled in the LGBTQ+ Counseling emphasis, and demonstrates potential for and interest in serving the mental health needs of the LGBTQ+ community. The School of Education and Counseling Psychology offers matching scholarships to support more therapists in this area.

Molina Bernadett Latinx Counseling Scholarship



This donor-funded scholarship provides financial assistance to a student who is pursuing a MA in Counseling Psychology, is enrolled in the Latinx Counseling emphasis area, and demonstrates potential for and interest in serving the mental health needs of the Latinx community. The School of Education and Counseling Psychology has agreed to offer matching scholarships to support additional therapists interested in serving this community.

Catholic Master of Arts in Teaching Program (CatMAT)



The CatMAT program is a two-year Master's program, designed specifically for current Catholic school teachers, and the re-launch of this program occurred in 2019. 2020 saw the program's enrollment double in size, expanding from 15 students in 2019 to 30 students in 2020, and scholarship support increased along with it. All students in the CatMAT program receive a 50% scholarship.





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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