

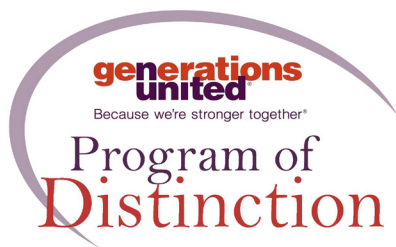
HDFS NEWSLETTER

SPRING 2016 | Newsletter of the Department of Human Development and Family Science

A PROGRAM OF DISTINCTION!

By Raeann Hamon

Since our last newsletter, Generations United announced the Elder Service Partner (ESP) Program that I developed as part of our Sociology of Aging course was selected to receive the designation of Program of Distinction. According



to Donna Butts, executive director of Generations United, "The Program of Distinction designation is the U.S. intergenerational community's 'seal of approval.' The application and review process are rigorous. Achieving this recognition is a major accomplishment and says a program employs best practices and effectively serves the surrounding community."

The mission of our Sociology of Aging's Elder Service Partner Program is to

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Brooke Dorwart '16 (HDFS) selected her grandmother, Carol Groff, to be her Elder Service Partner. They volunteered at Hempfield United Methodist Church.

link the lives of college-aged students with those of older adults in an effort to enrich both by building meaningful intergenerational relationships while serving together. Originally implemented in 2000 as a result of grant support from the Association for Gerontology in Higher Education (AGHE) and the University of Pittsburgh's Generations Together (GT), the Elder Service Partner Program continues to be an integral part of the Sociology of Aging class at Messiah College.

For the ESP Program, students are paired with an Elder Service Partner (ESP) in completing two types of service. First, students join their ESPs in completing 15 hours of volunteer service over the course of the semester. Rather than dictate where students and ESPs perform their service, students are encouraged to join their elders in fulfilling the obligations their ESPs have already made to the community. As residents of their respective communities, ESPs have already identified various community needs. The pairs frequently volunteer at places such as food pantries, nursing facilities, soup kitchens, churches

and synagogues, pregnancy centers, fraternity service organizations (e.g., Lion's Club) and other non-profit organizations (e.g., Recycle Bicycle, SCORE, Habitat for Humanity). There are many opportunities for reflection, including in-class activities and discussion questions.

In the second activity, students perform interviews with their ESPs in order to create a chapter of their life stories. Specific skills for this assignment are reviewed early in the semester and students are encouraged to meet on at least three occasions to collect information. For context, students may capture a general overview of the elder's life story; however, they are



Bill Sangrey and Joelle Wyse '16 (HDFS) volunteer at the antique automobile club.

Distinction, continued on page 4

FROM THE DEPARTMENT CHAIR

Dr. Raeann Hamon



For years, we have recognized the value of requiring students to apply what they are learning in the classroom to real-world contexts.

Traditionally, this happens when our students participate in student teaching experiences or departmental practicum and internships within schools, family service agencies, various businesses and many other organizations. However, HDFFS and family and consumer sciences (FCS) students are also afforded opportunities for application in service-learning classes, where, for example, in Sociology of Aging they are paired with Elder Service Partners for the duration of the semester to engage in community service. (See cover story.) This also happens in the Senior Seminar and the Community Services for Individuals and Families classes. Students volunteer for at least 20 hours in the surrounding area to help meet community needs as part of their class requirements. Another example is our Introduction to Child Life class. In addition to spending two hours in class each week, students gain practical experience working with children in a local hospital, gleaning insights about the role of the Child Life Specialist in a healthcare setting.

In addition to service-learning, we are very intentional about providing opportunities for students to practice what they are learning in their classes. In Child Development, students go to the Early Learning Center on campus to hone their observation skills. In Adult Development, they engage in a qualitative research project on a topic of interest in order to practice interviewing skills. As you will read in Dr. Boyd-Soisson's article (page 8), we also try to help students see how these skills can be applied in numerous career paths.

In this newsletter, you will read about other experiential learning opportunities for our students. Read about how our students pair with community partners in Marital Relationships to produce a

brochure of help to couples. Consider the impact of cross-cultural experiences for broadening our students' sense of awe of God's creation and responsibility to serve, as Dan and Hadlee describe their course in Costa Rica (page 3). Imagine the thrill among our students who were able to participate in a webinar with Sue Johnson, founder of emotionally focused family therapy. Let Sarah tell you about the benefits she encountered from attending a statewide conference in her discipline. Imagine how Dr. Reyes' students encounter poverty in a unique way through his simulation activity. These real-world experiences are invaluable for applying knowledge, developing professional skills, acquiring confidence, expanding social networks, exploring potential career paths and so much more.

**The newly established
ELI mandate has granted
us the opportunity to
“see anew.”**

More recently, and in conjunction with the College's strategic plan, Messiah College has adopted a new Experiential Learning Initiative (ELI). ELI pushes experiential learning to a new level by requiring that every student have the opportunity to make connections between classroom knowledge and application of their learning to real-world contexts. This new graduation requirement can be met by one of several different options.

Students can participate in an internship or practicum experience, an approved service-learning course, various off-campus programs (semester-long and cross-cultural courses), leadership options on campus (e.g., Student Involvement & Leadership Programs, The Collaboratory, Agape Center, etc.), and undergraduate research. Each of these five options necessitates a common reflection component that addresses primary outcomes of career development and community engagement. Students should be able to articulate how their experience impacted their learning; personal and professional development; and community partnership. Students will also be required to produce a “deliverable” in the form of a resume, ePortfolio, personal website or LinkedIn profile.

The newly established ELI mandate has granted us the opportunity to “see anew.” Within the next year, the faculty within the HDFFS Department will be examining our curriculum to make sure that we are requiring a coherent set of real-life experiences in which students can practice and hone their skills. More specifically, we will look for the best place to situate the new ELI requirement within our HDFFS and FCS programs. Keep your eyes open for ways in which we will continue to urge our students to engage in real-world experiences. We also welcome your suggestions as we continue to try to “inspire action” among our students.

Raeann R. Hamon

Raeann Hamon, HDFFS department chair



Raeann Hamon, Erin Boyd-Soisson, J. Roberto Reyes, Jennifer Ransil, Paul Johns, Debbie Chopka

STUDENT SPOTLIGHT

CHANGED IN COSTA RICA: THE EXPERIENCES OF TWO OF OUR STUDENTS

By *Dan Reiste '18 (FCS)*

My experience in Costa Rica was phenomenal! We literally saw all of Costa Rica! Some of the highlights included a beach day in Cahuita; a five-day home stay with a local Tico family; Monteverde mountains; Arenal Volcano and Baldi Hot Springs; and a dinner cruise on the Pacific Coast in Manuel Antonio. Our group was able to partner with a church in San Jose called Iglesia Biblica Jerusalem, where we completed a service project which included indoor and outdoor maintenance; painting interior and exterior walls; and painting lines for parking spaces throughout their parking lot. Additionally, we had the opportunity to spend an afternoon with their youth group bonding with teens and experiencing the “Tico culture” from their perspective. One great learning tool was a daily journal in which we wrote about our experiences and questions that we had regarding the Tico culture. Also, our group heard from many speakers and organizations on topics including the history of Costa Rica, the organizations’ main mission and the importance of a certain region we were visiting. This constant flow of information was a fantastic way to



Dan is loving the La Paz Waterfall Gardens.

learn all about Costa Rica and its culture. Finally, we learned about the humble and generous attitude portrayed by all Ticos, but specifically through our bus driver, Franklin. Being raised in extreme poverty, Franklin overcame many large obstacles and is now an owner and operator of the tour bus in which we spent over 80 hours during our trip in Costa Rica. Hearing Franklin’s story and how his life has been transformed is simply amazing, and his love of life is shown everyday through his willingness to serve, positive attitude, constant smile and genuine caring personality.

By *Hadlee Coker '17 (HDFS)*

I spent this past January in the beautiful country of Costa Rica. Not only were the views breathtaking, but so were the people. Costa Rica possesses such a unique atmosphere that exudes peace and vitality. The people don’t live for competition, success or material items. Instead, they value family and relationships above all else. It was incredibly refreshing to be immersed in a culture where people constantly had a grateful attitude. The people of Costa Rica have an appreciation for life that I have never seen before. To the people of Costa Rica, every day is a new opportunity to learn, grow and build in relationships with the ones they love. They do not allow the distractions of this life to impact what they value most. Through my experiences with the people of this country, I have learned the importance of being present in each moment of life.



“Shaggy” the horse helps Hadlee explore Monteverde.

The Department of Human Development and Family Science

MISSION

The Department of Human Development and Family Science equips students with the knowledge, skills and expertise to enhance the well-being of individuals and families across the lifespan in diverse social and cultural settings. Within the context of Christian faith and values, the department prepares students, through experiential and application opportunities, to pursue leadership, service and reconciliation locally, nationally and globally.

DEPARTMENTAL PROGRAMS

Majors

- Human Development and Family Science (B.A.)
- Family and Consumer Sciences Education (B.S.)
- Graduates of both the HDFS and FCSE majors are eligible to receive the provisional Certified Family Life Educator (CFLE) designation from the National Council on Family Relations.

Minors

- Children and Youth Services
- Disability and Family Wellness
- Gender Studies
- Gerontology
- Human Development and Family Science
- Multicultural Families
- Pre-Counseling and Therapy

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encouraged to narrow the focus to one specific element of the ESP's life in order to keep the assignment more manageable. The Elder Service Partner may have something in particular he/she wants to share, providing direction for the paper. Students submit a final draft of the life story to the instructor and to their ESP for review. Using feedback from the professor and ESP, students make revisions for the final version of the life story. Students creatively construct the life story project and present them to their ESPs at the conclusion of the semester during a celebratory reception held in their honor. The life history interview portion of the program assists students in learning how to effectively dialogue with someone much older than themselves and provides an opportunity for creative expression in actually compiling the life story for their Elder Service Partners.

Each semester, the instructor measures outcomes by collecting evaluative feedback on the program from both students and ESPs. Multiple sources of data (e.g., student journals, pre- and post-tests on students' knowledge of aging, ESP mid- and end-of-semester questionnaires, formal student course evaluations) are collected and reviewed for program strengths and weaknesses.



Emily Smith '17 (HDFS) and Tom Holtzapple serve at Messiah Lifeways.

Overall, both students and ESPs benefit from the program. Students benefit from tackling their fears about initiating and developing relationships with persons decades older than themselves and are often surprised by how meaningful these relationships become. Students also overcome generalizations about older adults; value forming relationships; gain wisdom from their ESPs; discover important values and gifts; obtain fresh insights

and perspectives on aging; develop new appreciation for their own grandparents and other older adults in their lives; often explore career paths with older adults; and recognize their role in serving others. Elder Service Partners are generally enthusiastic about and appreciative of the opportunity to develop a relationship with a younger person of a different generation. ESPs particularly benefit from the generativity and opportunity for life review afforded by the experience. As a result of their interactions, they often feel reassured about the current generation of youth.



Elaine Weibel and Jenna Saylor '16 (HDFS) volunteer at New Hope Ministries' food pantry.

Emily Smith '17, an HDFS major, said of the program, "Over the course of this semester, I have had the privilege of partnering with an elder volunteer in the community. For the past five years, Tom Holtzapple has been volunteering many hours of his time to serve the residents and staff of Messiah Lifeways. From serving coffee with a smile to feeding individuals who are debilitated from advanced Alzheimer's, Tom is proof that even in your later years, helping others is both achievable and rewarding."

Jenna Saylor '16 described some highlights for her, "Being partnered with an older adult I didn't know for my Sociology of Aging class was a wonderful experience I will always remember. Through this experience, I was able to gain a friendship with Elaine Weibel and serve with her at New Hope Ministries in Dillsburg, Pa. I was able to learn about Elaine's past and current life as an older adult, and witness how active and passionate she is about helping people of all ages. She taught me how important it is to serve other people who might be less fortunate. After I graduate, I plan to volunteer my time once a month at a local food pantry. Elaine was an excellent role model,

and her passion for serving others affected me in a positive way. I have also continued to stay in touch with Elaine because of the friendship we have gained through this experience. The program allowed me to see how much fun it is to learn about older adults' lives through serving with them!"

Matt Brown '18 was paired with John K. Robinson who volunteers for the Historical Society of Dauphin County, where he is president of the board of trustees. The society administers the National Historic Landmark John Harris-Simon Cameron Mansion, as well as an archive of historic documents and a research library. Matt noted, "My time with Mr. Robinson has been a great experience for me as I have gotten to sit down with him and hear fun stories. Also, I got to hear some concerns he has about today's youth culture and how they sometimes negatively treat the elderly. Thinking about his perspective more, I realized that what he said was true and have applied it to my own life. I have learned to respect my elder friends and family, to hold them in higher regard, to have greater empathy towards them, and to appreciate and connect with them more often."



John Robinson and Matt Brown '18 (HDFS) enjoy helping to preserve historical documents.

John Robinson, 69, of Harrisburg (Matt's ESP) said, "It's been fun getting to know a college student and learning how much different college life is today from when I attended school."

Congratulations to the Elder Service Partner Program for achieving this national recognition! We hope that both students and elders will continue to appreciate the opportunity to build intergenerational relationships and serve together for years to come.

HDFS ANNOUNCEMENTS

ARE WE EVER BLESSED!: OUTSTANDING ALUMNI AWARD RECIPIENTS FOR 2015 AND 2016



MARILYN BELLESFIELD '89 (FAMILY STUDIES) is the 2016 Outstanding Alumni Award recipient. After graduation, Bellesfield served as a full-time case worker for Big Brothers/Big Sisters, Inc. It was here that she used her skills in creating and delivering family life education programming, which she learned in Strategies of Family Life Education. Bellesfield developed a Sisters Plus program for teen mothers, matching each with a mentor/Big Sister to help them and to be a support. She also designed a brochure and worked with the Harrisburg School District to get referrals. At the same time she was at Big Brothers/Big Sisters, Bellesfield worked as a weekend houseparent for Lourdeshouse Maternity Home. After about five years, she assumed a full-time position as social worker at Evergreen House, a transitional housing program for women and their children. While there, she maintained her part-time post at Lourdeshouse.

After a number of years, Bellesfield transferred to Lourdeshouse Maternity Home as full-time program director. This was one of her most satisfying positions. As program director, she handled every aspect of the program, as well as staffing

and the budget. Eventually, however, she resigned this position in order to stay home with her boys while they were young. Catholic Charities kept her on the payroll, so she started working for them again about six months after leaving full-time work. Her part-time role was as a resident attendant at Interfaith Shelter for Homeless Families.

When Bellesfield returned to work full time, she became a case manager at Interfaith Shelter for Homeless Families. She also served as an interim program director when the director was on medical leave, since she was the only one who knew how to do all of the reports each month, from her prior experience at Lourdeshouse.

After 10 years at the Interfaith Shelter, Bellesfield left Catholic Charities and became a case manager for the Brethren Housing Association. Recently, her position title was changed to family advocate, which she likes much better. She assists the families in this program to develop and achieve life-changing goals surrounding employment, education, parenting, relationships, health and housing—all geared toward strengthening the families' stability and self-sufficiency. Bellesfield experiences a great deal of fulfillment in this position and intends to stay with Brethren Housing for years to come.

We appreciate Bellesfield's sustained service to teen mothers and their children, as well as homeless individuals and families.



NICOLE HAHNLEN '97 (HDFS) is a nurse care coordinator in the Hummingbird Program at Penn State Hershey Children's Hospital. Following graduation from Messiah, Hahnlen worked as a child life specialist at St. Christopher's Hospital for Children in Philadelphia, Pa. During her tenure at St. Christopher's, she worked in pediatric HIV/AIDS and bereavement support programming for children. Wanting to pursue work in

the field of pediatric palliative care, Hahnlen returned to school to pursue her nursing degree. Upon getting her B.S. in nursing from The Pennsylvania State University in 2004, she worked for three years in the pediatric intensive care setting. Based on her background in human development and family science and nursing, Hahnlen became part of a team starting a new pediatric palliative care program at Penn State Hershey, where she has worked since 2007. She said, "HDFS has been extremely helpful in providing a foundation in human development across the lifespan, communication, assessment of family systems and understanding of stress/illness on family dynamics. Additionally, preparation in family life education has been a useful skill as I frequently develop and implement educational activities for families and professionals. My preparation in nursing alone would not have equipped me to do work in

palliative care. HDFS was essential to my professional role."

The majority of Hahnlen's day is spent interacting with patients and families in the inpatient or outpatient care settings. Much of the support she provides to her patients and families is done via telephone to keep children and families in their home/community setting as much as possible rather than bringing them to the hospital unnecessarily.

Hahnlen provides emotional, social and medical support to children living with life-threatening medical conditions and their families; assists families in identifying/accessing resources that address their unique needs within both the medical system and their home communities; helps families with complex decision-making, identifying goals of care, and advance care planning; provides anticipatory guidance and support through end-of-life situations and bereavement support to families following the death of a child; and provides education to professional caregivers (nurses, physicians, etc.) regarding patient and family centered care, end of life care and other pediatric healthcare topics.

We are pleased to recognize Hahnlen with the 2015 Outstanding Alumni award. We can imagine that many children and their families are grateful for her kind and caring support. We are very proud of her accomplishments in this very challenging professional role! Congratulations to both of these outstanding alumni!

CONFERENCE HIGHLIGHTS

STUDENT REFLECTIONS ON ATTENDING THE NATIONAL COUNCIL ON FAMILY RELATIONS CONFERENCE

Four students joined Dr. Raeann Hamon in attending the National Council on Family Relations (NCFR) Conference in Vancouver, Canada in November 2015. Financial support from Student Government Association and donors who contribute to the HDFFS Student Research and Professional Development Fund made the excursion possible. Read about the highlights of their experience.

REBEKAH MOWEN '17 (HDFS)

The trip to the NCFR conference is an amazing professional development and networking experience. There are a multitude of opportunities for undergraduate students to become more involved the field in which we want to pursue a career. Not only can we learn about the newest discoveries and research findings of our interests, but we can also meet and hear from people who have made significant impacts and revolutionized the field of family science. The theme of the conference this year was extremely relevant to our time and to the most current events. I went to several sessions on issues of trauma and violence and learned about how they affect every aspect of the family and individual's lives.

ELLA WARD '16 (HDFS)

I very much enjoyed my time at NCFR in Vancouver, and I feel like I learned a



Emily Hoschar '16 (HDFS) enjoys some time in Vancouver.

lot! Not only did I get to hear interesting research and presentations, I also learned about next steps for grad school. One of the events I attended was Dr. Hamon's round table about how to strengthen the identity of family science and create cohesion among the field. I then attended presentations of research about teen moms in a pregnancy center in D.C., with special attention on preventative measures for a second pregnancy and school dropout. I was able to hear Dr. Hamon, along with other members of a panel, present about different creative ways to teach family theories within a classroom. I particularly enjoyed attending the student affiliate

breakfast, where we shared great ideas for our student-affiliated councils. Most of the other sessions I attended revolved around aspects of military families or rape culture/microaggressions on college campuses. I found the sessions on rape culture especially helpful, since I am part of the resident life community at Messiah and am currently serving as an RA. I was able to peruse through different poster presentations and walked through the school expo event. To end my time, I was able to hear the NCFR president present on how divorce can be generational.

EMILY HOSCHAR '16 (HDFS)

I have heard numerous times how amazing an opportunity NCFR is and after my first full NCFR conference, I can agree. I am very thankful for my opportunity to help plan the fundraising and travel arrangements, as well as attend the conference. The conference sessions I attended mostly revolved around stepfamily dynamics and the impact of divorce. I attended a number of sessions on sexual assault on college campuses, as well. I appreciated hearing the relevant research happening in the field of family science.

I enjoyed the university reception, because it gave us the chance to network with graduate schools and learn more



Rebekah Mowen '17 (HDFS), Emily Hoschar '16 (HDFS), Morgan Luce '17 (HDFS) and Ella Ward '16 (HDFS) capture a moment at the National Council on Family Relations Conference.

about programs in our field of interest. My favorite session that I attended was the student affiliate breakfast. We learned a great deal from successful affiliate councils and have come away with ideas I am excited to see implement in our organization, the Messiah College Council on Family Relations. Another highlight of the conference was the opportunity to build relationships with other students in the department that I did not know well before and to learn more about them. Overall, NCFR was a rewarding experience, and I would recommend it to any HDFS student considering attending!



NCFR is a great time to see good friends such as Raeann Hamon and Mary Ann Hollinger, former dean of external programs at Messiah College.

MORGAN LUCE '17 (HDFS)

This was the first year that I attended the National Council on Family Relations annual conference, and I have plans for returning next year. I was blessed to be able to go to the amazing city of Vancouver, British Columbia, Canada, to hear the latest research being done in the field of many different varieties, as well as to sightsee and grow closer relationships with the three women who attended with me. The theme this year was conflict, violence and war: family risks and resilience. I was most interested in the war aspect and how professionals are helping and researching topics that affect military families. Many of the sessions that I attended looked at the different programs available for military families and researched different aspects of military family life. I attended other

sessions not related to military families that were also very interesting, such as the session on grief, coping and death, and violence in young adult relationships. These sessions were beneficial to understanding the current research in the field as well as where presenters would like to take their research next. It was also beneficial to be able to network with professionals and universities that I may attend in the future for graduate school.

The most interesting session that I attended was the opening plenary session called "The Good Soldier," which had the most impact on me and what I would like to do. The keynote speaker of this session was David Finkel, who is an author and writer for The Washington Post. He spoke of his work with military personnel and their families. He went to Afghanistan and Iraq following various soldiers through their deployments, writing about their jobs as well as the physical and mental wounds that they endured while overseas. When returning home, he further followed one soldier, Adam Schumann, in his quest to reenter back into society and family life. He shared the stories of what these men and women went through while protecting our country and the struggles they faced after war. These stories were both heartbreaking and uplifting. This session confirmed my passion for working with military members and their families into transitioning back into civilian and family life.



Rebekah Mowen '17 (HDFS), Emily Hoschar '16 (HDFS) and Morgan Luce '17 (HDFS) check out the food truck for lunch.

WINNING IN MORE WAYS THAN ONE AT THE PA ASSOCIATION OF FAMILY AND CONSUMER SCIENCES STATE MEETING

By Sarah Berger '17 (FCSE)

Each spring, family and consumer sciences education majors are encouraged to attend the annual Pennsylvania Association of Family and Consumer Sciences Conference. In 2015, the conference was held in the Poconos.

The conference is a great opportunity for students to network with professionals across the state and learn about new and exciting advances in the field. Students attend many sessions on various topics, including cooking, fashion, interior design, child development and general teaching principles.

Students receive many resources while at the conference, including worksheets, posters, recipes, websites, apps and more. Students also are able to participate in many drawings and raffles for a chance to win items for their own classroom.

I attended the conference in 2015 as a sophomore with fellow FCS majors, and I learned a lot of valuable information. As an added bonus, my name was drawn to win the main conference prize, a Nasco food display with many different portion examples. This valuable resource will be extremely beneficial for me in my future teaching career.

The conference this spring will be April 8-10 at Indiana University of Pennsylvania. Our newsletter deadline is prior to the 2016 conference, but you can be sure that Messiah College will have students there, as well. Watch our Facebook page for photos of us at the event.



Sarah Berger '17 wins big at the PAFCS Conference.

LEARNING ABOUT POVERTY IN A REAL WAY.... THE USE OF POVERTY SIMULATION IN THE CLASSROOM

By Robert Reyes

One of the main goals in our department in recent years has been to increase and enhance the number of experiential learning opportunities for our students. To that end, we have been able to collaborate with the staff of Tri-County Community Action in Harrisburg to facilitate a poverty simulation as part of the work in (HDFS 253) Community Services for Individuals and Families course.

The poverty simulation experience is designed to help participants begin to understand the limitations and challenges that low-income families face on a daily basis. In the simulation, 20 to 85 participants assume the roles of up to 26 different families facing poverty. The task of the “families” is to provide for basic necessities and shelter during the course of four 15-minute “weeks.” The experience lasts two hours. It includes an introduction and briefing; the actual simulation exercise; and a debriefing period in which participants share what they have learned about the lives of people in poverty.

As I reflect on this experience, I am really excited for the opportunity to teach about poverty in this way. The use of this simulation is truly a remarkable way to help our students understand more deeply what it feels like to experience many of the challenges low-income families face today.



Robert Reyes' Community Services class experiences challenges to low-income families.

INNOVATIVE CLASS STRENGTHENS CONTENT AND EXPERIENCE FOR STUDENTS

By Erin Boyd-Soisson

HDFS 320 Play and Development is offered every other year. Students in the class learn about the importance of play for development, particular for children. The role of play and leisure activities for the development of adolescents and adults is also explored. Students learn about the therapeutic value of play, the importance of play materials, the importance of outdoor play and how different professions use

play to help children. Guest speakers from the fields of child life, play therapy and preschool, to name a few, come to class to demonstrate how play is used in their professions. This spring, students taking the class are pursuing careers in child life, school counseling, grief counseling, art therapy, play therapy, preschool and elementary school education and early intervention.



Joan McGeary, certified child life specialist from Hershey Medical Children's Hospital, demonstrates how play is used with children in hospital settings in Erin Boyd-Soisson's play class.

MY FCS STUDENT TEACHING EXPERIENCE

By Abigail Leach '16 (HDFS)



Abigail Leach '16 (FCS) hones her skills during her student teaching experience.

When asked to describe my student teaching placement, I thought of these words: make time, stories and relationships. I was placed at Cumberland Valley High School, teaching grades 9–12. I taught four Culinary I classes that focused on educating students on proper nutrition and basic food preparation skills. I oversaw a Clothing & Construction I class, which introduced and equipped students with basic patterning and sewing skills. I also

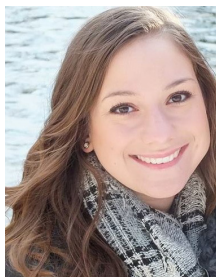
co-taught a Clothing & Construction II-IV class which focused on student-directed clothing construction with the use of patterns.

While teaching these classes, I learned that schooling the mind, at times, must come second to caring for the whole child. In the chaos of grading, planning, adapting lessons, etc, I realized that making time for small interactions with my students made the greatest impact. During those

times, I heard the stories of amazing and heartbreaking experiences that had shaped my students into capable and driven individuals. Having this opportunity to build a student-teacher relationship helped me to develop a teaching style and build a classroom where my students felt comfortable to explore the world of Culinary and Clothing & Construction.

PURSUIING HONORS IN HDFS

By Jackie Weit '16 (HDFS)



As a member of Messiah's Honors Program, I have had the opportunity to do a departmental honors project. Over the past two semesters, I have been working on an original research project in which I am studying the effects of a parent's stroke on the lives of his or her adult children who must step into a caregiving role. Most of the current

research focuses on how a stroke affects the survivor, failing to acknowledge the impact on other family members, specifically adult children. I am very thankful for the opportunity to broaden this research and hope that my project can help adult children to cope with the stress of caring for parents recovering from strokes. Since I am planning to pursue a career in occupational therapy, I wanted to choose a topic that will be relevant to the population with whom I will eventually work.

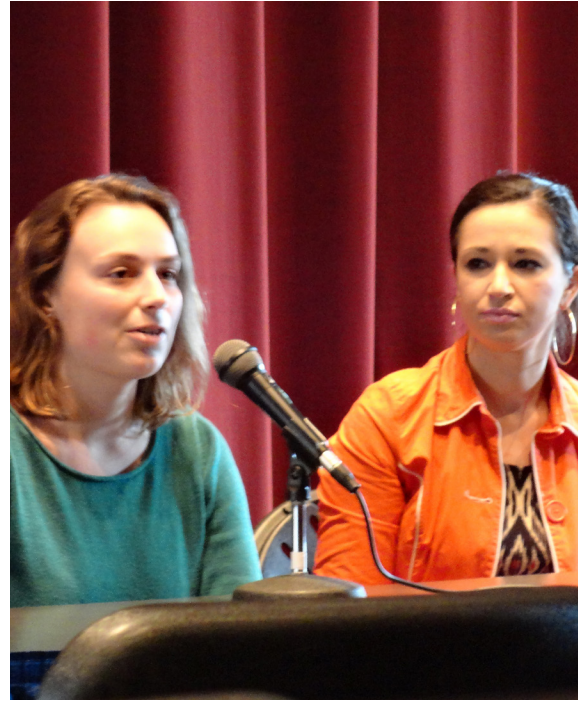
KOLB AWARDED PAFCS SCHOLARSHIP

By Raeann Hamon



Congratulations to Annette Kolb '17 (FCS) from Messiah College, for being awarded the PAFCS Undergraduate Scholarship. Kolb is from Sellersville, Pennsylvania and is a leader within the Human Development and Family Science Department. She is a Scholar Intern for Raeann Hamon, assisting with curriculum mapping for the

FCS program and helping her with two research projects. In addition, She is the FCS rep on the Messiah College Council on Family Relations, a student professional organization and affiliated council of the National Council on Family Relations.



Erika Sheaffer '96 (HDFS), Jacque Reahm '15 (HDFS), Kari Williams '14 (HDFS) and Tabita Vacareanu-Quashigah '09 (HDFS) share their expertise with current and prospective students.



HDFS ALUMNI TALK CAREERS

By Raeann Hamon

Every semester, the Human Development and Family Science Department organizes an alumni career panel. Alumni return to campus to speak to current and future HDFS/FCSE students. Alumni are asked to address questions like: Where do you work and what is your job title? Describe a typical day. What courses or experiences at Messiah College were particularly helpful for you in your current work role? How does your faith interface with the work that you do? What tips do you have for current students to make the most of their educational experience at Messiah College?

Our graduates also often express appreciation for the opportunity to come back to campus.

On March 30, four of our graduates shared their lives with us: Tabita Vacareanu-Quashigah '09 (HDFS- children and youth family engagement meetings coordinator

and facilitator for Dauphin County Social Services for Children and Youth), Jacque Reahm '15 (HDFS- therapeutic support staff for New Story of Harrisburg), Kari Williams '14 (HDFS- family development specialist for Family Services of Montgomery County) and Erika Sheaffer '96 (HDFS- senior child life specialist for St. Christopher's Hospital for Children and Children's Hospital of Philadelphia). After the panel, all four women joined a group of current students, faculty and prospective students for dinner and further conversation. Students are always encouraged by the career information and the insights gleaned from our accomplished alumni.

Our graduates also often express appreciation for the opportunity to come back to campus. Sheaffer, sent the following note to me after the event: "Thank you so much for blessing me with the opportunity to be a part of the panel this evening. The first thing I did when I left was to call my parents and thank them for sacrificing so much so I could have a Messiah education.

You played such a major role in my career at Messiah and God used you to help get me where He wanted me to be! I am so grateful and can see how you are still impacting HDFS students in amazing ways. Speaking with Josiah's family and Beverly and hearing about their very personal experiences with Child Life and having them express gratitude to me for my work was overwhelming. I came praying to be a blessing and walked away feeling like God blessed me. It was a pretty emotional recapping to one of my coworkers on the phone and Dave and the kids when I got home. So... Thanks for everything!! Now I need to be on my knees that God will provide for my kids to go to Messiah!"

We are incredibly grateful for our alumni who so willingly share their lives with our current students. Thank you, Erika, Tabita, Kari and Jacque!

We hope that FCS teachers and guidance counselors will bring their promising students to our career panel in the fall – October 25, 2016.

COMMUNITY PARTNERS BOOST QUALITY OF TIPS

By Paul A. Johns

Over the last few semesters, students in our Marital Relationships course with Assistant Professor of Human Development and Family Science Paul Johns have been required to work with a community partner when completing their relationship/marital tips project. This new element was added to this long-standing assignment for three primary purposes: (1) to give students an experience of working with a direct service provider; (2) to increase the quality of the research-based tips that students write by considering application to real people; (3) and to allow for the possibility that the students' tips could be distributed to individuals and couples in need of their practical advice, if supported by the community partner. Our many community partner volunteers, which include counselors, pastors and other social service providers, have helped us achieve these purposes and much more.

At the end of this project, students write reflections on their experience of working with a community partner, and the results have been encouraging. A major benefit students share is how they were able to create more realistic tips with the help of



Assistant Professor of Human Development and Family Science Paul Johns “working his magic” in Marital Relationship class.

their partners, as opposed to idealistic tips that may not meet the needs of their target audience. An unanticipated yet beneficial outcome of this new element is that students recognize the patience and diligence that it takes to work with busy, “front-line” providers. Students who work ahead and pace themselves reflect on how valuable it was to collaborate with professionals and the

confidence it began to instill in them as they anticipate being the providers themselves someday. Overall, this is just one example of how our HDFS department seeks to provide students experiential learning opportunities that will help them grow into the next generation of highly-qualified Messiah College HDFS graduates.

LIVE WEBCAST OF SUE JOHNSON ENHANCES STUDENT LEARNING

By Paul Johns



Sue Johnson, originator of Emotion-Focused Therapy

On March 17, 2016, the HDFS Department, in collaboration with Social Work, Psychology and Graduate Counseling, hosted a live webcast of Sue Johnson, creator of Emotionally-Focused Therapy. Johnson's topic proved to be of great interest, bringing together more than 60 graduate and undergraduate students for a day of learning and networking. Included in the day for some was a more personalized lunch presentation with Renee Donovan, a Certified EFT therapist and friend of Professor Paul Johns. All in all, the webcast allowed students that may have only heard or read of Johnson's work to learn from and be inspired by Johnson herself.

Invite prospective students to attend our fall alumni career panel on October 25, 2016. Contact dchopka@messiah.edu for details.

INTERESTED IN HELPING CURRENT AND FUTURE HDFS/FCS STUDENTS?

- Become a mentor for a junior or senior.
- Provide us your job information, so that we might feature you in an alumni career profile on our website.
- Make us aware of any internship or job openings for our students.
- Volunteer to participate on an alumni career panel during fall or spring semester.
- Visit one of our classes as a guest speaker.
- Offer constructive feedback on how we can improve the program.
- Contribute to our HDFS Department Student Professional Development Endowment Fund or the HDFS Department Student Scholarship Fund.
- Initiate an HDFS Department-specific endowed scholarship fund.
- Pray for our ongoing work, so that we might offer the best educational experience possible and glorify God in the process.

Feel free to contact me about any of these items or other suggestions that you have at rhamon@messiah.edu.

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Mechanicsburg PA 17055

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WIN A FREE T-SHIRT!

Stay connected! Go to messiah.edu/HDFS-tshirt to sign up for our e-newsletter and be entered to win a department T-shirt!



LIKE US ON FACEBOOK!

We'd like to keep you up to date on the many things that we are doing in the department, so we're posting events and pictures on our Messiah College Department of Human Development and Family Science Facebook page.

Like us at facebook.com/messiah.HDFS.

