

# Diamond Mind

The Newsletter of the Russell Conwell Educational Services Center

Volume 2: Issue 2: Summer 2010

## MSUB Recognized as Model Program

The Council for Opportunity in Education and the Pell Institute conducted a study of all Upward Bound Math Science (commonly referred to as MSUB at Temple and elsewhere) projects in the United States in an effort to improve math and science education for low-income, first-generation, and minority youth through a grant from the General Electric Foundation. As a first step in the study, MSUB projects that might serve as models of effective practice were identified. Using data from the MSUB Annual Performance Report, student files, and controlling for various entering student characteristics such as prior GPA, MSUB projects that had greater-than-expected rates of college entrance—particularly to four-year colleges—were chosen as participants. The study then conducted 3-day site visits to several of these high-performing projects to better understand the reasons for exemplary performance on this critical outcome of college entrance.

Given the mission of MSUB, the study reasoned that using four-year college attendance as the main indicator of success was justified. It was recognized that it would be inappropriate to select projects based on four-year college entrance rates alone without taking into account the differences among projects in the academic performance and other perti-

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Temple MSUB students complete homework in the MSUB computer lab.

## The New Class of Ronald E. McNair Scholars

The Ronald E. McNair Program is a national initiative of the United States Department of Education designed to facilitate acceptance into graduate school, specifically academic doctoral programs. Crafted to place focus on student demographics that have either traditionally been underrepresented in the nation's graduate school programs or first generation college students, its ultimate goal is to diversify faculty at the college level.

"McNair distinguishes itself by placing before our participants a comprehensive set of tools addressing not only academic preparation for getting accepted into graduate school (research and such), but also the more pragmatic aspects of the graduate school application process, such as GRE preparation and school selection. Each of these facets is equally important in the overall process, and we pride ourselves on combining the two."- Nathan Knispel, Temple University's McNair Program Director

Upon acceptance into the program, McNair

### New McNair Scholars and their Undergraduate Majors

**Octavia Carr:** Criminal Justice

**Safiya Castel:** Psychology

**Jessica Charles:** Psychology

**Tochi Dike:** Chemistry

**Kristi Hartz:** Speech/Language

**Kevin Henson:** Neuroscience

**Brittany Lewis:** African American Studies

**Sam Liu:** Business/Finance

**Thomas Perez:** International Business

**Amira Shroeder:** History

**John Turner:** Psychology

**Nicole Welk:** Art History/Anthropology

pairs scholars with Temple faculty mentors who monitor students as they complete their own research project. Safiya Castel applied to the McNair Program so she could have the guidance of an accomplished professor in her field of study. Due to her research and graduate school preparation work with McNair, she said, "I will already be very comfortable doing research independently. It won't be such an overwhelming transition from undergraduate school. Also, the McNair program will give me the opportunity to delve deeper into [psychology] so that I can develop a clearer idea of what I want to focus my dissertation on. It will aid me in pursuing a career path that is truly best for me."

The newest class of scholars was welcomed by Nathan Knispel at an orientation on February 17, 2010. Averaging a Dean's List GPA of 3.5, this new class of scholars will soon deliver impressive contributions to academic research.

- Jessica Palmer, Editorial Intern

nent traits of entering students. The method of taking inter-project differences in entering GPA into account consisted, in brief, of the following:

- First, a regression analysis to determine the relationship between the outcome of interest, the four-year college entrance rate, and entering GPA was done.
- Second, the resulting regression equation was used to estimate, for each project, the four-year college entrance rate that would be expected for a project with that project's average entering GPA.
- Third, calculation of the difference between each project's actual four-year college entrance rate and the aforesaid estimated expected rate.

Each project for which this calculated difference is positive can be said to be making a greater-than- expected contribution to its participants' four-year college entrance rate, taking entering GPA into account. Ranking all the projects in order of decreasing actual-versus-expected differences, the highest ranking seven were identified for inclusion in the study, (see below, Project D is Temple MSUB). The table

Project	Included in Study	Expected GPA	Actual GPA	Residual GPA	Overall Rank	Residual Rank
A	Yes	66%	97%	0.316	1	1
B	No	62%	91%	0.294	2	2
C	No	53%	82%	0.286	10	3
<b>D</b>	<b>Yes</b>	<b>60%</b>	<b>89%</b>	<b>0.285</b>	<b>3</b>	<b>4</b>
E	No	63%	89%	0.251	4	5
F	Yes	65%	87%	0.224	5	6
G	Yes	63%	83%	0.207	9	7

also shows how each project's residual rank, after taking GPA into account, compares with the same project's rank according to its unadjusted four-year college entrance rate.

This descriptive report also identified common elements that appear across the programs that were visited. The elements help to explain project success, although there is no way to know with certainty that they affect student outcomes. Not every element was present in each project, but each is present in most of the

projects. Among the elements found to be most significant:

**1. An intense educational experience, especially during the summer.** In these projects, MSUB is a 12 – to -16 hour a day experience.

**2. Innovative curriculum.** The degree to which teams of faculty and individual instructors create engaging educational programs that draw students into science was impressive. Good MSUB projects not only provide opportunities for “hands-on” learning, but help students understand how the scientific method works and what tools they need.

**3. Study, study, study.** These projects expect students to study a great deal. While participants may complain a bit about the rigor, they also seem to value the discipline. Furthermore, study is supervised so that students learn how to study “smart.”

**4. An environment that values and rewards learning.** Participants told us one of the best things about MSUB is that it takes them out of their regular environment and place them in a new environment that allows them to be curious and smart. They're rewarded, not ridiculed, for performing well. The friends they make in MSUB are people who know them as scholars, not just kids.

**5. Everyone matters.** Classes are small and students work in even smaller teams on projects and other assignments. Participants are sometimes surprised that instructors care about them.

**6. Performance to build self confidence.** Some of the projects put a great deal of emphasis on presentations. As we watched these professionally dressed students explain their experiments or internships to an audience of peers and instructors, we saw insecure kinds transformed into self confident young adults through education.

**7. Strict behavioral rules coupled with education on interpersonal skills.** Most participants thought the rules were fair and valued the secure environment that the rules fostered. Furthermore, these projects put considerable effort into affective education – learning to participate on a team, support others, resolve disputes through discussion and negotiation, and treat each other with respect.

**8. Dedicated professionals who want to im-**



Amanda Brickle works on her science fair project at Temple MSUB

**prove the lives of children.** The sentiments that staff and instructors expressed about seeing “aha” moments, about wanting to excite participants about science, about the pleasure of expanding students' horizons, suggest that these projects have somehow managed to engage the right people for the job.

**9. The strong, inspiring message.** If you take advantage of the chance MSUB provides, if you make the effort, if you take to heart what is taught here, you will be successful.

**10. Targeted student recruitment.** These projects have translated years of experience into a fine-tuned system of student selection. While they do not focus on students with the highest test scores or GPAs, they have learned who is likely to benefit from the instruction and services they provide.

**11. Links to college “bridge” programs.** These projects expose students to the educational possibilities of a wide range of colleges and universities that fit their interests and academic abilities.

To view the full study report, visit [http://www.coenet.us/files/files-MSUB\\_Report\\_May\\_2008.pdf](http://www.coenet.us/files/files-MSUB_Report_May_2008.pdf)

Congratulations to the staff and students in the Temple University Math Science Upward Bound Program. Keep up the Great Work!

-Michael Stokes, Director, RCC

# Climbing the Ladder to the Dean's List

The Russell Conwell Center (RCC) strives to effectively meet the educational needs of its students. By providing tutors and mentors, organizing study groups, and employing educational counselors who care about scheduling the appropriate classes, as well as the personal well being of their students, the RCC provides a holistic educational experience. In addition to providing students with tools to reach a Dean's List GPA, the RCC celebrates student accomplishments. Each semester, the

energy encouraged me to work harder. They truly wanted to see me succeed and would go out of their way to help me out in any situation, school related or not. With that encouragement and extra support, I was determined to utilize everything they had to offer and obtain a 4.0 GPA while making great relationships with staff and fellow colleagues."

Charnetta Butler, a Senior Academic Advisor in Student Support Services, said, "All of these



Attendees of the 2010 RCC 3.0 awards ceremony

RCC staff organize a reception to recognize the academic excellence of students who have achieved a semester GPA of 3.0 or higher.

The fall semester of 2009 culminated memorably for the RCC. Almost 350 Russell Conwell Center students reached a semester GPA of 3.0 or higher. Furthermore, 46 students received a semester GPA between 3.5 and 3.99 and Evan Demianczyk, Stephanie Klock, Bao Nguyen and Melissa Hughes received perfect 4.0 semester GPAs. Charnetta Butler, Natalie Walker, Robert Carroll, and Janice Kersey-Boyd proudly presented certificates to students who attended the reception on February 23, 2010.

Melissa Hughes, a graduate from the Student Support Services component, said, "RCC faculty and students are all so enthusiastic about setting and accomplishing goals that their en-

faces are familiar to me. They come around a lot and take advantage of our services: tutoring, mentoring, and study groups." Brigitte Johnson, Program Director of Act 101, felt similarly that the RCC has been a pivotal force in helping students succeed. She said, "If it had not been for RCC services: registering, listening, and reading their papers, we do not believe they would be [at this reception] today."

Academic support services offered in the Educational Services Component at the RCC are available to all Temple University students. The RCC looks forward to celebrating the academic successes of more Temple University students who benefit from the assistance their offices offer on the second floor of 1700 N. Broad Street.

- Jessica Palmer, Editorial Intern

## Editorial Staff

**Michael Stokes** - *RCC Director*  
**James Sellers**- *RCC Tutorial Coordinator*  
**Jessica Palmer**- *Editorial Intern*

## Next Issue

The RCC will review the college preparatory programs, the Summer Bridge Program, and the McNair Summer Experience.

## Congratulations RCC 3.0 Students

### Attendees of the Reception

**Shyneika C. Banks**  
**Markita J Billups**  
**Wileen T. Blanchard**  
**Paola Bome**  
**Carlzel D Bostic**  
**Nicholas A Capuano**  
**Thida Chan**  
**Dinah Cineas**  
**Lauren J Cowan**  
**Wafai Dias**  
**Catherine R Duffield**  
**Aziza Z El Harre Bey**  
**Amerrah L Everett-Bey**  
**Courtney R Franklin**  
**Melanie Roxanne D Gampon**  
**Anthony S Giannangeli**  
**Ngoc M Le**  
**Nerissa M Leon**  
**Suy T Ly**  
**Niya E Mack**  
**Barbara H Magee**  
**Kara A McGrath**  
**Ryan J Mee**  
**Brandon C Melcher**  
**John T. Nguyen**  
**Jessica L Palmer**  
**Karen Park**  
**Ashley M Pro**  
**Ebony Nicole Reddy**  
**Jose A Rodriguez**  
**Armando Sedo**  
**Jessica Serrano**  
**Mariya Shubin**  
**Patricia D Smith**  
**Jamie L Stott**  
**James Tang**  
**Sadora Thomas**  
**Elijah J Thomas**  
**Brittany A Titano**  
**Risa G. Vinson**  
**Yanlian Wang**  
**Rondaya M Woodbury**  
**Shanshan Wu**  
**Jianchun Yang**  
**Peter Y Yum**  
**Barno Zakhidova**

# Instilling Leadership at the RCC



Charnetta Butler (bottom, left) supervises PDW students who researched and presented an educational workshop at the RCC.

The Russell Conwell Center (RCC) serves motivated students who desire to succeed academically and professionally. From the broader Temple community, the RCC welcomes undergraduate and graduate students who seek student employment and internships that are embedded with and value leadership development and application.

Each fall and spring semester in the RCC, opportunities to polish professional skills and build leadership experience are showcased at the RCC Leadership Expo. A formal banquet is also held each spring to present students with awards for their dedication to academic excellence, leadership, and public service. Recognizing students for their hard work and perseverance has a myriad of positive effects including increasing confidence and empowering students.

It is this feeling of community in the RCC that allows students to develop their leadership abilities. The Act 101 Counselor Coordinator, Juanita Jenkins, is passionate about the leadership development that occurs every day in the RCC. While the RCC's employment and volunteer opportunities are obvious places to develop leadership, Ms. Jenkins views the RCC as "an organic environment," in which student leaders can develop naturally outside their jobs. For example, students may become leaders by unofficially mentoring or tutoring a peer

working in the computer lab. Ms. Jenkins also describes the RCC as a small learning community within Temple University and a place where students have countless options and opportunities to gain professional experience. She said, "Leadership in the RCC is open and free to every student." The opportunities for leadership that exist within the RCC bring out the passion that exists within every student in this program.

"In a time when role models are sometimes hard to come by, mentors serve as the best example for positive leadership and help. The collective

conscious effort for a group of individuals to come together and make a positive impact on society and on one's life is not only important, but necessary."—Christian Gerrick, Project Mentor

Regardless of your level of experience, skill, year in school, or major, the RCC welcomes you to come and obtain valuable leadership development and training. The RCC Leadership Expo will inform you about employment and volunteer opportunities, but be sure to utilize the unofficial opportunities that the RCC has to offer just by spending time in the office and in the computer lab. Get to know the RCC staff and students and find the leadership training you have been searching for!

—Jessica Palmer, Editorial Intern

## Leadership opportunities in the RCC that were spotlighted in the Leadership Expo:

**Professional Internships:**

**Workshop Facilitator**

**Lead Mentor**

**Editorial Intern**

**Audio Visual Intern**

**Professional Development Intern Program**

**Project MENTOR**

**Student Ambassador**

**Tutor/Mentor**

**Summer Bridge Classroom Assistant**

**Summer Bridge Instructor**

**Chi Alpha Epsilon Honor Society**

**Act 101 Student Organization**

**Graduate Externs and more!**

## McNair Student Recognized

The Philadelphia Chapter of the Society of Neuroscience hosted its annual conference on April 15th at Drexel University's Medical School. The Society awarded Kristy Cordero first place for the research she has been working on for over two years with Jessica Andre, a PhD candidate in Behavioral Neuroscience.

Kristy Cordero has been interested in neuroscience since the 7th grade and is now a double major in Neuroscience and Psychology, with a distinction in Neuroscience. She is fascinated by the relationship between addiction and memory.

Cordero attributes much of her academic success to her involvement in the McNair program. Since she entered the program last summer, she said, "McNair has helped me focus my energy into life after undergrad. McNair also really helped me figure out the best way to get into the best graduate program for me." Cordero is applying to graduate programs at the University of California San Diego and UC San Francisco. The Russell Conwell Center and the McNair Program applaud Cordero for her achievement with her research and looks forward to her successful future endeavors.

—Jessica Palmer, Editorial Intern



SSS Director Donesha Hood (left) with SSS and McNair Student Angeline Nembhard at the McNair Research Symposium. Angeline presented her research in Psychology.

# XAE Induction Ceremony

On April 13th, 2010, the Omicron Chapter of the Chi Alpha Epsilon National Honor Society held its annual induction and pin upgrade ceremony at Temple University. Translating to 'Center for Academic Excellence,' Chi Alpha Epsilon (XAE) inducts students who have a cumulative GPA of at least 3.0, and at least two consecutive semesters with a 3.0 GPA or higher. Current members with qualifying semester GPAs of 3.5-3.74, 3.75-3.99, or a 4.0 have the opportunity to receive a new XAE pin with either a ruby, emerald, or diamond stone, respectively.



Omicron Chapter President Jessica Palmer, and members Jashina Miller and Markita Billups. Each new member of XAE pledged at the ceremony to "excel academically, promote academic excellence in others, and to help those who genuinely

aspire to the same goals." As new inductees participated in this private ceremony, their family and friends were given a presentation about XAE by SSS Senior Academic Advisor Charnetta Butler and RCC Associate Director Janice Kersey-Boyd.

This new class of members has great potential for leadership and will work hard to make the Omicron Chapter a Jewel Chapter, with all members qualifying for the Dean's List. Once again, congratulations to the newest members of Chi Alpha Epsilon!

The founding member of XAE, Dr. Bert Sadler, conducted the ceremony for new members in the Underground of the SAC, with the assistance of RCC Director Michael Stokes,

## The 2010-2011 Executive Board

**President: Jessica Charles**

**1st Vice President: Antoinette Barnes**

**2nd Vice President: Joanna Lam**

**Secretary: Sonia Eugene**

**Treasurer: Lauren Cowan**

**Historian: Kathy Pichardo**

**Social Chair: Jashina Miller**



## New Members

**Kimberly Bediako**

**Antoinette Barnes**

**Dior Billups**

**Laura Bookman**

**Ashley Carmichael**

**Jessica Charles**

**Gillian Clarke**

**Lauren Cowan**

**Rosalie Fiorello**

**Jeta Gjana**

**Sabrina Hackett**

**Jenny Hong**

**Joanna Lam**

**Eric Langston**

**Marina Leong**

**Kyree Lewis**

**Connie Ly**

**Barbara Magee**

**Lyudmilla Migachev**

**Donnaye Moore**

**Phung Nim**

**Phu Nguyen**

**Christina Obiesie**

**Anda Phan**

**Ashley Pro**

**Elizabeth Rogiai**

**Ryan Salamat**

**Courtney Schaffer**

**Jonathan Sheridan**

**Ashley Snyder**

**Katelyn Sullivan**

**Tamanna Sultana**

**Kendra Van de Water**

**Rency Varughese**

**Shanshan Wu**

## Pin Upgrades:

**Tina Behari**

**Markita Billups**

**Wileen Blachard**

**Thida Chan**

**Wenbin Chen**

**Jessenia Duarte**

**Eric Giulano**

**Ngoc Le**

**Ryan Mee**

**Jashina Miller**

**Jessica Palmer**

**Nina Palzzolo**

**Jose Rodriguez**

**Zijuan Yang**

# Around the World in 30 Minutes

Workshops are a tactic used frequently in the Russell Conwell Center to teach skills, discuss social issues, and learn about leadership opportunities. Charnetta Butler, SSS Senior Academic Advisor, introduced a new and interesting way to connect with RCC students who are currently studying abroad. SKYPE, the popular software application that allows people to make free phone calls over the Internet with a web cam and a computer, was utilized the week of March 1st in the Russell Conwell Center to hear about the experiences of students in Spain and Japan.

The panel included Stephanie Klock, a Broadcast Journalism major in her second year at Temple University, who studied abroad in Spain during the spring semester, along with Chelsea Newton, who is in her third year studying Adult and Organizational Development. Yao Jiang, an SSS student in her junior year with a major in International Business, spoke to students in the workshop from Japan. Attendees of the workshop learned about the students experiences studying abroad and also discovered how different American culture is from the cultures of Japan and Spain. Students were excited to learn about college life in Japan. Yao Jiang offered to the students at the workshop fun facts about Japan's college professors, differences in tuition, and how the security in America differs greatly from Japan. Charnetta Butler concluded the workshop by encouraging students to take brochures about Temple's study abroad program. James Tang said, "I believe that studying abroad in different countries can guide me to a better understanding of the personality of people, lifestyle, and beliefs. As a result, if I get an opportunity to study abroad, I will definitely go and explore."

- Jessica Palmer, Editorial Intern

# Some Rising Stars at the

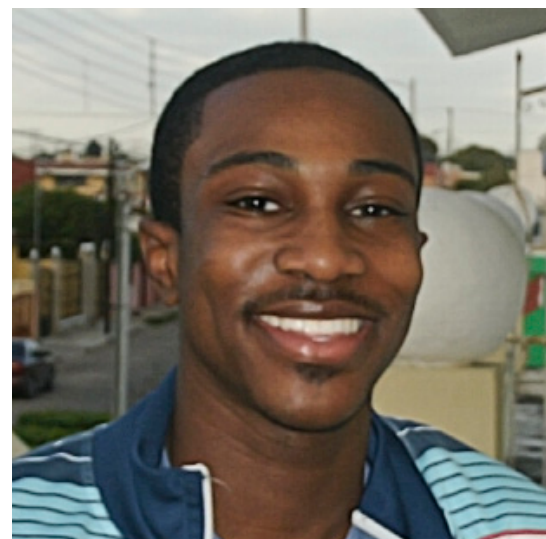
*The Russell Conwell Center works with an exceptional group of students in the RCC who we deem to be 'rising stars,' freshmen*

Stephanie Klock is a first generation college student who is a product of two TRiO programs: Shippensburg's Upward Bound and Student Support Services in the Russell Conwell Center. Through her hard work, she achieved a perfect 4.0 GPA. She is working to become a broadcast journalist and has gained experience in the field at Loyola Marymount University's campus television station as a reporter. After studying abroad in Oviedo, Spain, where she enjoyed teaching students English, Stephanie was eager to return to the United States where she served as an intern at the WBRE news station in Scranton, PA this summer.



Yao Jiang is a Student Support Services student who is currently broadening her horizons after studying in Japan for the spring 2010 semester. Yao was born in China and only moved to the United States five years ago. With a dean's list GPA of 3.62, Yao strives for academic excellence so she can use her degree in International Business to manage business relations between the United States, China and Japan. While Yao focuses her studies on business and finance, her free time is spent in the creative world of photography, where she can capture the global world in which she lives and travels.

D'Juan Lyons prides himself in academic excellence and public service. In 2009-2010 he concurrently served as the Vice President of the Act 101 Student Association and as President of the Hardwick Residence Hall, all while maintaining a 3.68 GPA. D'Juan has a professional goal to bridge the gaps in Latin American countries. There is one simple qualification for the activities that D'Juan devotes his time and energy to: they must allow him to give back and help others. Over the summer, D'Juan served as an English Classroom Assistant for the RCC's Summer Bridge Program and currently serves as a tutor for Writing, Spanish, and Latin American Studies in the RCC. Most recently, D'Juan agreed to serve as one of three Temple representatives in the Mayor's PhillyGoes2College Community Fellows Program where he will serve as a writing fellow and workshop leader at Benjamin Franklin High School.



# Russell Conwell Center

*students. This is just a small selection of the hundreds of impressive men or sophomores who are undoubtedly going to great places.*



**J**ames Tang was a PDW intern during his freshman year and stuck out to staff and fellow students for his friendly personality and eagerness to help with whatever he could. James is sharpening his leadership skills as he works in the RCC to assist staff with tracking and maintaining accurate records of RCC tutoring and resources. He was class valedictorian of his high school, Jules E. Mastbaum High School, and made the Temple dean's list with a 3.62 GPA his first semester. James is also fluent in both English and Cantonese. With the experience he has gained in his PDW internship, James is setting himself up for success in a Management and Information Systems career. This summer, James served in the RCC's Summer Bridge Program as a Math Classroom Assistant.

**B**ethanie Sessoms is one of the RCC's most admirable servant leaders. She has a personal goal to make a difference and create change in her community. Making that goal a reality, Bethanie volunteered to be an RCC Ambassador for incoming freshman, she traveled to Brazil and Argentina with her church to help those less fortunate and she helped inner city youth reach their potential in Coatesville, Pa. Bethanie would not be a rising RCC star if it weren't for her equal focus on her studies. She has a 3.54 GPA and strives to raise it every semester.



**S**adora Thomas brings her extensive history of academic excellence to the RCC through the Lendfest Scholarship Program. Since her sophomore year of high school, Sadora has been receiving various honors, awards, and scholarships that have set her above her peers. She is a Philadelphia Futures scholar, an RCC PDW intern, and a member of the National Society of Collegiate Scholars. A service leader, Sadora served as a Classroom Assistant in the 2010 Summer Bridge Program. She maintains a 3.69 GPA and aspires to use her Human Resources degree to own and operate her own business.

# RCC Student Gem: Act 101, McNair

*Percival Fisher, Yeadon, Pennsylvania*

Percival “Percy” Fisher is an exceptional student, social worker, researcher and psychotherapist. A 2007 graduate of Temple University and the Act 101 component of the Russell Conwell Center, Percy embodies service leadership. He is fighting for social justice through the avenues of social work and higher education and has a myriad of work experience to help him reach his goals.

Percy Fisher completed his Master of Social Work degree at the University of Pennsylvania. He has ambitious career goals to work in psychotherapy, social justice, education, and advocacy. Percy said, “Eventually, I am thinking of pursuing another advanced degree either in Public Health, Nursing, or a doctoral degree in Higher Education Administration because I enjoy helping people and I enjoy the university setting as well.”

As an undergraduate student at Temple University, Percy demonstrated his love for helping people in the Russell Conwell Center. The RCC employed Percy for two years as a writing and psychology tutor and he was the most requested tutor at the time in Act 101. His effective tutoring strategies were useful in the RCC’s Summer Bridge Program as well, where he worked as a Classroom Assistant. He said, “It felt good having the opportunity to share my experiences with my students at Summer Bridge.”

The RCC helped provide Percy with tools to succeed academically, as well as gain experience in teaching. His involvement in the Chi Alpha Epsilon National Honor Society and the Ronald E. McNair Program helped facilitate his acceptance into graduate school at the University of Pennsylvania. Through an opportunity with the McNair Program, Percy presented his research project, “Problems in Pedagogy: Understanding Sacred Texts Within the University from Various Cultures,” at the 2005 The Sky is Not the Limit conference. McNair presentations along with the research opportunities Percy took advantage of through the McNair Program helped Percy build a strong graduate school resume, and helped to facilitate his transition to the demands and rigor of graduate school.

Percy also recalls, “The Act 101 component and the RCC challenged me to work harder and excel rather than just being an [average] college student.” Percy Fisher certainly has taken the tools that he acquired at the RCC and has met the challenges presented to him.

Percy is currently working with several organizations. He is a part of the Black Men of Penn, an organization that recruits African American males to the social work program and the social work field and provides them with support. Percy also represented all Master of Social Work (MSW) students in Pennsylvania as the MSW Student Representative in the Pennsylvania Chapter of the National Association of Social Workers (NASW-PA). As Pennsylvania’s MSW Representative, Percy worked with NASW-PA to make the best decisions regarding the social work profession, and advocate for the clients and communities social workers serve.

Temple University welcomed Per-

cy back as a Psychotherapist Graduate Extern in Tuttleman Counseling Services for his second year field placement. From August 2009 through May 2010, Percy worked at Tuttleman to help individual college students faced with depression, anxiety, addiction, and other issues. He also lead a weekly process group for gay, bisexual and questioning males.

The Russell Conwell Center is proud of Percy Fisher’s accomplishments and looks forward to following his success in the future. It is thanks to the work of service leaders, like Percy Fisher, that students can achieve treatment, acceptance, and social justice.

- Jessica Palmer, Editorial Intern

