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Human Development and Family Science
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MINORS

Children and Youth Services
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DEPARTMENT OF HUMAN
DEVELOPMENT AND FAMILY SCIENCE

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We would like to acknowledge Sarah Weaver '07, who interviewed the alumni and wrote the profiles for this publication, and Anna Swenson '07, who helped secure photos and release forms from our graduates.



help build
strong families
— make a difference

DEPARTMENT OF HUMAN DEVELOPMENT *and* FAMILY SCIENCE



Think you might be interested in a 'caring career,' one that focuses on enhancing individual development and fostering interpersonal relationships, particularly those between parents and children, husbands and wives?

A degree in **Human Development and Family Science** or **Family and Consumer Sciences Education** prepares you for exciting professional possibilities.

DEPARTMENT OF HUMAN DEVELOPMENT *and* FAMILY SCIENCE

This booklet presents information about the career journeys of 20 Messiah College alumni who graduated with a degree from the Department of Human Development and Family Science [HDFS].* Their experiences of choosing a major, finding a job after graduation, and continuing their careers can provide valuable insight as you discern God's call for your life. These alumni also offer advice on how to make decisions concerning your career and ways to get the most out of your college experience.

Although some of these alumni have received additional education through graduate school, workshops, or other training, many of the alumni in this booklet have secured and maintain fulfilling and excellent positions with their bachelor's degrees. Our curriculum emphasizes the understanding of interpersonal dynamics and pays particular attention to individual development within the family context. Our focus is on relationships. Whether you desire to work with children or aging adults, couples or families, the HDFS department will prepare you to enter the field with a unique set of skills that can be applied in a variety of professional contexts. Each of our courses helps you develop expertise (e.g., interviewing, observation, listening, family analysis, family life education program development), which will be invaluable in your future profession.

For additional information about specific courses and opportunities available within our department, please visit our website at www.messiah.edu/departments/family or contact the chair of the Human Development and Family Science department at (717) 766-2511.

* In the fall of 2003 our department changed its name from Family Studies to Human Development and Family Science (HDFS). We now offer two majors, Human Development and Family Science (HDFS) and Family and Consumer Sciences (FCS) Education. Both majors offer unique perspectives and skills for working with individuals and families. HDFS majors are prepared to work in a variety of social service and family agencies, and our FCS majors are certified to teach K-12 in public schools in topic areas like interpersonal relationships, child development, nutrition, and family resource management.



ADOPTION CASE WORKER
COBYS Family Services



"I always had an interest in children . . . Working in adoption helps me combine my love of children with my desire to help families." —Lynell (Frey) Shawaryn '00

**Pursuing her interests —
Lynell's career journey**

Lynell chose to major in Human Development and Family Science because she liked the emphasis on the family unit as a whole. She always had an interest in foster care and adoption, so she decided to pursue that field as a career. During her time at Messiah College, Lynell did an internship for a foster care agency, working to recruit foster families and help them through the approval process. That internship led to a job as a family consultant, where she focused on therapeutic foster care, working with children who had mental health and behavioral problems. In 2002, Lynell was hired by COBYS Family Services to develop a program for post-adoption

families. She was successful in developing the program, and continues to work as an adoption caseworker for COBYS today.

Working in adoption

Lynell spends about 70 percent of her time working in her office, with the rest of her time devoted to working with children and families in their homes. In the office, she works on writing reports, making phone calls, and doing other paperwork tasks that are part of case management. In family homes, she helps children to prepare for adoption, assists families with the certification process, and assesses families and children to determine if they qualify for post-adoption services. Lynell also

attends training sessions to continue her growth and education, and she goes to court for adoption hearings.

While working in adoption and foster care, Lynell often sees families who are struggling and going through difficult times. Her compassion and her ability to relate to others and empower them helps her to succeed in her career.

Lynell's advice

"Shadow or interview someone who works in the field that you are considering. Even just a few hours with somebody can help you see if that job is something you could see yourself doing or not."

Left: Caseworkers assisting with foster care and adoption processes serve families and children at critical points in their lives.



ASSISTANT DIRECTOR AND
INTERNSHIP COORDINATOR
Dickinson College Career Center



“I love working in higher education and I don't see myself leaving. The environment is very stimulating, and I really enjoy the interaction with students.” —Rachel Spier '99

**Following the call to help others —
Rachel's career journey**

Rachel chose to major in Human Development and Family Science because she liked that relationships and family systems were a focus in the curriculum. When she graduated, all she knew was that she wanted to help people in some way. Her first job was at Hoffman Homes, where she worked with adolescents and children with behavioral and emotional problems. After spending some time in this position, Rachel began to see patterns in her interaction with the residents. She enjoyed helping them reach their goals and potential. After doing some self-reflection and talking with another Messiah graduate, Rachel became interested in career counseling and thought the job would be a good fit for her desires and skills. Rachel earned a

master's degree in counseling from Shippensburg University, with a specialization in student personnel services. This degree allowed Rachel to acquire the position she has now as a career counselor at Dickinson College.

Being a career counselor

In Rachel's job, she works with both students and employers. She meets with students to help them clarify career goals, correspond with potential internship sites, write résumés and cover letters, and engage in job searches. She works with employers primarily to encourage them to develop internship opportunities for Dickinson students and also to develop networks with students.

Rachel sees her job as rewarding because it is exciting for her to see students gain confidence and an under-

standing of how each person has talents to share. When she encourages students to use their gifts, she feels successful. Rachel's job also challenges her to constantly learn new things and stay ahead of the trends. She likes that every day is different, so she rarely gets bored.

Rachel's advice

“Use the resources available to you in the Career Center for Vocation and Development and Internship Center—they can be very helpful. Think about your learning style and what things you enjoy learning—that can help give you some direction. If you have difficulty, there are specific steps that you can take to determine your skills, interests, and values, and the Career Center can help you with that. Be prayerful and reflect on your gifts, and God will bless your steps.”

Left: Career counseling is one field in which Messiah College Human Development and Family Science graduates put their people skills to use.



YOUTH AND TEEN DIRECTOR
YMCA Carlisle, Pa.



"When I was a youngster, it meant a lot to me when adults took the time to work with me... I want to be able to help these kids have a wonderful childhood and to impact their future." —Marcus Washington '05

**Working towards a goal—
Marcus's career journey**

For a long time Marcus has wanted to be a high school guidance counselor. He chose to major in Human Development and Family Science because he felt it would be the best preparation for that career. He graduated from Messiah College in 2005 and took a summer job as a camp director for the YMCA in Virginia. When summer ended, he took a job with the YMCA in Carlisle, Pa. and has worked there ever since.

Marcus likes his job, but he plans to go back to school for a master's degree in order to achieve his ultimate career goal— becoming a guidance counselor. He also hopes that he will have an opportunity to coach youth athletics in the future.

Working with teens at the YMCA

Marcus begins work in the late morning. He spends a few hours in his office taking care of e-mails, making phone calls, and meeting with people in the YMCA and other organizations. He also does planning and preparation for the programs he directs. Around 3 p.m., kids start showing up at the YMCA, and his job changes. He spends the rest of his day hanging out with the youth. He might play some basketball in the gym with them, or watch TV in the youth lounge. His job is to interact with the kids and be a mentor.

Marcus' love for people and his ability to relate to youth really help him to succeed in his job. He knows what it's like

to feel as though you don't have anyone there for you, and yet he also knows what it's like to have a good mentor. This knowledge enables him to relate to kids who fall into both of those categories. His heart goes out to people who need help and that motivates him to succeed in his career.

Marcus' advice

"Think about what it is in life that you love doing, and start there. Then seek the counsel of others. Talk with your professors and make use of the resources available to you at the Career Center. They are helpful even after graduation."

Left: Building relationships is an important part of most human services jobs.



PASTOR
*Reward and Salem
United Methodist Church*



“We all have different gifts and graces. God gave us those gifts for a reason. . . We’re all meant to be in ministry in one form or another, whether or not it’s a full-time career.”— Andrew Thomas '00

**Following the call to ministry—
Andrew’s career journey**

Andrew was planning to go into ministry when he started at Messiah College. He felt called to ministry as a result of the opportunities that he had growing up in the church. He chose to major in Human Development and Family Science because he felt it would prepare him to help people. After graduating, Andrew earned a master’s degree in religious communication from United Seminary in Dayton, Ohio. He then worked in youth ministry and Christian education. He became a pastor so that he could incorporate youth ministry into the whole church and provide young people with the same positive experiences he had growing up. Andrew currently works as a part-time pastor in the United Methodist Church, while also working on a master of divinity degree at

Wesley Seminary in Washington D.C. When he completes his degree, he will work full-time as a pastor.

Working in the Church

Andrew’s job as a pastor varies widely from day to day. He sees the variety as a joy in ministry because he never knows what the day will bring. He may spend his time writing a sermon, visiting a sick person in the hospital, or working on his studies. Andrew spends much of his time planning the Sunday worship service. He finds it an enjoyable challenge to select hymns and put together all the elements of the service to make a cohesive whole. Andrew’s ability to be at ease and communicate with people of all ages is helpful because he works with people across the life span and in different life stages.

Andrew’s advice

“If you are thinking about going into ministry, do an internship. The internship office can help you set one up. An internship will help prepare you for working in ministry by showing you what it’s really like and by helping you think of things you wouldn’t have thought of before. If you can’t do an internship, be as involved as you can in your local church. Talk with the pastor of the church you are attending about your call to ministry. Your pastor can share his or her story with you and give you some advice on where to go from there. Even if you’re not considering ministry, you should talk to people who work in the career path you are considering. You can learn a lot from them.”

Left: Pastors deal with parishoners when they’re getting married, starting families, experiencing marital turmoil, or grieving the death of a loved one— all issues with which HDFS majors are well versed.



**YOUTH PREVENTION
COORDINATOR**
Communities That Care



“Sometimes in my job things aren’t always well-defined or clear-cut . . . You need to be able to adapt to different situations in order to accomplish the goals that you’ve set.” — Chris Paredes '02

**Utilizing connections —
Chris’ career journey**

In Chris’ own words, he had no idea what he was getting into when he chose to major in Human Development and Family Science. But he’s glad that he did because it has worked out well for him. He always liked working with young people, especially as a part of Young Life during college. Chris looked for jobs that fit this interest, and through connections within the agency, he found a job with Big Brothers Big Sisters where he worked as a case manager for more than two years. Through connections that he had made at his previous job, Chris heard about a position with Communities That Care where he currently works as a youth prevention coordinator.

While Chris enjoys his job, he has thought about possibly going into school counseling or school psychology. He likes working in the schools and would like to be more involved in the education system.

Working in prevention education

As a Youth Prevention Coordinator, Chris’ job consists of traveling to schools and delivering a detailed and well-researched drug prevention program. He works with 5th and 6th graders and usually does the program for two or three class periods a day. Chris has been able to use some of the skills and knowledge that he acquired in the Strategies of Family Intervention class at Messiah.

Chris has learned that in a job like his, you have to be able to work with different types of people who have very different personalities. When working with the school system, politics often get involved, and he has found the ability to collaborate with all types of people very helpful.

Chris’ advice

“Find out what’s out there before you make any big decisions. There isn’t necessarily a rush when searching for the right career. Take your time, talk to people, do internships, and decide what you want to do before starting anything, so you don’t have to go back and fix your mistakes later on.”

Left: Knowing how to develop prevention programs—skills developed in a course known as “Strategies”—helps professionals prevent drug use, bullying, gang involvement, and pregnancy in teens.



CHILD LIFE SPECIALIST
Johns Hopkins Hospital



“There is something about being in the hospital . . . I find my skills are so much better when I am in a crisis or trauma situation. I really feel that God has blessed me with that talent.” —Courtney (Brennan) Young '02

**Doing what drives her—
Courtney’s career journey**

Courtney began her career journey knowing only that she wanted to work with people. After taking some classes and talking with some advisors, she decided to focus on working with children. She also always had an interest in the hospital setting, so she did some independent research related to careers in child life. After doing some informative interviews and volunteering in a hospital, Courtney realized that the position of a child life specialist seemed perfect for her. During her senior year at Messiah College, Courtney did a full-time internship in the child life department at Penn State Children’s Hospital.

Her first job was as a child life specialist at Temple Children’s Hospital. She worked there for two years in the emer-

gency room and intensive care unit. She then went to Johns Hopkins Hospital, starting in the pre-surgery and recovery units. Courtney currently works in the intensive care unit, where she feels that her talents are best utilized.

Working in child life

As a child life specialist, Courtney’s primary goal is to help reduce the stress and anxiety of being in the hospital. She works with the whole family, but focuses on the needs of the child patient. Her daily activities include meeting with families to assess their psychosocial needs; providing distraction and alternative focus during a procedure; helping families who are experiencing grief and loss; helping families to build a legacy; preparing patients for procedures; engaging in medical role-play with children; and

working with siblings to help them understand the hospital experience. Courtney enjoys working on the intensive care unit specifically, because she likes being able to work with families for a longer period of time and has the natural ability to help families deal with issues of grief and loss.

Courtney’s advice

“If you are interested in a career like this, start with volunteering in the hospital. This will help you discover if you are the kind of person who can be comfortable working with children in a hospital setting. Some people handle this well, others don’t.

Do what you love. It is important to do what you love, because if you don’t, you’re going to be miserable.”

Left: Specialized settings, such as hospitals, offer opportunities to put your understanding of child development and family dynamics to use.



MARKETING DIRECTOR
Bethany Village
Retirement Center



“The opportunities that I took advantage of in college and the things I learned in my classes really helped me confirm that I wanted to work with the aging population.” —Kimberly (Arva) Valvo '04

**Moving upward—
Kim’s career journey**

Kim chose to major in Human Development and Family Science because she was excited about the course work and the opportunities that existed within the department. She minored in gerontology because she feels drawn to the aging population. In particular, she is intrigued by the aging process and aging individuals and feels a strong desire to work with older adults.

Naturally, Kim looked for a job related to gerontology and found one at Bethany Village Retirement Center. She has worked there since graduation in various positions. Kim’s first job was as a therapeutic recreation assistant in a skilled nursing unit. She was then promoted to activities coordinator. Kim’s

current job as marketing director gives her the opportunity to see more of the financial aspects of running a facility for older adults. This position serves as a good stepping stone for her to move upward in her field.

Working in a retirement center

Kim’s job as marketing director for a retirement center takes her in a lot of different directions. She assists with tours and meets with potential customers; manages advertising, communication, and public relations for the center; assists in processing applications; meets with outside vendors to help promote the center; participates on several different committees that handle issues within the retirement center; and works with other agencies in the community to meet common goals.

Kim’s compassion and love for older adults helps her to succeed in her career and sets her apart from other individuals in the field. She cares deeply about the happiness of others and enjoys helping older individuals and their families make decisions that increase their happiness and quality of life.

Kim’s advice

“Make a list of things you enjoy doing, types of people you enjoy being with, and areas you feel strong in, and then try to find particular jobs that pertain to those things. Take advantage of opportunities that are available to you while you are in school, such as internships and practicums, so that when you graduate, you’ll have a better idea of what you want to pursue.”

Left: The older population is increasing—by 2040, 1 in 4 people will be over 65—and so are career options in aging.



SCHOOL COUNSELOR
Mechanicsburg High School



“Educators are very powerful in the lives of kids . . . In one instance an educator can make or break a kid by making them feel great and special, or by making them feel unimportant.” —Gail Hiestand '89

**Helping others —
Gail's career journey**

Gail chose to major in Human Development and Family Science at Messiah College because she had a desire to help people and an interest in counseling. Her first job after graduation was as a counselor for the United Methodist Home for Children. She worked at this job for three years, and then felt that she was ready to move to another position. Gail realized that the best way for her to move up in the field was to attend graduate school, so she completed a degree in school counseling from Shippensburg University. While working on her master's, Gail did an internship in the Mechanicsburg School District. She was offered an available position in the district, working at Mechanicsburg Middle School, immediately after finishing her

master's degree. After two years there, she moved to Mechanicsburg High School, where she has worked as a school counselor for 10 years.

Working in school counseling

As a school counselor, Gail's primary objective is to help students. She sees anywhere from 15 to 30 students in a single day. She helps students with whatever concerns they may have — whether that be a friend problem, a schedule change, a family issue, or an academic concern. Gail spends a lot of her time talking with parents, either on the phone or in person, helping to address their concerns. She also works with administrators and with the special education team.

Student concerns are a priority in Gail's job. She has to be flexible. She may

have a very long to-do list for a certain day, but if a student walks into her office upset, she will take as much time as she needs to help that student, before moving on to her other tasks. Therefore, the ability to be flexible is very beneficial when working as a school counselor. Gail has also found that a loving spirit and empathy help her to be a more effective counselor.

Gail's advice

“The most important thing to do is get out in the field with someone and do job shadowing. The more you experience exactly what the career is like and become informed about the positives and negatives of a job, the better able you will be to make a career choice that is right for you.”

Left: Involved school counselors provide guidance for students at critical moments in their lives.



ASSOCIATE PROFESSOR OF
HUMAN DEVELOPMENT
AND FAMILY STUDIES
University of North Carolina



"I was so well prepared that my first semester of graduate courses felt like review . . . My courses at Messiah trained me to write, think critically, and take the perspective of others." —Heather Helms '87

**Ambition and possibilities —
Heather's career journey**

Heather majored in Human Development and Family Science at Messiah College because she was interested in studying the intricacies of close relationships, especially relationships in the family. After graduating, Heather earned a master's degree from the University of Maryland in family studies with a specialization in marriage and family therapy. She then began to work in Messiah College's counseling center and taught for the Department of Behavioral Sciences. Heather also ran her own private marriage and family therapy practice.

During this time, Heather began to see the value of research and came to understand how clinical work and research fit together. Five years after beginning her work in counseling, she went back to school to earn her doctorate in human development and

family studies from Pennsylvania State University. Heather then became a faculty member at University of North Carolina–Greensboro.

The life of a professor

As a faculty member at a university, Heather juggles multiple roles. She teaches human development and family studies courses—both graduate and undergraduate. She is also involved in mentoring students in teaching and research. She attends regular meetings with faculty and other school administrators.

Heather is also very involved in research and scholarship. At any given time, she is working on about five publications and two active research projects, so she spends approximately 50% of her time writing, supervising research projects, and conducting statistical analysis. She meets frequently with her research team to

discuss home and phone interview collection, to supervise the management of incoming data, and to provide consultation regarding statistical analysis. Heather writes grant applications, which are necessary to fund her research. Currently she is working on a major research project about the marital and family experiences of Latino immigrant couples.

Heather's advice

"If you can find a way to get a paycheck to do what you naturally love to do, that is just a really nice place to be. Figure out what your passion is, and keeps your interest easily, and then find a way to get paid for that. Sometimes that means delaying gratification because you have to go to school or not make a lot of money at first, but in the end, it's worth it."

Left: Scholars in family science teach about and conduct research on important family issues.



FOSTER CARE CASEWORKER
Catholic Charities



“I wanted to make a big impact on kids’ lives. I knew that wasn’t going to happen just in the classroom, so I decided it was better to try and impact families.” —Jeffrey Park ’87

**Wanting to make a difference—
Jeff’s career journey**

One of the first jobs that Jeff had was working with children who were in emotional support classes. Being involved with the children helped Jeff to realize he wanted a career that worked towards making a difference in children’s lives. However, he felt that in order to truly help children, he wanted to focus on an area more intimate than the classroom: the family. Thus, Jeff chose to major in Human Development and Family Science at Messiah College.

After graduation, Jeff was hired by Catholic Charities, where he worked in a shelter for runaway teens for a year and a half before starting in foster care. Jeff has worked in the foster care field

for over 17 years, and has held various positions. He really enjoys what he is doing along with the relationships that he has formed at his workplace. At this point, Jeff plans to work in foster care until retirement.

Working in foster care

Like many social service workers, Jeff divides his work hours between time at the office and time out visiting children and families in their homes. On any given day, Jeff might give inquiring families information regarding foster care and adoptions, receive referrals for child placements from a children and youth service agency, or discuss with co-workers possibilities for helping children and resource families through their prob-

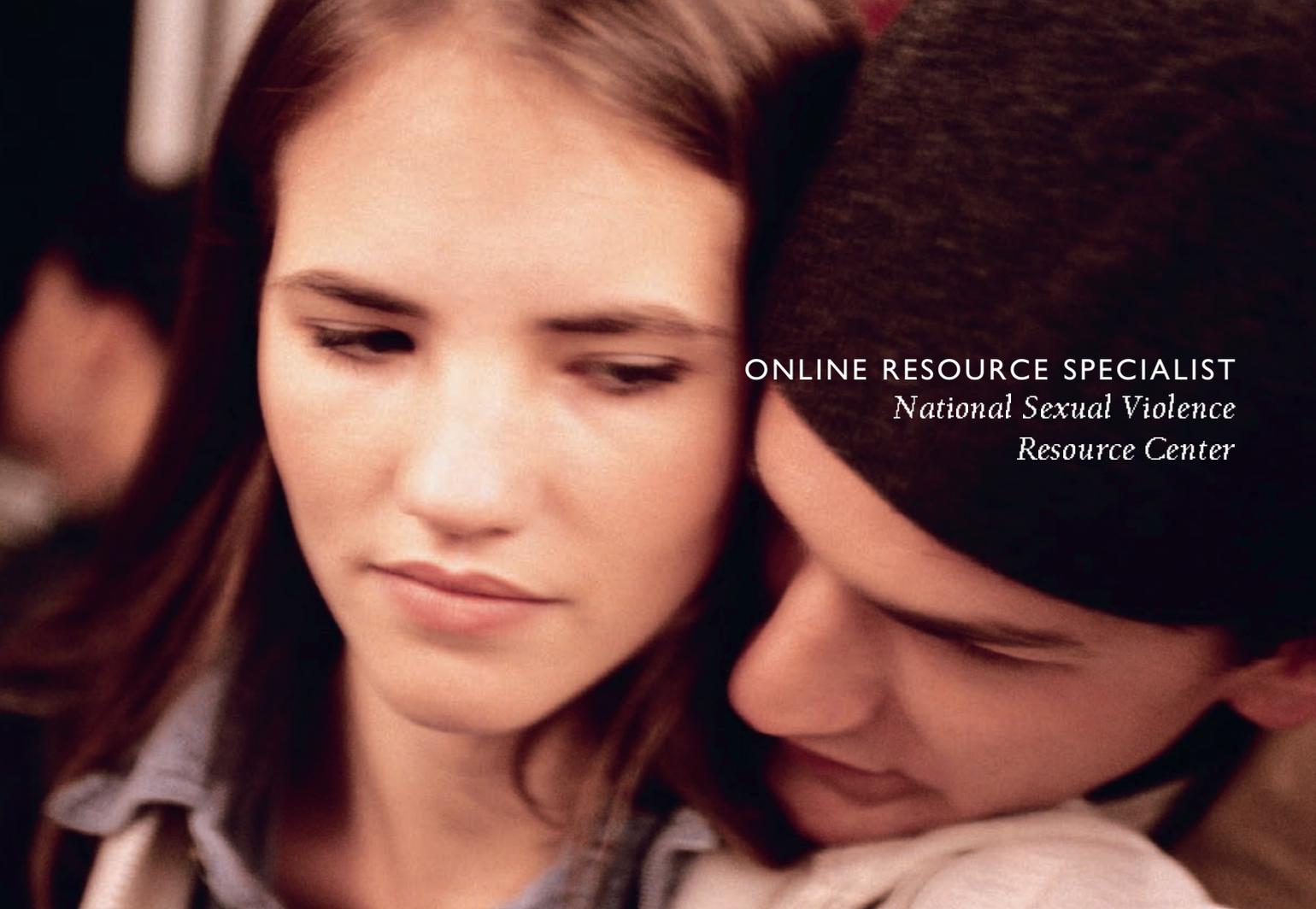
lems. After providing training classes and doing family interviews, he writes profiles for approved families who are waiting to provide foster and/or pre-adoptive care. All of these tasks, and more, are part of Jeff’s job as a foster care caseworker.

Jeff sees a lot of his job responsibilities as similar to those of a pastor. He finds it helpful to be able to be truly empathetic and give encouragement and advice to families who are struggling.

Jeff’s advice

“Find out what it is you’d like to do, pursue it, and objectively determine if you are successful. Then see if you can get paid to do it!”

Left: As a critical context for healthy child development, foster care caseworkers try to provide loving families for children.



ONLINE RESOURCE SPECIALIST
*National Sexual Violence
Resource Center*



“It is a daunting task to work to end violence because it is so pervasive in our culture and society . . . It takes somebody who is optimistic and passionate about ending violence.” —Jennifer Grove '97

**Finding her calling—
Jennifer’s career journey**

Jennifer chose to major in Human Development and Family Science because she found the coursework to be extremely interesting and she liked that she was gaining knowledge in so many different areas. Her first job was at an after school program for children, but she was looking for something full-time in the human services field. Jennifer answered a job advertisement for a child advocacy position and got the job. In this position, Jennifer learned more about domestic violence and sexual assault, and she felt drawn to the field. She sensed she had found her calling, so she changed careers and began working as a domestic violence counselor, and later as the director of a rape crisis

center. Jennifer is pleased with her current job because she had always wanted to work at the national level. She calls this job a “perfect opportunity” and wouldn’t want to be doing anything else.

Working to end violence

Much of Jennifer’s work is based on the internet. She spends time researching web-based resources on the topic of sexual violence. After selecting and summarizing the documents, she adds them to the National Sexual Violence Resource Center website. She also provides sexual violence content for VAWnet—the National Online Resource Center on Violence Against Women. Jennifer’s job also includes traveling throughout the United States and Canada to attend conferences where she conducts trainings

and workshops on sexual violence prevention, sets up display booths, and hands out resources.

Jennifer found that her background training in domestic violence and sexual assault provided a foundation of knowledge that helps with her current job. She also finds it helpful to have an optimistic and persistent attitude, because working to end violence is such a daunting task.

Jennifer’s advice

“Keep your options open and don’t get discouraged. Everyone has a talent or gift to use. There is something out there for everyone; it may just take you a little while to find it.”

Left: With a deep understanding of relationships, Human Development and Family Science graduates try to end violence and promote healthy interactions.



MARRIAGE AND
FAMILY THERAPIST
Marriage and Family Center



“My dream would be to open a clinic, a weekend retreat center, and do marital work there. I think that could be a great experience for couples dealing with tough issues.” —Jennifer (Hemphill) Ransil '97

**Gathering experience—
Jennifer's career journey**

Jennifer chose to major in Human Development and Family Science because she was interested in relational counseling and therapy. She graduated from Messiah College in 1995 and dedicated the next several years to building her own family. She stayed home with her children and didn't work outside of the home during this time, but she remained active in her field through volunteer work in her church and community. Jennifer wrote pamphlets for parents on talking to kids about sex and spoke to mom's groups about relational issues. After having her fourth child, Jennifer went back to school and earned a master's degree in marriage and family therapy from the Evangelical School of Theology. She is currently an intern working towards completing the

requirements for being a licensed marriage and family therapist. She is also enrolled in a post-graduate program for certification in sex therapy.

Working in marriage and family therapy

In a typical day at work, Jennifer spends about six to eight hours in clinical contact, doing therapy with couples and individuals. She sees clients once per week, semi-monthly or monthly, in 50-60 minute sessions. During a session, Jennifer will assess risk behaviors, process feelings, engage in dialogue with her clients, and facilitate conversation between couples. Her goal is to help couples have a new experience in therapy, rather than the same fight that they have every day at home. She usually leaves each individual or couple with a homework assignment or intervention that she will follow up on in the next session.

In her work, Jennifer has learned that there are several qualities that make a good therapist. First, she says you have to be a good listener and people need to feel safe talking to you. Second, you need to be able to maintain a level of clinical assessment in the midst of emotional connections with your clients. Third, a good therapist must be able to leave work at work. Therapists hear a lot of pain, turmoil, and brokenness from clients, but they cannot let that negatively affect them as a person or affect their family.

Jennifer's advice

“Look for indicators of where you are supposed to be. Do what you have a heart for and what gives you the most joy. You can always change your course. There's no magical age where you have to be set in your career.”

Left: Marriage and family therapists address more than personal problems—they seek to change and help the way the family members relate to each other.



EARLY INTERVENTION TEACHER
*The Mifflin/Juniata
Special Needs Center*



“I can see myself growing and coming out of my shell more as a result of my job. I’ve grown in my ability to communicate and interact with people, even people I’ve never met before.” —Joanna McKalips ’04

**Following her mother’s example—
Joanna’s career journey**

Joanna has known for a long time that she wanted to work with children with special needs. Her mother works with people of all ages who have special needs, and seeing the work that she does inspired Joanna to pursue a similar career. She chose to major in Human Development and Family Science because she thought the courses were interesting and they complemented her abilities. After graduating in 2004, she was fortunate to find a job in early intervention (a very competitive field). She enjoys working in the town where she grew up.

Joanna really likes her career, but isn’t sure where she’ll be in five or ten years. She has thought about other job

possibilities that involve working with children with special needs such as nursing and special education. If she decides to change careers, she will take with her valuable knowledge and experience that she has gained through working in early intervention.

Working in early intervention

Joanna’s job consists primarily of home visits. She works around the family’s schedule, which means she may work weekends, evenings, or have to travel to a daycare center or a grandparent’s home in order to visit a child. She spends about an hour and fifteen minutes in each home, working with the child and their family to overcome speech, physical, or cognitive delays. Joanna also works with children who may have social and emotional delays and difficulty adapting to

their environment. She likes that every day is different. She gets to see different families, work with different children, and plan creative activities to help meet the children’s goals. Joanna has learned that in order to be successful in early intervention you have to love children. You have to have compassion for their needs and the needs of their families.

Joanna’s advice

“Be open to experiencing and learning about different careers. Often students don’t know about all the job possibilities that exist, or they may know of careers but don’t think they will be good at them. So just be willing to experience new things. Meet with someone one-on-one to see what it’s all about. You may be surprised at what you find.”



PRESIDENT AND CEO
National AIDS Fund



“What has kept me working in the field of HIV is that I see it as the greatest public health and social justice issue of our time. History will judge us by how we dealt with the HIV epidemic.” — Kandy Ferree '91

**Supporting her cause—
Kandy's career journey**

Kandy chose the Human Development and Family Science major at Messiah College because it gave her a rich background in the full cycle of human development and a broad perspective on family dynamics. She also completed a gerontology minor because she was interested in working with older adults. Kandy earned a master's degree in community psychology from Pennsylvania State University in 1998.

Kandy's first job out of college in the HIV/AIDS field was as a family case manager for the Division of AIDS Services in New York City. She worked in various other capacities in the field including serving as program director for a community resource center, working with a non-profit consulting company on a diversity training curriculum, and serving the

Greater Harrisburg Foundation and Foundation for Enhancing Communities as program officer. Kandy came to the National AIDS Fund to be the director of programs. After one year, she moved to her current role as president and CEO.

Working in a non-profit organization

Kandy spends the majority of her time building strategic relationships and fundraising partnerships. She takes the vision of the National AIDS Fund and translates it into opportunities that inspire people to become engaged as donors, companies to become involved, and foundations to support a particular programmatic vision. Her tasks also include program development, administration, being a spokesperson for the organization, and managing communications and visibility. Skills that are crucial to Kandy's job include the ability to see all sides of an

issue without judgment and to form trusting relationships with all kinds of people. She must also be organized and an effective leader.

Kandy knows that she will always be involved in issues of social justice, gender equity, and public health. Her vast experience and the opportunities she has had through working for a national organization, will contribute to her future success, no matter what path her career may take.

Kandy's advice

“You are exactly where you are supposed to be, wherever that is at this moment. Whether it's your “perfect job” or a job that you are struggling through, seize every opportunity to learn whatever you can. I believe all of us can be successful. People who are exceptionally successful seize opportunities rather than waiting for things to happen.”

Left: Knowledge about relationships, the core of family science, is key to being a successful leader and organizer for a public issue like AIDS/HIV.



DIRECTOR
Faith Lutheran Preschool



“I love helping my teachers be the best that they can be and helping the children to learn what they need to learn in order to move on and be successful in their education.” —Kathy (Long) Musser '77

Choosing education — Kathy's career journey

Kathy chose to major in Home Economics Education (now Family and Consumer Sciences Education) at Messiah College because she enjoyed the content area and had enjoyed home economics in high school. She also completed an early childhood education minor because she liked working with young children. Kathy's first job was as a substitute home economics teacher in Pennsylvania. She had a long-term substitute job that eventually became a full-time teaching position. Kathy began teaching preschool when her family moved to California. After her family relocated to Tennessee, she continued to teach at the preschool level until a direc-

tor position opened up at a nearby preschool. She decided to take this position because she wanted the opportunity to further her career and make a bigger difference in the preschool setting.

Working in early childhood education

Kathy oversees the operations of her preschool which includes 120 children and 16 teachers/aides. She observes classrooms to make sure that her teachers are meeting their job responsibilities and that the children are having their needs met in a safe environment. She also keeps track of all the records and paperwork required of the teachers and children at the preschool. She is responsible for hiring and training new teachers, planning curriculum, managing tuition and regis-

tration, and finding substitute teachers when necessary. Kathy also does regular assessments of the children, teachers, and the center.

One of Kathy's biggest accomplishments in her career is earning National Association for the Education of Young Children (NAEYC) accreditation for her center. Less than 5 percent of early childhood programs in the country have this accreditation, so Kathy feels a strong sense of personal accomplishment and fulfillment as a result of this achievement.

Kathy's advice

“Go where your passion is. Pick a field that you are interested in and test the water there. When you find your passion, you'll know.”

Left: Early job experiences can pave the way for future opportunities.



CHILDREN'S THERAPIST CLINICIAN
EMQ Children and Family Services



“Something that really helps me in my job is that I don't pretend to be the expert. The family or the child is the expert, and I am there to help them.”

— Fayette (Hancock) Oakes '95

**Working to help others —
Faye's career journey**

Faye chose to pursue Human Development and Family Science because she thought the major would be applicable to many different kinds of jobs she was interested in exploring. Her first position was as a family service director for the Salvation Army where she was involved in activities such as managing a soup kitchen, writing grants, and coordinating holiday assistance projects for local families. While Faye worked in this position, she saw hundreds of individuals and families who were trying to get their basic needs met. She began to realize that their problems were more extensive and that simply meeting their basic needs was like putting a Band-Aid on a large wound.

Wanting to be more effective in helping others, Faye decided that the next

step in her career path would be graduate school. She earned a master's degree in marriage and family therapy from Antioch University. After completing her degree, she worked for a time with a family stabilization team. Faye took her current job at EMQ Children and Family Services when her family moved to California.

Working as a children's therapist

Faye works with eight school children, grades 1-4, who have difficulty participating in a regular classroom because of emotional or social issues. She has regular individual therapy sessions with each child, as well as group therapy sessions. During a therapy session, Faye helps the children with issues such as learning to appropriately express emotions, understanding social cues, regulating self-esteem, and dealing with anger in healthy

ways. She works to meet the children's individual needs so that they can have an emotionally healthy school experience.

Faye also does some family therapy with the parents of these children. During family therapy sessions, she tries to help parents understand their children's needs and provides them with strategies they can use at home to help their children's emotional adjustment.

Faye's advice

“Gather all of the information that you can about the jobs you are interested in, and explore all of your options. When looking at graduate programs, decide first what you are looking for and what you hope to get out of your graduate degree. By knowing what you want first, you may save yourself frustration in the future.”

Left: Individual and group therapy sessions help children have an emotionally healthy school experience.



EARLY LEARNING CONSULTANT
Head Start



“My ultimate goal is to improve the quality of care that these children are receiving . . . It is very rewarding to see progress in the teachers and children with whom I work.” —Laura Charlesworth '89

**Finding a good fit—
Laura’s career journey**

Laura chose to major in Human Development and Family Science because she knew that she wanted to work with people, especially children. After Laura graduated, she saw a job advertisement in a newspaper for a position with Head Start. She explored the possibility because it looked like it would be a good fit for her and a good way to use her degree. Laura was hired and has been with Head Start for the past seventeen years. Laura’s first job at Head Start was as a home-based visitor, providing parent education. After ten years, she switched to her current position where she works in the daycare setting, rather than the home setting.

Working for Head Start

Laura is responsible for working with Head Start children, teachers, and center administrators at six day care sites in her area. Her ultimate goal is to encourage the day care site to improve the quality of care that they are providing. Laura helps day care sites meet Head Start performance standards by offering curriculum suggestions, modeling teaching activities, and working with center directors to address issues present in the centers. She is also responsible for the educational screening required of all of the children enrolled in Head Start at her sites, meeting with parents twice a year, and keeping updated paperwork and case notes.

Laura’s ability to interact well with both children and adults has been especially useful in her job. She is more successful in her work because she is able to develop rapport and relationships with the individuals at the centers where she works.

Laura’s advice

“Think about things that you have experienced and enjoy doing. Don’t compartmentalize job opportunities. Think big! There are so many jobs out there, so don’t limit yourself to just a few possibilities.”

Left: Early learning consultants prepare children and their families for school success.



FAMILY AND
CONSUMER SCIENCES
TEACHER
Nazareth Area High School



"I loved my third grade teacher, Mrs. Mitchell . . . Ever since third grade I knew I wanted to be a teacher." —Mary Ellen (Widrick) Caracappa '95

**Fulfilling her childhood dreams —
Mary Ellen's career journey**

Mary Ellen was a Home Economics Education (now Family and Consumer Sciences Education) major at Messiah College. Since she was a young child she knew that she wanted to be a teacher, but she wasn't sure what specific subject area she wanted to teach. Mary Ellen took a careers test at the Career Center in order to help her determine where her strengths and abilities were. Her test came up very high in home economics education, so she chose that major and loved it!

Since graduating from Messiah, Mary Ellen has worked as a family and consumer sciences teacher. She has taught at Nazareth Area High School for

ten years. In addition to teaching, Mary Ellen earned a master's degree in human ecology with an emphasis in child development and family relations from MontClair State University.

**Working in family and consumer
sciences education**

As a public school teacher, Mary Ellen's schedule is very structured. She teaches three class periods a day and has one planning period. Mary Ellen teaches classes such as Interior Design, Child Development, Fashion Design, and Discovering Foods. During her planning period she creates lesson plans, makes parent phone calls, answers e-mails, grades, and writes progress reports.

Mary Ellen has found her strong organizational abilities extremely helpful in teaching. Her creative abilities are also helpful when she needs to come up with new activities and keep her students interested.

Mary Ellen's advice

"Use the Career Center. The tools they have available can be very helpful when trying to decide what major and career are right for you. Also, be patient. Sometimes the really good classes don't come until later on in your college years. Sometimes things come across your life path that can give you direction as to what is right and wrong for you, so give everything a chance."

Left: Family and Consumer Sciences teachers are in great demand and teach content areas like child development, family resource management, and good nutrition.



DIRECTOR OF FAMILY AND
YOUTH MINISTRIES
The Bare Memorial Church of God



*“My job is unique from any other job in family ministry because every church is different. I like working in ministry . . . it’s a good fit for me.”
—Rachel Neely-Sleasman '00*

**Following God’s direction—
Rachel’s career journey**

Rachel chose to major in Human Development and Family Science because she knew that she wanted to do some kind of counseling or work in the church, and this major seemed to be the most applicable to those goals. Because Rachel’s dad was a pastor she had a lot of connections in the church and knew that’s where she wanted to someday work. The summer immediately following her graduation from Messiah College Rachel participated in an internship, which eventually led to the job she now holds. She calls this her “ideal job” and was fortunate enough to be able to write her own job description. Rachel is very content in her current job, but

knows that in the future God could lead her in another direction.

Working in family ministry

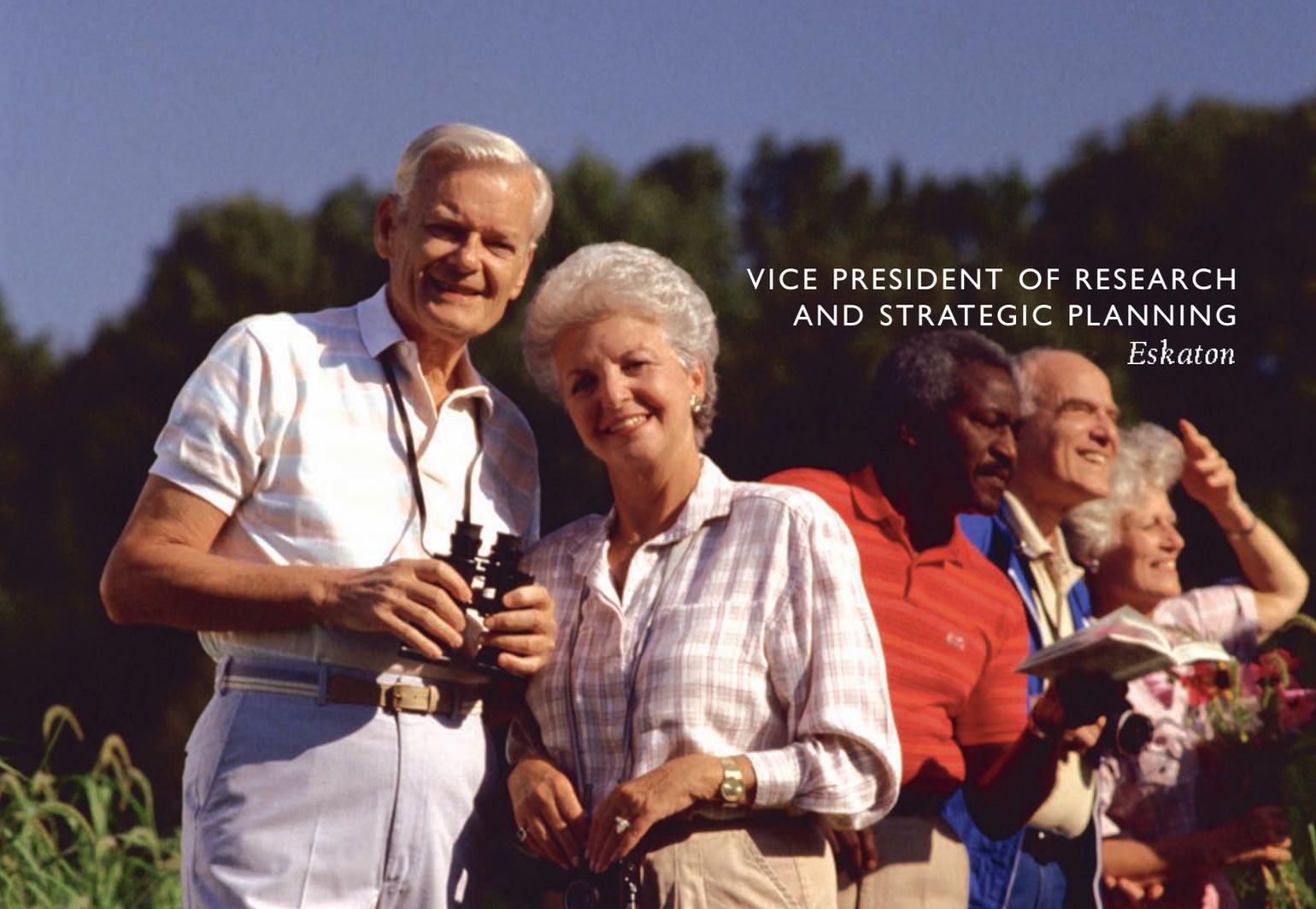
Rachel’s schedule is very flexible and changes a lot. She spends a lot of time in her office doing Bible studies, preparing lessons, planning workshop, and planning and organizing her various ministries and programs. Rachel also visits children, leads worship, facilitates Bible studies, and leads creative events. She serves alongside commissions, both within her church and at the regional level in her conference. Rachel works as a counselor at a church camps and national youth conferences during the summer.

From her work in family ministry, Rachel has learned that there are specific skills and abilities which help her to be effective in her job. Being a good listener and being patient are helpful when working with children and families. Understanding youth and family development is vital to her work. Rachel has also found that her abilities in music, creativity, teaching, and organization help in her ministry work, because her job is so flexible and variable.

Rachel’s advice

“Explore all of your options. Don’t be discouraged and don’t settle for something that isn’t what you want. God has prepared a work for you to do, and when you find it you’ll know.”

Left: Family and youth ministers can provide family life education programs on healthy relationships, marriage enrichment, and positive parenting skills in order to strengthen families and prevent problems.



VICE PRESIDENT OF RESEARCH
AND STRATEGIC PLANNING
Eskaton



“The field of gerontology is both challenging and rewarding at the same time . . . My goal is to help improve the lives of older adults and help meet their needs.” —Sheri (Stauffer) Peifer '95

**Gathering experience—
Sheri's career journey**

Sheri chose to major in Human Development and Family Science because she had an interest in human development over the life course and the intergenerational aspects of life. Through her courses, she discovered that she had a strong desire to work with older adults and aging issues. Sheri has held several different jobs in the field of gerontology since graduating from Messiah College. Some of these positions include directing a senior center in Lancaster, Pennsylvania, working as a marketing director for a retirement community, and working at the State Department of Aging in California. Sheri also earned a master's degree in gerontology and education from the University of California.

The combination of experience and education that Sheri has in the field of gerontology helps her to succeed in her current job as vice president of research and strategies planning for Eskaton. Eskaton is an independent not-for-profit senior residence and service provider in Northern California. Although Sheri finds her current job extremely satisfying and hopes that she can stay there for several years, she still has aspirations for her future. She would love to be a CEO of a non-profit company such as Eskaton. Until then, she will continue to learn, grow, and gather experience in her field.

Working in gerontology

Sheri works primarily with external partners, outside of Eskaton, who aren't necessarily familiar with gerontology and the

needs of older adults. Her job is to educate individuals about the experience of older adults and communicate with external partners to help them design products and services that can truly meet the needs of older generations. For example, Sheri frequently works with home builders, encouraging them to change their business practices to allow a growing number of older adults to be able to live in their own homes, and be safe, as they age.

Sheri's advice

“Gather as many experiences as possible. Get out there and do something like an internship, volunteer work, or service learning. You'll learn quickly if the field you've chosen is something you can really do. Look for something that fits your interests and lifestyle.”

Left: Career opportunities in the growing field of aging are endless, and the gerontology minor offers specialized training.