

**NOMINATION COVER SHEET**  
**2010 Virginia Outstanding Faculty Awards**

<b>1. NAME</b> Full (Legal): Lennis Gene Echterling Preferred First Name: Lennie	
<b>2. INSTITUTIONAL INFORMATION</b>  Institution: James Madison University  Rank/Position Title: Full Professor  Year Rank/Title Attained: 1999  Years at Institution: 23  Campus Email Address: echterlg@jmu.edu  Campus Phone: (540)568-6522  Campus Mailing Address: Graduate Psychology, MSC 7401 James Madison University Harrisonburg, VA 22807  Campus Communications Contact: -Name: Dr. Karen Santos -E-mail: santoske@jmu.edu	<b>3. PROFESSIONAL INFORMATION</b>  Academic Discipline: Psychology  Specialization/Field: Clinical/Counseling  Type of Terminal Degree: Ph.D.  Year Awarded: 1976  Awarding Institution: Purdue University

***Please check only one box:***

- RESEARCH/DOCTORAL INSTITUTION NOMINEE:   
MASTERS/COMPREHENSIVE INSTITUTION NOMINEE:   
BACCALAUREATE INSTITUTION NOMINEE:   
TWO-YEAR INSTITUTION NOMINEE:   
TEACHING WITH TECHNOLOGY NOMINEE:   
RISING STAR NOMINEE:

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Signature (President or Chief Academic Officer): \_\_\_\_\_

Printed Name: Dr. Douglas T. Brown, Provost and Senior Vice President

E-mail address: browndt@jmu.edu

Telephone: 540-568-3429

## **Mission Statement**

### **James Madison University**

We are a community committed to preparing students to be educated and enlightened citizens who lead productive and meaningful lives.

## Summary of Accomplishments

Lennis G. Echterling, Ph.D. is Professor of Counseling Psychology at James Madison University. His exceptional accomplishments in teaching, discovery, knowledge integration and service epitomize James Madison University's mission to prepare students to be educated and enlightened citizens who lead productive and meaningful lives. His contributions reach far beyond the campus, the Commonwealth of Virginia, and even the borders of our country.

### TEACHING

Throughout his academic career, Dr. Echterling has taught a wide range of students – from seventeen-year-olds who were launching their college careers, to middle-aged graduate students who were embarking on new careers as counselors. He has taught large lecture classes, led seminar courses, coordinated research teams, chaired thesis projects, organized outreach community service programs, and supervised counseling interns. His courses have included a wide variety of undergraduate and graduate classes. However, whatever the course and whoever the student may be, Dr. Echterling brings to every learning opportunity the natural talent of a gifted teacher – the ability to evoke from students their own best potentials. He guides rather than directs, encourages rather than dictates, and sparks curiosity rather than demanding attention. As Dr. Eric Cowan, a colleague, observed, "I have worked with Lennie for 12 years and have seen it over and over again in classrooms, scholarly presentations, counseling demonstrations and interpersonal relations – the ability to set up the conditions for people to come to an understanding, synthesize a concept, or produce an insight that they imagined they realized all on their own. Now that's the subtle art of a real teacher."

Dr. Echterling's approach to teaching has been to reduce the barriers between the classroom and the community, between theory and practice. Every semester, he involves students in providing thousands of hours of service in applying psychology to real-world problems. In particular, since 1995, Dr. Echterling has mobilized faculty and students to provide psychological services in over a dozen catastrophic events. For example, after the massive flooding of the Mississippi River throughout the Midwest, Dr. Echterling took a vanload of students to Missouri to work as disaster volunteers. Following the 9/11 attacks, he organized "Making A Difference," a faculty-student volunteer group that provided outreach services, public education materials, and consultation to JMU and the local community. When Hurricane Katrina struck, he and another faculty member recruited students to assist in planning, gathering resources, and traveling 2,800 miles to work directly with survivors, including over 200 children, in the Gulf area. The group distributed backpacks, offered counseling services, consulted with educators, and participated in the Governor's forum for rebuilding the communities along the Gulf coastline. And following the tsunami, Dr. Echterling and his colleague Dr. Anne Stewart brought along students to Mumbai, India to consult with outreach workers there. For students, these disaster service projects were unforgettable learning experiences that had a profound and enduring impact on their personal lives and professional careers. Offering her reflections on his teaching, Dr. Stewart wrote, "I have had the honor of witnessing Dr. Echterling turn any interaction into a learning opportunity and any setting into a classroom. The world is truly his textbook and he is a lifelong learner and educator."

Other community outreach projects initiated by Dr. Echterling have developed into long-term programs that continue to the present. Since March 2003, Dr. Echterling and Dr. Anne Stewart have collaborated with students to provide play-based therapeutic services to the children of Virginia National Guard members who were activated for the war in Iraq and anti-terrorist activities in Afghanistan. Each month, the children and families of mobilized troops gather to share a potluck dinner, meet in a support group, and participate in expressive play activities that the faculty members and students facilitate. In recognition of Dr. Echterling's work, the Adjutant General of Virginia acknowledged that his "tireless efforts throughout this period were invaluable and were a critical factor in the difficult adjustments that families and service

members had to make.” To honor his “extraordinary efforts and personal sacrifice,” the 116<sup>th</sup> Infantry Regiment appointed Dr. Echterling an Honorary Colonel.

Dr. Echterling has coordinated other long-term projects that provide opportunities for student learning and service. For over twenty years, he has organized teams of students in publishing a comprehensive directory of the mental health services in the Central Shenandoah Valley. For each edition, students compile over 90 pages of information regarding private providers, public agencies, support groups, and other resources. They then publish and distribute over 1,000 copies to school counselors, mental health therapists, psychologists, clinical social workers, physicians, human service organizations, and other referral services in the Central Shenandoah Valley region. Another of Dr. Echterling’s ongoing projects with students has been developing website materials for personal and community resilience during such emergencies as natural disasters, catastrophes or acts of terrorism.

In recent years, Dr. Echterling’s courses have involved close supervision of the clinical and scholarly work of graduate counseling students. Dr. Echterling designed an innovative course, PSYC 710 Crisis Intervention, which was one of the first in the country that was a required course in a Counseling Psychology curriculum. It is an intensive introduction to the theory, research and practice of crisis intervention with individuals, families, institutions and communities. Students develop their skills through role-plays, exercises, and actual crisis intervention work. For PSYC 790 Internship in Community Counseling, he coordinates the placement of interns at counseling centers and community agencies in western and northwestern Virginia. Dr. Echterling also developed the PSYC 800 Research Project Preparation course to help the counseling students to plan and implement their culminating thesis project. He also leads a research team and chairs thesis projects every year.

Another colleague, Dr. Jack Presbury, has noted the reactions of students to Dr. Echterling’s teaching and observed, “As for his teaching, ask any counseling student how satisfied they are with how they were taught by Lennie and they will wax rhapsodic about how much they have learned, how respectfully they were treated, and how enthusiastic they are, as a result, to contribute to the welfare of others in the same manner as Lennie. A great teacher is much more than a purveyor of information. In Lennie’s case, he is a mentor, a confidant, a supporter, and one who challenges students to achieve their best in both their skill areas and their intellectual development.”

One of Dr. Echterling’s major interests in the scholarship of teaching has been in promoting the development of counseling students. Over the years and along with colleagues, he has interviewed numerous graduate students regarding the challenges and successes they have had in their counselor education experiences. As a result of those interviews, Dr. Echterling developed six principles that became the conceptual foundation for the book, *Thriving! A Manual for Students in the Helping Professions*. The book, which is now in its second edition, includes student narratives, hands-on suggestions, quotations, and helpful tips for making the most of their academic and clinical training experiences in graduate school. As Dr. Echterling and his co-authors completed early drafts, they shared the manuscript with counseling students to receive their feedback regarding its content and style.

One reviewer of the book, Dr. Greg Neimeyer of the University of Florida, gave it an enthusiastic endorsement, stating, “This text is a ‘must read’ for anyone beginning graduate study in counseling psychology, social work, or any of the other helping professions.” Another reviewer, Dr. Oliver Morgan of the University of Scranton, also strongly recommended it: “This book provides wise, practical advice and needed tools to help students in the helping professions not only to succeed, but to thrive.” The book is used in programs throughout the country to assist students in succeeding in their training to become counselors and therapists.

In his commitment to the scholarship of teaching, Dr. Echterling does not limit himself to students who are enrolled in his classes. Every semester, he has been a guest lecturer in courses across the JMU campus. In the local community, Dr. Echterling offers annual training in

crisis intervention for Stephen Ministry and for Industrial Commercial Ministries, which are faith-based groups of volunteers and chaplains. For many years, he has been an invited speaker at the Summer Institute in Peace Building, sponsored by Eastern Mennonite University. The institute is an international gathering of individuals from such conflict-ridden areas as Iraq, Northern Ireland, Israel, India, Rwanda, Bosnia, Iraq, and Pakistan. Dr. Echterling is a regular trainer on crisis intervention for the National Institute for Trauma and Loss in Children. Finally, he has trained thousands of counselors, psychologists, social workers, therapists, teachers, nurses, clergy and volunteers in numerous workshops throughout the United States and other countries.

## **DISCOVERY**

**Resilience.** Dr. Echterling has been involved in researching the psychological resilience of individuals, families, groups and communities that have experienced traumatic events. For example, in a seven-year follow-up study involving in-depth interviews of 98 disaster survivors, he found that most survivors reported positive psychological changes as a result of coping with a catastrophic event. For example, 75% of the subjects reported that their fundamental attitudes about life changed for the better. As one woman said, "It made me stop and think of how fortunate I was." Another declared, "I don't take anything for granted.... It put things into perspective." For a significant number of the survivors, the experience of dealing with disaster led to positive changes in their behavior. "I'm more compassionate and understanding of others," said one survivor. Another asserted, "I wonder how I did what I did. I found out I could do some amazing things that I never imagined I could do." Finally, most of the survivors also formed more positive beliefs about the meaning and value of life. Dr. Echterling's findings are consistent with other recent research documenting that, contrary to portrayals in the popular media, individuals who have endured catastrophic events are rarely passive victims. In fact, most trauma survivors do not develop posttraumatic stress disorder (PTSD). Instead, a majority of them eventually experience posttraumatic growth (PTG). This research on resilience has exciting implications for developing psychological interventions that uncover strengths, identify coping abilities, and promote resolve.

Currently, Dr. Echterling and his colleagues are testing the applicability of a four-factor model of resilience in two projects. One is a qualitative study involving comprehensive interviews of faculty and staff members at Virginia Tech regarding their experiences following the mass shootings. The second project, recently funded by the U.S. Department of State, is a pilot study of the Pathways to Resilience (P2R) Program, which will be offered in the Middle East. The participants in this comprehensive program will be Iraqi, Jordanian, Yemenite, and Lebanese survivors who have lost a limb in war-related violence. The purpose of the study is to evaluate the effectiveness of resilience-focused strategies for promoting PTG. The ultimate goal is to assist victims in becoming survivors who can go on to thrive in their lives and contribute to their communities.

**Crisis Intervention.** Early in his career, Dr. Echterling initiated one of the first process and outcome studies of telephone crisis intervention. The results of this innovative study documented the effectiveness of certain techniques and influenced the training of hotline volunteers. In later research, Dr. Echterling studied the dynamics of face-to-face crisis intervention with individuals, groups, families, and communities. He applies the results of his research to the teaching of his Crisis Intervention courses and professional development workshops. This work culminated in the publication of the book, *Crisis Intervention: Promoting Resilience and Resolution in Troubled Times*. Dr. Nicolas Mazza of Florida State University praised it as "a cutting edge text among books on crisis intervention...Clearly, the art and science of crisis intervention is conveyed through the use of research, story, literature exemplars, activities, and practical approaches." Another reviewer, Dr. Thomas W. Rueth of the University of Dayton, declared that the book's "emphasis on resilience is an important next step in the evolution of this helping technique."

**Mine Risk Education.** Over the years, Dr. Echterling has been involved in several action research projects addressing the problems of landmines in countries around the world. According to Dennis Barlow, Director of the Mine Action Information Center, "Dr. Echterling produced a seminal work on support to landmine victims, families and co-workers, entitled, *After the Blast: Critical Incident Stress De-Briefing* and accompanying guide. This package was delivered to the Department of Defense and was immediately hailed by the global humanitarian landmine community of practice."

Dr. Echterling's most recent action research project is a collaborative endeavor that is funded by the U.S. Department of State. It has involved developing, implementing and evaluating a psycho-educational stage show designed to impart accurate information, highlight resilience, and promote safe behaviors among children in Jordan. The Jordanian cast and crew, some of whom are survivors of landmine accidents, have presented the show to over 5,400 children in schools and communities throughout northwestern Jordan. The project included several innovations. First, instead of relying on scare tactics, it promoted positive resolve and coping to reduce risk-taking behavior. Second, it emphasized that children can contribute to the safety and wellbeing of the entire community. And the third innovation was a multi-faceted assessment procedure. The pretest and posttest surveys of a sample of 1253 students provided strong evidence that children significantly increased their knowledge and changed their attitudes as a result of participating in a single mine risk education show. Due to its success, the program has now received funding to continue in 2010.

#### **KNOWLEDGE INTEGRATION**

Dr. Echterling has been deeply involved in the scholarship of knowledge integration, particularly in his role as Director of the Counseling Psychology Program at JMU. His experiences in the scholarship of knowledge integration have provided numerous opportunities for academic innovations. From August 1994 to January 2009, Dr. Echterling served as the Director of JMU's Counseling Psychology Program, which awards M.Ed., M.A., and Ed.S. degrees in community and school counseling. During this time, he educated hundreds of future counselors, initiated major improvements in the curriculum, developed a program mission statement, began a peer mentoring program, started monthly lunch meetings with students, developed rituals for major training milestones, produced a comprehensive program handbook of over 120 pages, designed a program web site, and published *The Empathic Times*, a newsletter for students and alumni. He also created an annual symposium in which students present their research and organized an annual summer institute, which is co-sponsored by the Virginia Counselors Association, of professional development workshops.

Dr. Echterling guided the Counseling Psychology Program through two successful CACREP accreditations. The chair of the second accreditation site visit team concluded, "The collegiality and sense of community here at JMU are better than any program I have ever seen." He went on to congratulate the program for its many outreach efforts and praised the program as the "antithesis of an ivory tower." Other strengths cited by the reviewers included the program's excellent results on the National Counselors Examination, tremendous involvement of students, impressive scholarly work of faculty, an outstanding handbook, the quality of the current students and alumni, an innovative comprehensive examination, and intensive training experiences.

In 2005, the Southern Association of Counselor Education and Supervision honored JMU Counseling Psychology by naming it the Outstanding Counselor Education Program at the Master's Level. Caroline Colvin, a current student in the program, wrote that Dr. Echterling's leadership style has had a dramatic impact on her personal and professional development. "Lennie's selfless giving changes people's lives. For me, Lennie transformed my graduate school experience from one that was seemingly insurmountable into one that's been an immersion in self-knowledge, insight, and awareness. I have learned more about myself and others in two years than I learned in the past 40." One recent graduate, Gretchen Thorsen, MA,

Ed.S. remarked, "Throughout my three years in the Graduate Community Counseling Psychology program at James Madison University, Dr. Echterling provided enthusiastic support and encouragement as the Program Director. He consistently made himself available as a professor, mentor, friend, and colleague. He inspired us by his dedication to the counseling profession. Through his efforts, the graduate students whose lives he touched learned to model high ethical, professional, and technical standards. The enduring loyalty he engendered among students and faculty speaks to Dr. Echterling's passion for the counseling field."

Dr. Echterling has collaborated with colleagues on several other major projects of knowledge integration. The textbooks, *Ideas and Tools for Brief Counseling* and *Beyond Brief Counseling and Therapy: An Integrated Approach* have been praised for being grounded in both theory and practice. While other books on brief counseling and therapy have emphasized their differences from traditional approaches to treatment, these books offer a conceptual bridge between the past and the future. Dr. Echterling is also one of the authors of an introductory text for counseling students, *Becoming a Community Counselor: Personal and Professional Explorations*. The pragmatic and reader-friendly book prepares students to meet the growing demand for mental health professionals who are skilled in advocacy, multiculturalism and collaboration. For the field of cognitive science, Dr. Echterling co-authored *Mechanizing Minds and Humanizing Machines*, a stimulating book that explores the implications of recent advances in artificial intelligence and robotics.

#### **SERVICE**

In addition to serving as Director of Counseling Psychology, Dr. Echterling has been a member of numerous committees at the program, department, college and university levels at JMU. These committees included: Graduate Coordinating Council, University Graduate Council, Health and Human Services Task Force, Faculty Senate, Department of Psychology Executive Committee, and Committee on Academic Programs. He has chaired the JMU Commission on Community, College of Education and Psychology Graduate Council, the Graduate School Academic Program Review, and many search committees. For years, he served as the faculty advisor to the Psychology Club, Psychology Graduate Student Association, and Psi Chi, the national honorary society for psychology majors. Dr. Echterling has generously shared his expertise to other offices and programs on campus by serving, for example, as a consultant and supervisor to staff members of the JMU Counseling and Student Development Center. He is also a member of the Athletic Department Crisis Team, which responds to critical incidents involving players, coaches, athletic trainers, and sports medicine practitioners.

Throughout his career, Dr. Echterling has been tireless in his service to his community. In 1976, he helped found the Harrisonburg-Rockingham Big Brothers/Big Sisters and served on its Board of Directors for 10 years. Today, the program continues to thrive with over 860 children paired with adult role models. Over the years, he has been a member of five other local community agency boards. He currently serves on the Rockingham Disaster Planning Committee and the Regional Disaster Task Force. He also provides crisis consultation to Harrisonburg-Rockingham Community Services, Harrisonburg-Rockingham Regional Jail, and Harrisonburg-Rockingham Department of Social Services.

Since 1986, Dr. Echterling has volunteered his services as a Clinical Team Member of the Critical Incident Stress Management Team for Central Shenandoah Valley Emergency Medical Services. He is the lead clinician for responding to any particularly serious or intense event involving the area's rescue squads, fire departments, and police departments. During this time, he has responded to over 200 calls, providing such services as on-site crisis intervention with victims and their families, consultation with firefighters and law enforcement officers, group debriefing sessions with first responders, and follow-up interventions with those individuals experiencing psychological trauma. Pamela Monger of the Harrisonburg Fire Department commented on her work with Dr. Echterling, "Lennie has been a tremendous force in helping

many people overcome posttraumatic stress. Lennie has a calm, caring demeanor that immediately makes people feel comfortable. He is extremely easy to talk to and has you conversing with him before you realize what you're doing. Lennie is a true asset to the City of Harrisonburg and Rockingham County.”

Immediately following the mass shootings at Virginia Tech, Dr. Echterling and Dr. Stewart created three public education documents on promoting psychological resilience: *What Educators Can Do*, *What Parents Can Do*, and *How You Can Help*. (The complete documents are available online at [www.psyc.jmu.edu/gradpsyc/](http://www.psyc.jmu.edu/gradpsyc/).) These were sent electronically to thousands of school counselors, teachers, therapists, psychologists, mental health counselors, leaders of faith groups, parents, and other concerned individuals throughout the Commonwealth. Other institutions, such as Northern Illinois University, have used this material after catastrophic events. When classes resumed at Virginia Tech, Dr. Echterling served on the crisis team to meet with faculty, staff and student survivors. At the start of the fall semester, he helped present a series of highly popular and successful faculty and staff development workshops. Sponsored by the Center for Excellence in Undergraduate Teaching (CEUT) of Virginia Tech, the training supported faculty members in continuing the momentum of promoting resilience among their students and colleagues. Once a month during the following year, Dr. Echterling also met with campus chaplains and other clergy who were active in the ongoing support services for survivors of the shootings.

At the state level, Dr. Echterling has been an active member of the Terrorism and Disaster Behavioral Health Advisory Council (TADBHAC) for the Commonwealth of Virginia. Established by the Governor, TADBHAC provides guidance to the Virginia Departments of Health and Mental Health, Mental Retardation and Substance Abuse Services and other key response entities in Virginia. Along with three other TADBHAC members, Dr. Echterling designed two training workshops, *The Basic Skills of Disaster Behavioral Health* and *Training the Trainer in Disaster Behavioral Health*. He and his colleagues then presented these workshops to hundreds of participants in locations throughout the Commonwealth. The purpose of these workshops was to prepare mental health professionals to provide crucial services in responding to catastrophic events. In recognition of his expertise, Dr. Echterling was selected to be a delegate at the International Assembly on Managing the Psychology of Fear and Terror. Dr. Echterling also serves on the Board of Directors for the Virginia Association for Counselor Education and Supervision (VACES).

During the past three years, Dr. Echterling has collaborated with administrators and staff of Survivor Corps, an international organization that, under its original name of Landmine Survivors Network, received the Nobel Peace Prize. Dr. Echterling’s innovative conceptual framework, which emphasizes resilience and posttraumatic growth, has reshaped their purpose and vision. He has participated in the planning of several projects, including peer-to-peer support networks in ten countries and a program to support the reintegration of military personnel returning from Iraq and Afghanistan to the US.

For over three decades, Dr. Echterling has provided crisis and disaster intervention services in the US and other countries. As his colleague Dr. J. Edson McKee has noted, “Lennie is never content to simply educate other professionals and students about responding to urgent plight of others; he always has to be down in the trenches, too. And, he never misses an opportunity to make the experience a learning opportunity for JMU students. When they see Lennie in action, practicing what he preaches, there is no more powerful learning experience.”

In recognition of his service, Dr. Echterling was awarded the James Madison University All Together One Award in 2008. The award statement concluded, “His accomplishments show an extraordinary commitment to healing, helping, and community-building across the JMU campus and around the world. Lennie changes minds and lives with his inspirational message of the resilience of survivors of natural and human-induced disasters. These extraordinary efforts emerge from a seemingly total commitment to, and belief in, service to others.”

## Personal Statement

I remember vividly the two events that propelled me into researching, teaching, and promoting resilience in times of crisis. When I was a boy, my parents heard reports that a tornado had touched down in an area where my grandparents had a farm. The phones were dead, so my parents herded us kids into the car and rushed to the farm, winding our way around debris covering the country roads. When we reached the crest of the hill near the farm, we were stunned. A huge gash scarred the pasture, fallen trees were strewn everywhere, power lines were down, the house was seriously damaged, and the barn was now a pile of rubble. We feared the worst until we spotted Grandma and Grandpa, alive and unhurt, busily clearing the wreckage. They had spent the night in their fruit cellar, like the characters in *The Wizard of Oz*, praying together as the tornado roared overhead. As Grandma shared her story, she mentioned how lucky they were. "Lucky?!" I thought. "Their farm is in ruins and they were nearly killed! How could she think she was lucky?" My curiosity about the mysterious workings of the mind was piqued. In the following months, our family, along with many friends and neighbors, came together to rebuild the barn, repair the house, and clear debris from the fields. With a renovated home and modernized barn, my grandparents went on to live happy, productive and thriving lives, feeling grateful and closer than ever to their relatives and friends. They were never passive, pathetic victims of circumstances, even when the events were catastrophic. That was my first lesson in resilience and the opportunities for growth that crises can offer.

Of course, crises can also lead to tragic consequences. A few years later, when I was in college, I had an encounter with the dangers that crises pose. Across the street from my fiancée's home, a neighbor killed himself with a shotgun. After the EMTs removed the body and while others comforted the grief-stricken widow and daughters, my future brother-in-law and I volunteered to clean the basement recreation room, the scene of the suicide. We were prepared for the blood, but not the skull fragments and bits of gray matter. Armed with rubber gloves, sponges, mops, buckets, and disinfectant, we steeled ourselves to gather up the scattered pieces of the puzzle that used to be a living, breathing human being. I decided then and there that I wanted to do whatever I could not only to prevent such a tragedy, but also to promote the kind of resilience that my grandparents displayed.

When I began my graduate work in clinical psychology at Purdue University, I quickly gravitated to two professors who were forming a crisis hotline. Collaborating with our professors, my fellow students and I served as volunteers, developed policies and procedures, designed training programs, and engaged in research projects. Near the end of my graduate training, a series of tornadoes struck a nearby small town, killing eight people and destroying many homes. Instead of waiting for survivors to call the hotline, our crisis team of professors and students decided to offer one of the first outreach programs providing psychological services in the wake of a natural disaster. Doing disaster work was gut-wrenching, painful and even heartbreaking at times, but it was also an unforgettable learning experience that no syllabus could adequately describe.

My days as a student predate Boyer's model of scholarship, but as I reflect on my graduate school career, I realize that I always learned best when I joined with professors in the excitement of discovery, the challenges of integrating knowledge, and the satisfactions of serving others. My experience validated his proposition that all four endeavors are essential. Now that I am a professor of counseling psychology, I also appreciate Boyer's recognition that these categories interact in dynamic ways, so it is difficult to be precise regarding the distribution of my efforts. My ultimate priority is teaching, but, as I learned from my own professors, the experiences of discovery, knowledge integration and service can dramatically enhance learning. Therefore, I have been committed to all four as key parts of an

interdependent whole. As both a professor and life-long learner, I have based my educational philosophy on five simple principles.

**We learn by working together.** Of course, successful learners need to engage in the solitary work of reading, writing, reflecting and creating. But we also need to come together to engage in the collaborative work of discussing, challenging, and encouraging one another. We are not intellectual islands unto ourselves. It's not surprising then that the word college comes from the same Latin word as colleague — *collega*, which means "one chosen to work with another." Based on this principle, I have two daunting, but critical beginning tasks. First, I need to develop with every student a working relationship that is based on honesty, understanding and acceptance. My second, but equally important, task each semester is to transform every class of individuals into a community of learners with a commitment to share information and ideas, a pledge to tolerate — and even value — different points of view, and a pact to support one another in their search for answers.

**We learn by doing.** Effective learners are not passive. Instead, they are dynamic participants in the learning endeavor. In virtually every class period, I involve students in some activity that requires them to practice psychology — the process of observing, gathering information, conceptualizing, and taking action. Over the years, I also have involved hundreds of students in both research projects and community service activities. My students have helped with studies on such topics as trauma, disaster psychology, crisis intervention, and counseling techniques. They have accompanied me on outreach projects working with, for example, children and families of deployed service members and assisting survivors of natural disasters.

**We learn throughout our lives.** Truly successful learners do not limit their education to the classroom or to their academic careers. Therefore, I have not limited my teaching only to students seeking a degree. Instead, I am committed to maintaining relationships with alumni. I also have taught thousands of counselors, psychologists, teachers, clergy and social workers in continuing education programs, such as those sponsored by the National Institute for Trauma and Loss in Children, to enhance their professional development. I regularly train volunteers who participate in programs, such as Community Emergency Response Teams and Stephen Ministries, that are designed to provide emotional support and practical assistance in troubled times.

**We learn by example.** Since we learn by example, the heart of a college education is not the curriculum, but its people. Actions do speak louder than words, so it is vital that I demonstrate the skills I am teaching and exemplify the values I am professing. I make it a point to let students see my love for the subject, observe my counseling work, catch my curiosity about what makes people tick, and resonate with my sense of awe about their potential for personal growth. Instead of merely spoon-feeding answers, I strive to model how to search for them.

**When we learn, we change.** Learning is one of the most challenging, as well as most fulfilling, of life's adventures. As we examine ideas that may threaten our preconceived notions, as we grope along through our periods of confusion, and as we read, reflect, synthesize, speculate and brainstorm, we forge our intellectual journeys. Through this learning, we do more than acquire knowledge and develop skills — we transform ourselves. We mature and grow as we gain greater insights into, and a deeper appreciation for, the richness and complexity of life. When my students change, I feel privileged to be part of that process.

My grandparents, those survivors of that tornado long ago, are now buried in a cemetery that overlooks their farm. They thrived throughout their lives, taking joy in raising a family and tending the land. As for myself, I like to think of every encounter I have with a student as a spontaneous seminar, which is derived from the Latin word for "seed plot." In the final analysis, I see my teaching as carrying on my family's simple, vital tradition of planting seeds, cultivating growth, and waiting patiently for the harvest.

## Abbreviated Curriculum Vitae

### Academic Training

Purdue University, Ph.D., 1976 (Dissertation: Process and outcome of crisis intervention by telephone)

Purdue University, M.S., 1971 (Thesis: Cognitive complexity and sequential effects on interpersonal attraction)

Rockhurst College, B.A., 1970

### Experience

1990-Present Assistant, Associate, Full Professor

Department of Graduate Psychology

James Madison University

Harrisonburg, VA 22807

Teaching courses such as Crisis Intervention, Counseling Internship, Community Counseling, Psychopathology, Couple and Family Counseling, Using Tests in Counseling, Abnormal Psychology, Psychological Themes in American and Italian Cinema, Freshman Seminar, Research, and Community Psychology.

1994-2009 Director of Counseling Psychology Program

Department of Graduate Psychology

James Madison University

Harrisonburg, VA 22807

Directing masters and educational specialist degree programs in school counseling and community counseling.

### Selected Books (From a Total of 7)

Presbury, J., Echterling, L. G., & McKee, J. E. (2008). *Beyond brief counseling: An integrative approach* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Echterling, L. G., Cowan, W. E., Evans, W. F., Staton, A. R., McKee, J. E., Presbury, J., & Stewart, A. (2008). *Thriving! A manual for students in the helping professions* (2nd ed.). New York: Lahaska/Houghton Mifflin.

Presbury, J., Echterling, L. G., & McKee, J. E. (2007). *Mechanizing minds and humanizing machines: The inevitable android*. Lincoln, NE: iUniverse.

Echterling, L. G., Presbury, J., & McKee, J. E. (2005). *Crisis intervention: Promoting resilience and resolution in troubled times*. Upper Saddle River, NJ: Merrill/Prentice Hall.

### Selected Book Chapters (From a Total of 10)

Echterling, L. G., & Stewart, A. L. (in press). Pathways to resilience at Virginia Tech. In J. Webber, D. D. Bass & R. Yep (Eds.) *Terrorism, trauma and tragedies: A counselor's guide to preparing and responding*. (3rd ed.) Washington: ACA.

Stewart, A. L., & Echterling, L. G. (2008). Playful supervision: Sharing exemplary exercises in the supervision of play therapists. In A. Drewes & J. Mullen (Eds.) *Supervision can be playful* (pp. 281-307). New York: Jason Aronson.

Echterling, L. G., & Stewart, A. L. (2008). Creative crisis intervention techniques with children and families. In C. Malchiodi (Ed.) *Creative interventions with traumatized children* (pp. 189-210). New York: Guilford.

Echterling, L. G., & Stewart, A. L. (2008). Resilience. In S. F. Davis & W. Buskist (Eds.). *Twenty-first century psychology: A reference handbook* (Vol. 2, pp. 192-201). Thousand Oaks, CA: Sage.

#### **Selected Articles (From a Total of 30)**

Stewart, A. L., Echterling, L. G., Hamdan, H., Barlow, D., & Fiederlein, S. (2009). We love life. *Safe Passage: A Newsletter for the Humanitarian Mine Action and Small Arms/Light Weapons Communities*, 2, 1-4.

Hammond, C., & Echterling, L. G. (2009). Factitious disorders. In B. T. Erford (Ed.). *ACA Encyclopedia of Counseling*. Washington, DC: American Counseling Association.

#### **Selected Presentations (From a Total of 127)**

Stewart, A. L., Echterling, L. G., & Budash, D. (2009, June). *Call to duty: Safe haven Saturdays*. A presentation at the Summit on the Military Child and Adolescent Frontline Responders: Coming Together to Support Military Youth, Tacoma, WA.

Echterling, L. G., & McKee, J. E. (2007, March). *Using the telephone and internet to respond to clients in crisis*. A paper presented at the meeting of the American Counseling Association, Detroit, MI.

Echterling, L. G., & McKee, J. E. (2006, April). *Courage, compassion and hope: Enhancing the rainbow emotions of resolve in crisis times*. A paper presented at the meeting of the American Counseling Association, Montreal.

#### **Selected Workshops and Invited Addresses (From a Total of 85)**

Echterling, L. G. (2009, May). *Creating hope and resolve in troubled times*. An invited address at the Fourth Annual Marvin Gold Pastoral Care Conference, Lynchburg, VA.

Echterling, L. G. (2009, February). *Crisis intervention: The first few days*. A workshop sponsored by the National Institute for Trauma and Loss in Children, San Antonio, TX.

Echterling, L. G. (2007, November). *Crisis intervention: Promoting resilience and resolve*. An invited address for Cuan Mhuire, Coolarne, Ireland.

Echterling, L. G., & Stewart, A. L. (2006, December). *Creating hope and resolve: Recognizing resilience*. An invited address for the Training of Trainers Workshop on Psychosocial Interventions for Disaster Survivors, Mumbai, India.

Echterling, L. G. (2006, June). *Intervention techniques that promote resilience and resolve*. An invited plenary session address for the international conference, Current Advances in Crisis Intervention, Krakow, Poland.

#### **Selected Honors (From a Total of 20)**

All Together One Award, James Madison University, 2008

Distinguished Service Faculty Award, CISAT, James Madison University, 2007.

Humanitarian and Caring Person Award, Virginia Counselors Association, 2004

Madison Distinguished Faculty Award, James Madison University, 2002

Counseling Vision and Innovation Award, Association for Counselor Education and Supervision, 2002

## Letters of Support (Excerpted)

I was extensively involved with the immediate response and on-going recovery following the shootings on our campus. While we were tending to the tremendous needs on our campus, we were also receiving requests from community partners with whom we work, asking for resources and information. Because of his wealth of experience with disaster mental health, Lennie had anticipated that need, and provided us and those partners with information on how to talk to children about tragedy, how to care for yourself while caring for others, and strategies for understanding trauma responses. The week after the shootings, we were faced with a daunting challenge of trying to get back to the business of teaching and learning, and we needed to have counselors present across campus. Lennie came to campus and served for two days visiting classes where students who had been injured or killed would normally have been in attendance, and helping their classmates deal with their emotions. Lennie became one of our most valuable resources in that process, and we assigned him to some of the most challenging areas, including sections where the shooter had been enrolled. Finally, at the beginning of the next school year, as the faculty and staff returned to campus, Lennie and a colleague delivered presentations on resilience and healing, which helped to set the groundwork for the on-going recovery that we continue to tend to today. I have long counted myself fortunate to know Lennie as a professional colleague and friend. I know for a fact today that, because of his caring, expertise, and willingness to serve, our campus' path to recovery has been easier and more meaningful, and our campus is fortunate to have been able to call on him in our time of need.

**Gerard Lawson, Ph.D., Virginia Tech; President, Virginia Counselors Association**

Dr. Lennie Echterling is the kind of faculty member every department head and dean wants to have. First and foremost, he is passionate about students' development as professionals. Therefore, he is a strong and convincing advocate for programmatic and curricular decisions that facilitate their pursuit of graduate training. Second, Dr. Echterling puts his beliefs and values into practice through his highly regarded work with victims of disaster and crisis. He is widely viewed as a primary expert in this area, and his desire to serve others has led him all over the world to offer consolation, support, and hope to untold numbers of individuals. He is also a top-notch instructor and scholar, and has been recognized multiple times at our university. Gracious, warm, and humorous, Dr. Echterling is an excellent department, college, and university citizen.

**Sharon Lovell, Ph.D., Dean, College of Integrated Science and Technology**

The National Institute for Trauma and Loss in Children (TLC) has trained well over 50,000 professionals. Certification requires successful completion of required trainings, one of which is Dr. Echterling's crisis intervention. Since 2002, when we first invited him to present, his evaluations are continually rated excellent. TLC was also so impressed with his crisis intervention model, we asked his permission to make it available to the thousands of professionals we have trained over the years. Those participating in Dr. Echterling's trainings are school counselors, social workers, psychologists, and seasoned practitioners. With the opportunities over the years to evaluate hundreds of teachers and trainers, Dr. Echterling stands out as one of the very few who engages us in ways that make us want to be better practitioners as well as give us hope that we can have a significant impact in the lives of those who have been severely traumatized by the crises in their lives. That is the gift he gives us.

**William Steele, Psy.D., Director, National Institute for Trauma and Loss in Children**

Mentor, teacher, colleague, friend – all of these words come to mind as I write about this nomination for Lennie Echterling. As a student in his classes I was so very aware that this man had much to give. His experiences are vast but he knows how to teach and to share them without sounding pompous. Any student who is fortunate enough to sit in Dr. Echterling's class

will forever be impacted by his willingness to help others in crisis – his ability to open his heart and his ears to truly listen to folks in pain and turmoil is so evident. The years of knowing and working with Lennie are gifts from him to me that I shall carry in my heart and mind forever.

**Hillary Wing-Richards, LPC, JMU Sexual Assault Education Director (Ret.), 1997 Graduate**

In 2006, Survivor Corps began developing training materials for a peer support program designed to help survivors of war and violence recover from trauma and reintegrate into society. As a recognized expert in the field of crisis intervention and counseling, Dr. Echterling was asked to advise us as to the best content and methodology to use in training survivors themselves to provide peer support to other survivors. Throughout 2007 and 2008 Dr. Echterling was responsive and proactive in this collaboration, recommending techniques and strategies for assisting trauma survivors. He gave us excellent suggestions on how to teach counseling and psychosocial support in a variety of different cultural contexts and on how to help peer support workers deal with stress. Thanks to Dr. Echterling, Survivor Corps' peer support training program is now successfully operating in 10 countries, including the US, where we work with returning veterans from Iraq and Afghanistan.

**Cameron Macauley, PA-C, MPH, Health Education Specialist, Survivor Corps**

During the twenty plus years I have known Dr. Echterling, he has been my professor, a mentor, a colleague, and my friend. Dr. Echterling is not only an extraordinarily accomplished professor in the classroom, but more importantly, he teaches by the example of his life's work. Whether I was sitting in his classroom, or eventually asking him to present a workshop for hundreds of school counselors under my supervision, he never disappointed. Dr. Echterling's generosity of time, resources, and human spirit continue to inspire me both professionally and personally.

**Pat Allenson, LPC, Director of Guidance Services (Ret.), Loudoun Public Schools**

Over the last five years I have attended a significant number of crisis intervention professional development programs. Of these training opportunities, Dr. Lennis Echterling's course has set an unparalleled standard for excellence, both for the scholarly knowledge shared and his engaging delivery style. As a Trauma and Loss Consultant, I continue to draw extensively from Dr. Echterling's "key learnings" and, as a consequence, greatly cherish his presence and contributions to the field of crisis intervention.

**Glenn Carlton, Ph.D., Crisis Oriented Planning & Educational Services, Columbus, Ohio**

Dr. Echterling has been tireless, and many times selfless, in his willingness to share his expertise and scholarship. As president of the Virginia Counselors Association, I was seeking creative ways to serve the organization while building our financial base. I knew that clinical and school counselors in Virginia were familiar with Dr. Echterling's work with crisis and trauma, and that his presentations at state and national conventions were well received. I asked if he would be willing to offer a workshop for our state organization and was, frankly, thrilled with the response. Dr. Echterling presented to a full and enthusiastic audience, offering one of the most successful professional development workshops the organization has sponsored. Further, he refused the honorarium, thereby presenting a generous gift to the organization.

**A. Renee Staton, Ph.D., LPC, Former President, Virginia Counselors Association**

Dr. Lennie Echterling has worked with the Mine Action Information Center since its inception in 1996....He helped the center develop an approach to mine risk education in Vietnam and more recently has helped develop a psycho-drama alerting school children to the landmine threat in Northern Jordan. The play has been so successful that the State Department and the government of Jordan are continuing performances throughout 2010. I have come to respect, admire, and rely upon the passion, knowledge, and even-handed leadership which are the hallmarks of Dr. Echterling's achievements.

**Dennis C. Barlow, Director, Mine Action Information Center**

I have had the opportunity to observe Lennie's teaching and presenting style in person. He is friendly, outgoing, innovative, enthusiastic and above all, caring, whether working with a small group of graduate interns, a large lecture class of undergraduates or an auditorium full of people who have been involved in a disaster. What is more important, he has developed a repertoire of skills that makes the subject matter not only interesting but also compelling to his audience. He is a strong advocate of participatory learning and therefore he involves students and others in relevant and memorable activities whenever possible. More often than not, the audience, participants and students become captivated and inspired by what Lennie offered.

**J. Edwin McKee, Ed.D., Professor, JMU**

When our campus was struck with the horrific events of April 16 in 2007, it was no surprise that Lennie was one of the first colleagues that reached out to our program. Lennie provided resources for us to send out to our students the afternoon of the event, came to campus as we returned to classes the next week, and provided workshops for faculty, staff, and community members in the months after the tragedy to help us along the process of recovery. I organized one of these events, and in the process of developing the program, I was consistently impressed with the balance that Lennie brings to his educational practice. He has expertise in the area of trauma and resilience, and yet was able to balance sharing his expertise with listening to those around him. Lennie is the consummate life-long learner.

**Nancy Bodenhorn, Ph.D., Associate Professor, Virginia Tech, President, NRVCA**

In 2006, Lennie took on the very demanding role of domain expert for a five-person knowledge engineering team that addressed the need for crisis intervention resources. Lennie's internationally recognized crisis intervention experience and expertise was the heart and soul of this project. It could not have been built with a domain expert with more patience and dedication.

**Joseph Marchel, Ph.D., Professor, James Madison University**

Dr. Echterling's efforts on the Mississippi Gulf Coast after Hurricane Katrina could not have been more helpful or appreciated. Dr. Echterling's trips to Mississippi not only addressed the critical needs of individuals after the disaster, but he emphasized to our rebuilding teams the need to focus on restoring a sense of place and community. Rebuilding is more than a material construction effort, and Dr. Echterling made us mindful that a critical component of the task was to bridge what existed before with what was being built new. Unlike other states hit by mega-disasters, over ninety-eight percent of Mississippi's Coastal residents returned to their rebuilt communities – to new jobs, new homes, new schools, etc. This is a testament to Lennie's efforts in encouraging us that focusing on constructing not just buildings but a sense of a safe and familiar community, in short, rebuilding "home," is essential to restoring vitality to a destroyed landscape.

**Paul Hurst, Chief of Staff, Office of Governor Haley Barbour, State of Mississippi**

I have known Dr. Echterling for eight years and have found him to be one of a kind. We have worked together on the regional CISM team responding to different crisis situations. I always feel comforted to know he is participating. The people involved are at such ease when it comes to talking to him. He has made himself available on the shortest of notices and only if he is out of town does he ever decline. I must say, it is a pleasure working with such a fine individual.

**Wayne Peer, Training Officer, Rockingham County Fire and Rescue**

Lennie is one of the most committed and conscientious human beings I have ever encountered. He is a stellar teacher, scholar, clinician, and leader and has impacted countless students, caregivers, and others in the most meaningful ways. Lennie Echterling is exactly the kind of faculty member that this award was intended to recognize.

**Harriet Cobb, Ed.D., Professor and Head, Department of Graduate Psychology, JMU**

## Additional Documentation

### Course Evaluations (Past 3 Years)

Q1. This course helped me develop professionally, in terms of knowledge and/or skills.  
(1 = Excellent; 5=Poor)

Q2. This course instructor helped me develop professionally, in terms of knowledge and/or skills.  
(1 = Excellent; 5=Poor)

2008-2009 Fall Semester	Mean Rating		Spring Semester	Mean Rating	
	Q1	Q2		Q1	Q2
PSYC 790 Internship 1	1.75	1.75	PSYC 710 Crisis 1	1.17	1.17
PSYC 790 Internship 2	1.00	1.00	PSYC 710 Crisis 2	1.12	1.12
PSYC 800 Research	1.00	1.00	PSYC 790 Internship 1	1.00	1.00
			PSYC 790 Internship 2	1.00	1.00

2007-2008 Fall Semester	Mean Rating		Spring Semester	Mean Rating	
	Q1	Q2		Q1	Q2
PSYC 790 Internship 1	1.50	1.12	PSYC 710 Crisis 1	1.00	1.00
PSYC 790 Internship 2	1.00	1.50	PSYC 710 Crisis 2	1.00	1.00
PSYC 800 Research	1.00	1.00	PSYC 790 Internship 1	1.00	1.00
			PSYC 790 Internship 2	1.12	1.00

2006-2007 Fall Semester	Mean Rating		Spring Semester	Mean Rating	
	Q1	Q2		Q1	Q2
PSYC 790 Internship 1	1.00	1.00	PSYC 710 Crisis 1	1.20	1.47
PSYC 790 Internship 2	1.00	1.00	PSYC 710 Crisis 2	1.10	1.00
PSYC 800 Research	1.20	1.00	PSYC 790 Internship 1	1.00	1.00
			PSYC 790 Internship 2	1.25	1.25

### Sample Anonymous Student Comments (Past 3 Years)

#### PSYC 710 Crisis Intervention

This class has provided me with insight, knowledge, hope and a better understanding of humans as a whole. I will always remember the lessons I learned in here and the process I took to get here. The videorecordings and consultation with you were invaluable. I will never look at a crisis the same.

I am very thankful for having had the experience of taking this course with Lennie. I feel like my idea of both crisis and counseling have expanded, so that I'll feel much more confident and useful in these situations. I also learned lots while 'working' my tapes and really appreciated how many times Lennie stopped it to offer feedback, both suggestions and encouragement for things I was doing well. Thanks Lennie for a great course!

Two qualities you possess that were threaded throughout the class were passion and patience. You were an excellent role model to me in these areas. Your passion for people in crisis came through loud and clear as you taught us. You had many examples of times when you were right out there during times of crisis – teaching and caring for people. I first saw your patience when you reviewed my tape in class. You stopped the tape frequently to show me how every aspect of communication was important. Throughout the class you were patient as you listened to our stories, interpretations of the text and questions.

I thought that this was an extremely powerful class. It's obvious how much this topic means to Lennie and his passion came across in all his teachings. He definitely prepared us for crises in the schools and the community. I feel much more confident in how to approach these situations.

Lennie's a great professor. His professionalism and love for his students showed in class and in meetings with him. He was always dependable, on time to our meetings. I can always tell that he cares about the professional growth of his students.

Lenny has been passionate both in class and outside meetings when discussing crisis intervention. I appreciate his willingness to meet with students to offer as much development of counseling skills as needed/desired. Lenny is thorough in his feedback and is very encouraging and constructive. It was a great semester!

### **PSYC 790 Internship**

Lennie – you have always been supportive and dedicated to making my experience the best professionally and personally. Your feedback has helped focus my work with clients and the development of my Ed.S. and symposium projects. Thank you.

I would like to thank Lennie for all of his support and guidance through this experience. I have grown tremendously and do not think I would have been able to without his constant presence.

It has been wonderful to have our internship group for the support it affords in going through this internship experience. Lennie has been truly gentle, understanding, & extraordinarily supportive throughout this experience. I've always known that I could go to him with any issue and be met with compassionate understanding as well as practical assistance.

Lennie, your presence and dedication to our/my professional and personal growth is unwavering. Thank you for always being available and willing to help. You are a wonderful model of a compassionate counselor. Thanks.

### **PSYC 800 Research**

I found this course very helpful and satisfying because it gave me the space to develop my ideas for my project. I liked how we all worked collaboratively in sharing our ideas and giving feedback. Also, I love the emphasis of finding your own voice because for me when I've approached research projects in the past I've lost sight of that. Thank you so much for this opportunity! I feel like I have a good solid first step towards a successful project.

I appreciated all the feedback you gave and your willingness to attend to the small details involved in our planning, as well as the larger picture of the topic. This class has been a way to grow in terms of my identity because I feel that now I am in a conversation—an ongoing dialogue w/ my peers regarding our interests and projects. The attention to collaboration with one another is an element that I will take with me going forward. I feel much more free to give and receive input from others regarding this project.

This course was extremely helpful in preparing me to complete the Ed.S. project. I had no project idea or plans prior to this course and now I have an idea I am confident in carrying out. The feedback I received from Lennie and group members was a significant factor in my achievements during this course. I can't imagine how students in past years have completed an Ed.S. project without this experience. I am in a much different and better place as I prepare to take comps and submit my project proposal, and I am excited to begin my project next year.

This class was really helpful for me. I wanted to thank you for taking time in your busy schedule to help us prepare for the Ed.S. project. This has helped me become less anxious about starting and completing my project, and has also helped to push me in the direction of completing this the best I can because I want to give people what I didn't have. You have helped me to be creative and inspired me to be more forward. You have also helped me to think out loud about what I really want this project to entail. This class is helpful and I recommend that every student who is doing an Ed.S. project to take it.

This course was essential for me. I really had very little knowledge about the Ed.S. project. I

knew which areas I wanted to explore, but never envisioned a final project. On my own, I would have had a much harder time completing my project. I also would have worried much more about it. This class helped me decide where I wanted to go with my project, gave me the tools needed (for formatting, etc.), and valuable feedback on my progress. I couldn't have done without it. Thanks!

### **Alumni Comments**

Lennie is the epitome of what it means to be a teacher. He embodies this role, conveys it with passion, and he is the kind of teacher who makes a lifelong impact. Though I graduated seven years ago, Lennie has been a constant source of support and encouragement. It is no wonder I decided to become a counselor educator -- he has made an indelible impact on me as a person and as a professional. Lennie teaches by example, he models what an effective counselor looks like both in the class and personally, and his encouragement to take creative risks will be forever audible. Lennie will forever be my most influential mentor, and I know this to be true for many other students and professionals in our field of counseling who have had the opportunity to learn with Lennie.

### **Teresa Haase, Ph.D., Assistant Professor, Eastern Mennonite University, 2002 Graduate**

Lennie was the Program Director of the Graduate School of Counseling, as well as my professor and mentor throughout my time at James Madison University. When I reflect on my experience of his skills I am reminded of his dedication, knowledge, availability, and compassion. It is not uncommon, 10 years later, for me to begin a sentence with "I remember when Lennie shared" or "What does Lennie say?" for his wisdom has remained with me and will indefinitely. Lennie not only shares his knowledge with students, he shares himself. He was committed to ensuring the counseling program was united with a strong sense of community and real, meaningful relationships.

### **Amanda Kizer, LPC, Private Practice, 2001 Graduate**

Dr. Echterling excels across the board in providing support to his students and community. As a teacher, he provides dynamic instruction, bringing out the best each student has to offer. As a program director, he not only attended to the multitude of responsibilities required of that role, he also served as the lynchpin of networking and communication for us. I experienced his work as a crisis intervener as both an individual in crisis and as a mentee, seeking to learn skills to facilitate resilience in others. Dr. Echterling talks the talk and walks the walk – modeling genuineness, scholarship, leadership and service for us daily.

### **Angie Stephens, MA, Ed.S., LPC, Valley Hope Counseling Center, 2007 Graduate**

As one of Lennie's students, I experienced first-hand his commitment to student growth in their personal awareness, in developing a solid knowledge base, and in fostering excellence in counseling intervention skills. I have and continue to benefit from Lennie's mentorship; it was thanks in large part to his support and encouragement that I decided to pursue my doctorate and have since had the honor of Lennie's mentorship. Lennie's guidance is always beautifully timed and comes with spot-on ideas and advice.

### **Cheree' Hammond, Ph.D., Adjunct Faculty, JMU, 2003 Graduate**

Beyond his courses, service and publications, Dr. Echterling is a genuinely brilliant, hopeful, kind visionary who sees what the world could be if we all put our fellow human beings first. Through his service he models for his students the type of change one committed individual can bring about. Dr. Echterling has been my professor and my mentor. I watch him and learn from him, all the time in awe at his unwavering faith in humanity.

### **Robin Anderson, Psy.D., Associate Director, CARS, 1995 Graduate**

As program director, Dr. Echterling was instrumental in orienting me to both graduate work and

the field of counseling. In his interactions with students, he sets the stage for being immediate, reflective and authentic, in addition to providing the appropriate level of challenge. What results is a program that provides the utmost in mental health training. Having now completed my doctoral degree in counselor education and supervision, I can look back on my time at not only James Madison University, but also at the University of Texas at San Antonio, and say that Dr. Echterling is an educator that very clearly stands out in the field—he is an exceptional professor, program director, supervisor, mentor and colleague.

**Gwen Louden-Gerber, Ph.D., LPC, University of Texas, 2005 Graduate**

I graduated with my Masters of Arts and Ed.S. from the Community Counseling Program from JMU eight years ago. Lennie has served multiple roles in my personal and professional growth as a counselor and person. He has exemplified and modeled to me, the work of a true teacher, collaborator, crisis intervener, mentor and academic scholar. Now, as I am in the role of a community leader, I appreciate the skills he modeled. In turn, I can see things evolving full circle -- through providing clinical supervision to growing therapists, I take heed to Lennie's teachings and lessons.

**Karen Painter NCC, LPC, ADS, Valley Community Services, 2001 Graduate**

I was a student of his at James Madison University in the early 1990's. Dr. Echterling not only taught the science and art of counseling, but challenged me to be a self examining and compassionate counselor. He continually inspired me to explore the counseling profession in creative ways and to be part of promoting the field through professional organizations, workshop presentations and community involvement. His compassion for clients and community are always evident in the way he teaches and practices mental health treatment.

**Gary T. Rafala, LPC, Private Practice, Past President, Virginia Clinical Counselors**

Dr. Echterling is a great instructor in the counseling field but most of his students take that for granted; it is the experience of interacting with him and observing his interactions with others that sets him apart as a truly remarkable teacher. I have regularly relied on the way he makes himself available to his students, his dedication to genuinely and wholeheartedly being present for each student, and his seemingly tireless involvement in his community as the ultimate example of what a teacher should be. Merely being around him leaves an impression that challenges you to be a better person.

**John Dewell, MA, Ed.S., College of William and Mary, 2007 Graduate**

For Dr. Echterling, every moment is a teachable moment. It's a moment in which he can make a difference and help someone grow and learn. I'm proud to say that I am one his students. Through his continued mentorship, I have continued to grow and learn well beyond my graduation ceremony. Through his words, actions and creative approach he helps students understand the gifts of the counseling profession. With his quiet and thoughtful actions, he inspires us to pursue life-long learning while giving back to community. In his lifetime, he has touched many lives and made a significant and positive difference.

**Tammy LaDrew, Director of Counseling, Lord Fairfax Community College, 2000 Graduate**

I've been a therapist for 15 years. Dr. Echterling is the only professor I still keep in contact with. I often have occasion during my workweek to pull from my memory banks the many lessons that I learned in his classes. I remember so much – not just the information, but his warmth, his humor, his commitment to excellence. His integrity showed in all that he did, and yet I never felt pressured or criticized, only encouraged to be the best I could be.

**Lisa Donahue-Smith, Counselor, Central Michigan University, 1994 Graduate**