INSTRUCTIONS:

Mid-cycle reporting is required to maintain CACREP accredited status. Through mid-cycle reporting, programs inform CACREP of any program-related changes that have occurred since the most recent full accreditation review and demonstrate continued adherence to the CACREP Standards.

The Mid-Cycle Report must include responses to each of the seven (7) items listed below. Responses must include the following: 1) a narrative description of the changes that have occurred, 2) a discussion of the impact of the changes on the program, and 3) relevant documentation demonstrating continued compliance with the CACREP Standards. Please note, if the program is offered across multiple sites (e.g., different campus locations) and the changes being reported are site specific, please be certain to include information as to which sites are being referenced.

Four (4) separate copies of the Mid-Cycle Report must be submitted in an electronic, read-only, and easily navigable format on labeled CDs or USB drives no later than September 15, 2017. Failure to submit a Mid-Cycle Report may result in suspension of your program’s accreditation (Policy 6.f).

I. CHANGES IN FACULTY
   (Standards I.M, N, W-Y and CES Standards I.H)

Please indicate any changes in faculty that have occurred since your last on-site visit. If there are faculty members who are no longer with the program(s), discuss the effect of the change on the teaching assignments, faculty load, etc.

Since our last visit, there have been a lot of changes. I will present them as short stories here for ease of reading. Each little story explains what happened, how it affected our department and students, and how it was resolved. Please understand that Counseling and Counseling Psychology have a complementary relationship at CSU and in our department. We view the two professions and professional identities as an example of diversity in action. Therefore, I cannot tell the story of the faculty in the counseling programs without also providing context about the Counseling Psychology faculty.

- Ann Bauer who was the chairperson of the entire department (Counseling, Administration, Supervision & Adult Learning – CASAL) retired (2014). Her retirement was announced and expected and Dr. Bauer taught online courses for 3 years as emeritus (3 per year). We initiated a search for her position in 2015 and hired Dr. Dakota King-White in 2016. In the interim year, Dr. King-White worked as an adjunct faculty member for us.

- Dr. Justin Perry who was assigned to the Counseling Psychology Ph.D. Specialization took the department chair job vacated by Dr. Bauer in 2015. This made him 50% administration, 50% Counseling Psychology so there was no change to the counseling programs. However, after
one year he was “head-hunted” for a position as Dean in Missouri and left June 30, 2016. I (Dr. Ingersoll) took the department chair job after he left because we had 4 positions to fill in the department. Although I am technically 50% administration, instead of teaching the department chair load of 1/1/1, I have been teaching 2/2/1 (the 1 being summer) so that we were not using too many part time instructors.

- In 2014 Dr. Dilani Perera left CSU unexpectedly for another position. This was challenging because she had expertise in Chemical Dependency Counseling and School Counseling. At the same time, another Counseling Psychology faculty member (Dr. Schultheiss) took a position as Associate Dean in the Graduate College. Our Dean decided since Counseling Psychology would lose its APA accreditation if we did not hire someone, that he would replace Drs. Perry and Schultheiss. The result was Dr. Kelly Liao was hired to begin in 2016. She and Dr. Julia Phillips (Counseling Psychology) were both assigned 25% to teaching in our master’s programs in counseling.

- Dr. Logan Lamprecht resigned suddenly in December 2016, leaving in May 2017. In replacing him we still needed someone with Dr. Perera’s Chemical Dependency expertise as well as knowledge of human sexuality (we are adding an elective course in 2018 in that area). The top candidate for replacement was Dr Stephanie Drcar. Dr. Drcar worked as a visiting professor for two years in Counseling Psychology but found in that two years that her heart and mind were far more dedicated to Counselor Education. She also had been teaching our chemical dependency classes and was one of the most highly rated faculty by students. According to objective measures from students, faculty, and administration, she was the top candidate for the job and hired to serve as a core faculty member in Counseling beginning Fall 2017.

- In Summer of 2017, Dr. Julia Phillips because Director of Doctoral studies leaving the Ph.D. in Counseling Psychology short one person. Our Counselor Education programs were also still short one faculty member since we had not replaced Dr. Perera. This still left us in need of a Counselor Education professor as well as one Counseling Psychology professor. Doctoral Candidate Stacey Litam was hired as Assistant Visiting Professor in Counseling in 2017. Professor Litam was voted “best part time instructor” in the year she served as doctoral intern and her student teaching evaluations were also among the strongest in the department. We made the case to hire her and were given a waiver by the Office of Institutional Equity to do so. She is finishing her Ph.D. in Fall Semester 2017. Dr. Ingrid Hogge was hired as a tenure track Assistant Professor in Counseling Psychology beginning Fall 2017.

**IMPACT:** The biggest impact was the loss of Dr. Perera and Dr. Bauer because they both had School Counseling background and Dr. Perera had background in Chemical Dependency Counseling. This shaped our hiring goals prioritizing candidates with School Counseling and/or Chemical Dependency Counseling. We met these goals in the hiring of Dr. Dakota King White (School Counseling) and Dr. Stephanie Drcar (Chemical Dependency Counseling). The Fall 2016 and Spring 2017 teaching load and vitae of new hires are included in Appendix I.

If new faculty members have been hired to fill open or new positions, please submit their names, teaching assignments, and copies of their current vitae. Include a discussion of how the addition affects the program(s). If replacement(s) have not been hired, what is the status of the replacement plans/process?
We have technically hired five faculty members if we include two faculty primarily assigned to Counseling Psychology Ph.D. Specialization but who teach courses in the master’s counseling programs. These two (Dr. Julia Phillips and Dr. Kelly Liao) have taught 1-2 courses a year in the Counseling programs. Now Dr. Ingrid Hogge will take over Dr. Phillips 25% since Dr. Phillips is in an administration job as Director of Doctoral Studies. Here are the three Counselor Educators we hired (vitae and teaching load are in Appendix I). Dr King White was hired in 2016 and Dr Drcar and Ms. Litam in 2017.

- Dr. Dakota King-White (Ph.D. Counselor Ed from CACREP program) was hired to head up the School Counseling program and fill Dr. Bauer’s shoes as a former School Counselor.
- Dr. Stephanie Drcar (Ph.D. in Counseling Psychology) was hired to teach our addictions courses and teach in the Counseling Programs. She had been a Visiting Professor in Counseling Psychology but realized her true calling was Counselor Education. Because 1) we also needed someone with the knowledge base in chemical dependency 2) because she proved an excellent fit for our students, and 3) she rose to the top of the candidate applications, she earned the tenure-track position.
- Stacy Diane Litam was our doctoral intern in 2015-2016. She was outstanding in her work with us and in the field. She is a Ph.D. Candidate in a CACREP approved Counselor Education program and will graduate in December. We hired her this year as a Visiting Assistant Professor.

Please indicate how your program is continuing to meet the requirements of Standard I.M – Core Faculty Credit Delivery and I.N – Full-time Equivalent (FTE) Student to FTE Faculty Ratio.

We still have 4 full-time faculty members and the equivalent of 2 full-time faculty members when you add all the non-core faculty percentages. Two Counseling Psychology faculty members who also teach Counselor Education courses carry a smaller advising load but do advising with Clinical Mental Health students. We still have a total of 6 faculty advising students in counseling programs for a ratio of 47.5:6 or approximately 8:1.

For the past 3 years, core faculty have delivered 69% of the Counselor Education credits in the Clinical and Counselor Education programs. We use part timer instructors most often for extra sections of overloaded courses and in many cases these are co-instructed with the core faculty. We are exploring more co-instruction as the university presses us for more and more student credit hours with fewer resources. While our labs, practica and internships adhere to the enrollment caps CACREP recommends, we do increase our lecture style content courses sometimes to accommodate 30-35 students.

Please provide an FTE student to faculty ratio for Fall 2016 and Spring 2017 and include the detailed calculations. If the program is taught on multiple campus sites, please calculate FTE for each site and across campus sites.

Here is the email from Vice President Thomas Geaghan of Institutional Research on how to calculate FTEs at CSU:
Thomas R Geaghan
Fri 9/1, 9:53 AM

Elliot,

The formula we use for the state/feds when reporting student FTE is the number of credit hours taken divided by 15. For faculty, it would be the number of full time faculty plus one-third the number of part time faculty.

Does that answer your question?
Tom

Now, here is that calculation:

FALL 2016 credit hours taken 1496
SPRING 2017 credit hours taken 1819
TOTAL SCH 3315

3315/15= 221 FTE

Core and other faculty during that time dedicated to the counseling programs were:

Dr. Lamprecht (100%)
Dr. King-White (100%)
Dr. Ingersoll (50%)
Dr. MacCluskie (100%)
Dr. Phillips (25%)
Dr. Liao (25%)

221 FTE divided by 4 full time faculty is approximately 55.25

We also have the Clinical Director of our Counseling & Academic Success Center (Claire Campbell PCC-s - more on that below) who teaches 2-3 courses a year but I was not sure how to figure her into this equation.

II. CHANGES IN CURRICULUM
(Standards II.G.1-8; Program Area Standards; CES Standards II.B-C; CES Section IV)

For each program area accredited, please explain any changes in the curriculum that may have occurred since your last on-site visit. Comment on any required courses dropped, revised significantly, or added to the program. Rationales for the changes should be provided as well as evidence that the curricular Standards continue to be met. For revised or new courses, please include all the relevant syllabi. The new syllabus for CNS 523 and revised syllabus for CNS 686/687 (Clinical Counseling Internship) are in Appendix II.

Following are changes to the curriculum since the report:

- Addition of a 1-credit hour screening course, CNS 523 Small Group Lab. In this course, students work in groups of 7-10 in unstructured discussion. They are led by senior students or graduates of the program who are then monitored via cameras by full time faculty. The goal is to give students feedback on the behavioral rubric for interpersonal skills. Students are
assessed with the same rubric throughout the program (it can be seen in the syllabus for CNS 523). The students write logs and group leaders give them suggestions for things like opening up more, not dominating, and decreasing questions to others who are sharing. This course is a screening class and must be passed before the student is fully admitted to the program. We instituted it because some students were passing the other screening course (CNS 620 Lab in Counseling Skills) but then could not work well in groups. Since both are necessary to successful counseling, we added the group component. If there are any interpersonal deficits that would result in the student failing practicum, we wanted to catch them early in the program.

- Cleveland State University is unique in that it has a College of Graduate Studies that makes policy for all graduate programs at the university then the College of Education & Human Services has a Doctoral Studies committee for its Ph.D. in Urban Education. The Graduate College created criteria for Graduate Faculty Status for people teaching 600, 700, and 800 level courses that was (in our opinion) overly focused on scholarship and slighted professional expertise. As insane as this sounds, I solved the problem by changing the courses from 600 level to 500 level. This does not impact the meager funding coming from the state and allows me to hire experts in the field who have no time to publish papers. The following course number changes were made from 500 level to 600 level particularly so we could hire working School and Clinical Counselors to teach many courses:

CNS 604 (Cultural Foundations in Counseling – 3 credits) became CNS 504
CNS 611 (Appraisal in Counseling – 2 credits) became CNS 505
CNS 617 (Ethical and Legal Issues in Counseling – 3 credits) became CNS 517
CNS 624 (Career Counseling – 3 credits) became CNS 524
CNS 629 (Introduction to Clinical Counseling – 3 credits) became CNS 529

III. CHANGES IN PRACTICUM AND INTERNSHIP
(Standards III. A-G; CES Standards III. A-C)

Please indicate any changes that have occurred in clinical instruction since your last on-site visit. Please describe these changes and provide evidence of continued compliance with the CACREP Standards. Changes that must be addressed include clock hour requirements, supervisor qualifications and requirements, and any general changes in practicum and internship sites onsite placements.

Since the last report, we have made a major addition to our department. We created the Counseling and Academic Success Center (CASC). This counseling center is run by a Clinical Faculty member (Claire Campbell who is licensed as PCC-s in Ohio). Ms. Campbell also teaches lab courses for us but I was not sure how to count her as faculty. Our goal in the next 3 years is to have her position changed to a clinical faculty position.

CASC has an agreement with the University Counseling Center that we help undergraduates with problems in living that interfere with their studies. Diagnostic assessments are done and people who appear to be suffering more severe mental/psychological symptoms are referred to the Counseling Center. All Clinical Counseling Interns perform a minimum of 2 hours of counseling service weekly throughout internship. All sessions are recorded and reviewed in group, triadic and individual supervision. The State of Ohio Counselor Social Worker & Marriage and Family Therapy board has approved these hours as direct service hours for our students.

IV. CHANGES IN PROGRAM OPERATIONS
Describe any changes in organizational structure, support services, budget and funding sources, and student enrollment figures that have occurred since your last on-site visit. Discuss the impact of those changes.

Interestingly, all departments had 10% across the board budget cuts in FY 16-17. There has been a university hiring freeze for staff since 2016 as well as staff cuts in the college to meet a $120,000 budget shortfall. Much of this is driven by decreased support from the state and increased costs in State Teacher Retirement System (STRS). Ironically, our Counselor Education section of the department was able to make 3 hires (2 tenure track and one visitor) because our student credit hour numbers are so robust. Many graduate students are taking the Chemical Dependency and Early Childhood Mental Health courses as “license only” or “certificate only” but these are counted as student credit hours along with our “degree seeking” students in counselor education. This gives us slow, steady increases in student credit hours that are rewarded with support in the form of replacing people who retire or resign.

On the positive side fiscally speaking, the Counseling programs have an agreement with CSU administration regarding our Continuing Education. After they take a percentage of profits off the top, we get to keep the rest. This past year we instituted summer “Buy One Get One” scholarships for Counseling students to apply for. This was created by me, our Continuing Education Director (Ms. Muscatello) and our two administrative assistants (Ms. Durda and Ms. Henley). We gave out 13 of these last summer (valued at $32,175) and our CE students are proud that a percentage of what they pay goes to support graduate students. This is particularly important as all Graduate Level student loan lenders begin tallying interest as soon as the money is loaned (no federal subsidy). In addition, there are no Graduate Assistantships for students in our college in summer. This year (Summer 2018) we are on track to award 16 summer BOGO scholarships.

Please indicate any changes that have occurred in terms of the program’s utilization of technology for instructional purposes and any changes in course delivery methods or options offered.

There really have been no changes here other than our institution updated its version of “BlackBoard” twice – each time making it less comprehensible than the last version. We have also added supervision technology in CASC that is also used for CNS 620: Lab in Counseling Skills and CNS 523: Small Group Lab in Counseling.

V. PROGRAM ASSESSMENT AND EVALUATIONS
(Standards I.P, I.AA-DD, and II.A-B and CES Standard II.L)

Please indicate recent program evaluation activities and when and what the next scheduled program evaluation activities are. Describe the process implemented, who is included/involved in the processes, and how the results are used for program development, including how the report is shared with constituents.

- Recent evaluations included a program overview of our CACREP assessments for our College of Education & Human Services CAEP (Council for the Accreditation of Educator Preparation) evaluation.
- We are also doing University Program review along with our next CACREP self-report. Both are due in December.
Please provide a copy of your program’s most recent official report that documents outcomes of the systematic program evaluation and evidence of the report’s dissemination to the program’s constituent groups.

- We met with our Advisory Board to review the CACREP Standards Assessments in each course. The summary data (Appendix III) here are from Fall 2016 and Spring 20017. The summary report (also in Appendix III) gives an overview of the discussion as well as the recommendations we are launching this Fall 2017 semester. Each year we provide an overview of how graduates did on assessment of competencies. This report is last Spring’s 44 graduates (Clinical and School combined) in the core areas.

VI. PROGRAM IMPROVEMENT AND INNOVATION

The CACREP Standards are not intended to discourage creativity on the part of the program faculty. Please share new approaches undertaken or considered by your program(s) that are designed with program development and improvement in mind.

Dr MacCluskie and I attended a workshop on writing our next self-study for the 2016 standards. At that time, we knew that a colleague who was serving as a Visiting Professor in Counseling Psychology, had thoroughly changed her focus and became dedicated to Counselor Education. This person also had background in Chemical Dependency and teaching all those courses. The workshop facilitators said CACREP did not aim to “dictate” who we hire. This person did apply for a position in our Counselor Education program and was, in multiple assessments from faculty, students and administrators, the top candidate. In addition, our Office of Institutional Equity said we had an Equity Goal of hiring a female. This colleague accepted our offer and is now a highly productive and respected addition to our tenure track faculty. While her Ph.D. is in Counseling Psychology, her research on diversity, addiction treatment and her excellent, proven track record with our students is what we looked at most closely. We hope CACREP will do the same.

We also continue to offer a Chemical Dependency Counseling Certificate of 12 hours that we share with the Social Work Department. This is not CACREP approved but was the first program approved in Ohio by the Ohio Chemical Dependency Counseling Professionals Board. Our accreditation was renewed in 2016. The Counseling courses in this certificate can be used as electives by students in the CACREP approved Clinical counseling program. This program also increases our student credit hour count and helps us grow the Counselor Education core faculty.

We also offer a 15 credit hour certificate in Early Childhood Mental Health. This is related to jobs in Ohio requiring such certification and is coordinated by a Part-Time instructor and Full-Time Clinician Dr. Katie Wooten. This program is not CACREP approved but the student credit hours help us keep robust numbers necessary to maintain tenure-track and visiting faculty. We will be adding a Play Therapy certificate in 2018-2019.

VII. ISSUES AND QUESTIONS

Please take a moment to identify any issue, problem standards, or questions that you would like to see addressed by the CACREP Staff or Board of Directors.

I would sure like to enjoy writing one of these reports. I certainly feel more knowledgeable about the 2016 standards than the 2009 standards and appreciate the increase in clarity and yet, there is a nagging sense that despite all my efforts, I never quite understand what CACREP wants. I learned a
great deal from our last round and began this process with a team mindset – no more “lone ranger” efforts from me. That has helped. We are under enormous pressure from the state and the university administration to keep – in their words – “doing more with less” (despite the illogic of diminishing returns). I’ve been one of the few chairs who could protect and even increase tenure track lines because our programs are so strong. They are strong because we know our students and we hire people who understand them. I never feel like that comes across in this process. I often feel like I am in an infinite loop of being held accountable to be held accountable. I feel that the CHEA-driven focus on standards is in many ways antithetical to who we are as professionals and, as a group of professionals who are the face of two wonderful programs. Our own review of assessments we created for the 2009 standards has been a train-wreck of matrices and ratings. Rating students on a 0-3 basis for each standard results in an illusory elegance that side-steps the complexity of human relations, artificially minimizes the amazing developmental dynamics we see in students, and does a disservice to faculty who in many cases feel reduced to glorified book keepers.

We talk a lot about social justice in Counseling. It is no secret that CHEA’s obsession with standards-based accreditation is the “brain-child” (although brains seem to have little to do with it) of Republican Senators who, despite rhetoric about smaller government, want intrusive control over higher education and the curricula of our institutions. Perhaps it is time for us as a profession to stand up to these bullying tactics. I am a firm believer in reviewing programs, having standards, making things “better” and more efficient. I just think we could do a better job from within than CHEA tries to force from without.
APPENDIX I: VITAE AND TEACHING LOAD FOR NEW FACULTY

Dr. Dakota King-White: Assistant Professor

Dakota L. King-White, PhD, PC, LPSC
2485 Euclid Avenue JH 274
Cleveland, Ohio 44115
d.l.king19@csuohio.edu
(216) 687-5291

ACADEMIC TRAINING

Doctorate of Philosophy in Counselor Education and Supervision, University of Toledo, Toledo, Ohio, CACREP Accredited, May 2012
   Dissertation Topic: The Effects of the Children Having Incarcerated Parents Succeeding Group on Delinquent Behavior, Academic Achievement, Self-Esteem, Attendance and Aggressive Behavior with Seventh and Eighth Grade Students who Have Incarcerated Parents or Guardians

Master of Arts in Counseling, Heidelberg University, Tiffin, Ohio, May 2004
Area of Specialization: School Counseling

Bachelor of Arts, Notre Dame College of Ohio, South Euclid, Ohio, May 2001
Area of Study: Psychology

PROFESSIONAL LICENSES/CERTIFICATES

Professional School Counseling Licensure (LPSC) #20660446
Ohio Department of Education

Licensed Professional Counselor (LPC) #C.1000051
Ohio Counselor, Social Worker, and Marriage and Family Therapist Board

ACADEMIC APPOINTMENT HISTORY

Assistant Professor Tenure-Track Counseling
August 2016-present
Cleveland State University, Cleveland, Ohio

Assistant Professor Tenure-Track Counseling
August 2012-July 2014
Malone University, Canton, Ohio

Adjunct Professor in Counseling
August 2006-July 2012
Heidelberg University, Tiffin, Ohio

Year Awarded Graduate Faculty Status: 2016-2021 (Cleveland State University)

Research/Areas of Interest: Mental Health of Children and Adolescents in Pre-K to 12 Education, Children of Incarcerated Parents, and School Counseling in the 21st Century
PROFESSIONAL COUNSELING EXPERIENCE

Co-founder /Program Coordinator, 2006-Present
Making A Difference Consulting, LLC, Cleveland, Ohio
- Explore strategic funding partnerships with government and institutional sources through collaboration
- Implement strategic planning to expand and grow small business
- Collaborate with organizations to provide workshops for parents, guardians, and community members
- Provide therapeutic services (consultation, groups, and individual) to children and adolescents
- Prepare and disseminate written and oral reports regarding programs and business collaboration
- Provide professional development training opportunities pertaining to mental health

Mental Health Therapist for the District, 2014-2016
Sandusky City Schools, Sandusky, Ohio
- Developed a multi-tiered system mental health model to support academic achievement by addressing mental health
- Implemented district-wide social and emotional curriculum
- Provided individual counseling services for students with clinical counseling diagnoses, academic, personal/social, and career development concerns
- Consulted and collaborated with teachers, parents, and other staff members pertaining to mental health concerns impacting students
- Conducted professional development trainings for faculty and staff
- Disseminated resources to parents, faculty, and staff about mental health services within the community
- Collected and analyzed data to ensure that counseling services were relevant to the needs of students

Professional School Counselor, 2007-2012
Sandusky High School, Sandusky, Ohio
- Provided individual counseling services for students with academic, personal/social, and career development concerns
- Consulted with teachers, parents, and other staff members about students’ concerns
- Proctored ACT, Advanced Placement and Ohio Graduation Tests
- Collaborated with Stein Hospice to provide grief groups
- Presented information to freshmen during freshmen orientation
- Offered college and career information to seniors through individual guidance
- Coordinated annual college night for juniors
- Provided resources to parents, staff and students during National Bullying Prevention Month
- Initiated outreach programs for students who were in juvenile detention center

Counselor Trainee, 2009-2011
Firelands Counseling & Recovery Services, Sandusky, Ohio
- Co-facilitated youth substance abuse groups to clients under court imposed conditions
- Provided mental health counseling for children, adolescents, and adults
• Designed and implemented curriculum for social skills group and administered the program to participants who were diagnosed with ADHD/ADD
• Created treatment plans for clients

TEACHING

Courses Taught in the past 10 Years (Graduate Level)
• Foundations of School Counseling
• Career Development
• Counseling Adolescents
• Counseling Children and Adolescents
• Counseling Theories and Techniques
• Human Growth and Development
• Internship for School Counseling
• Multicultural Counseling
• Practicum for School Counseling
• Program Management of School Counseling

PRESENTATIONS


King-White, D. (2015). The importance of data in the academic setting. Presented to school counselors and school psychologists of Sandusky City School during the 2014-2015 waiver day presentations, Sandusky, Ohio.

Kaelber, K., King-White, D., and Schnyders, C (2014). Spiritually-charged ethical dilemmas in counseling. Presented to counselors from various agencies and schools at Malone University, Canton, Ohio.

King-White, D. (2010). Working with students with ADHD. Presented to students in the Graduate Studies Department in Counseling at Heidelberg University, Tiffin, Ohio.

King-White, D. (2009). Legal and ethical issues while counseling minors. Presented to students in the Graduate Studies Department in Counseling at Heidelberg University, Tiffin, Ohio.


MANUSCRIPTS IN PROGRESS

King-White, D. (in progress) Developing Mental Health Models in Pre-K to 12 Schools

King-White, D. (in progress) Evidence-Based Strategies when Working with Children of Incarcerated Parents

Voight, A. & King-White, D. (in progress) Student Voice Initiatives and School Climate

King-White, D. & Ingersoll, E. (in progress) The Role of School Counselors Supporting Mental Health Models in Pre-K to 12 Schools
PROFESSIONAL SOCIETY MEMBERSHIPS

- American Counseling Association
- Association for Counselor Education and Supervision
- Business and Professional Women Organization
- Delta Sigma Theta Sorority Incorporated
- Ohio Association for Counselor Education and Supervision
- Ohio Counseling Association
- Ohio Education Association
- Ohio School Counselor Association
- Sisters of the Academy
- Textbook and Academic Writing Association

PROFESSIONAL LEADERSHIP AND SERVICE

- Coordinator for School Counseling Program in Counseling Department at Cleveland State University, Present
- Faculty Affairs Committee Member at Cleveland State University, 2017-2019
- National Education Policy Program Fellow, 2017-2018
- Board Member for the Ohio Association for Counselor Education and Supervision, 2017-2019
- Board Member of the Erie County Educational Foundation, 2017-2019
- Vice-President of the Business and Professional Women Organization, 2016-2017
- Member of Students Services Leadership Team at Sandusky City Schools, 2014-2016
- Member of the Behavior Response Team at Sandusky City Schools, 2014-2016
- Lead Member of the Mental Health Component of the Sandusky City Schools Transformation Plan, 2014-2016
- Member of the Graduate Academic Policy Committee at Malone University, 2013-2014
- Co-Advisor for Chi Sigma Iota National Honor Society at Malone University, 2012-2014
- Member of the Intervention Assessment Team of Sandusky City Schools, 2007-2012
- Board Member of Safe Harbor Domestic Violence Board, 2008-2011
- Board Member of the Ohio School Counselor Association, District 2 Representative 2008-2011
- Board Member of Links East Mental Health Board, Treasurer, 2002-2003

GRANTS

- McDonald’s Grant for a Girl Empowerment group project, Sandusky, Ohio, 2006: $500.00
- Wal-Mart Grant for Stein Hospice Camp, Sandusky, Ohio, 2006: $1000.00
- Safe Schools, Healthy Students Asset Building Grant for Osborne Elementary School, Sandusky, Ohio, 2006-2007: $1,000.00
- Ohio School Counselor Association Grant for a Male Empowerment group project, Sandusky, Ohio, 2007: $1,000.00
• Miller Entrepreneurship Grant for Making A Difference Consulting, Chicago, Illinois, 2007: $5,000.00

• Alpha Kappa Alpha Sorority Grant for Making A Difference Consulting, Cleveland, Ohio 2010: $3,000.00

• MyCOM Grant for Making A Difference Consulting summer camps, Cleveland, Ohio 2009: $19,000.00; 2015: $45,000; 2016: $45,000; 2017: $45,000

• Alternative School Grant through Ohio Department of Education for Euclid City Schools and Children and Family Therapeutic Solutions for External Evaluator and Program Directors, Euclid, Ohio 2010-2013: $142,000 per year; 2014-2017: $109,111 per year

• Cleveland State University Start-Up Grant, Cleveland, Ohio 2016-2019: $20,000

**Dr King-White Teaching Load (New Hire are given a reduced teaching load their first year after which they teach 3/2).**

Fall 2016: CNS 678: Foundations of School Counseling (3 credits)

Spring 2017: CNS 679: Program Management & Development in School Counseling (3 credits)
CNS 524: Career Counseling (3 credits)

Fall 2017: CNS 678: Foundations of School Counseling (3 credits)
CNS 524: Career Counseling (3 credits)
CNS 685: School Counseling Internship (3 credits)

Spring 2018: CNS 685: School Counseling Internship (3 credits)
CNS 679: Program Management & Development in School Counseling (3 credits)
Stacey Diane A. Litam, M.A., PC

Stacey Diane A. Litam
1392 Fitzroy Street
Westlake, Ohio 44145
440-552-6387
slitam@kent.edu

Education

2017
Kent State University, Kent, Ohio
Doctor of Philosophy (Ph.D.) in Counselor Education and Supervision
All requirements completed but dissertation. Expected graduation date December 2017.
Dissertation Title: “An examination of whether labels and counselor age, race/ethnicity, gender, work experience, and education predict empathy and rape myth acceptance in counselors”

2014
John Carroll University, University Heights, Ohio
Master of Arts (M.A.) in Clinical Mental Health Counseling

2009
John Carroll University, University Heights, Ohio
Bachelor of Science (B.S.) in Psychology

Licensure

2014
Licensed Professional Counselor #C1300473
State of Ohio Counselor, Social Worker and Marriage and Family Therapist Board

2015
National Certified Counselor #719367
National Board for Certified Counselors, Inc. and Affiliates

University Teaching Experience

Instructor of Record

Fall 2017
Instructor of Record, Individual Counseling Theory and Process
Cleveland State University, Cleveland, Ohio
Design and implement course materials and experiential activities to support student learning about psychodynamic, individual, humanistic, existential, and post-modern counseling theories.

Fall 2017
Instructor of Record, Human Sexuality in Counseling
Cleveland State University, Cleveland, Ohio
Design and implement course materials aimed at supporting students develop a deeper understanding on issues related to human sexuality in counseling including anatomy and physiology, assessment and treatment of sexual issues, and alternate sexualities.

Fall 2017
Instructor of Record, Accelerated Individual Counseling Theory and Process
**Cleveland State University, Cleveland, Ohio**
Design and implement course materials and experiential activities to support student learning about psychodynamic, individual, humanistic, existential, and post-modern counseling theories using a flipped classroom model.

Spring 2017  
**Instructor of Record, Group Process and Practice**  
**Cleveland State University, Cleveland, Ohio**  
Designed and implemented course materials and experiential activities to support student learning of group dynamics, group leadership, group procedures, and group counseling skills. Provide supervision to three small groups.

Spring 2017  
**Co-Instructor of Record, Theories of Personality and Counseling**  
**Cleveland State University, Cleveland, Ohio**  
Designed and implemented course materials and experiential activities to support student understanding of the philosophy, process, and technique of the major theories of personality.

Fall 2016  
**Instructor of Record, Cultural and Social Foundations in Counseling**  
**Cleveland State University, Cleveland, Ohio**  
Designed and implemented instructional materials and experiential activities to support student learning of principles, concepts, and research to provide a foundation of social and cultural issues. Scored and interpreted formative and summative student assessments.

**Co-Instructor**

Fall 2015  
**Co-Instructor, Introduction to Counseling Theories**  
**Kent State University, Kent, Ohio**  
Collaborated with instructor of record to design and implement instructional material and presented counseling theory topics including Cognitive Behavioral Therapy, Rational Emotive Behavioral Therapy, Feminist Theory, Life Cycle Stages, Reality Therapy, Behavior Therapy, and Solution Focused Therapy.

Summer 2015  
**Co-Instructor, Orientation to Clinical Mental Health Counseling**  
**Kent State University, Kent, Ohio**  
Assisted in developing and delivering course content through the use of technology and student-centered pedagogy. Scored and interpreted formative and summative student assessments.

**Adjunct Instructor**

Fall 2017  
**Adjunct Instructor, Foundations of Clinical Medicine II**  
**Northeast Ohio Medical University, Rootstown, Ohio**  
Collaborated with instructor of record to design and implement instructional material to support and evaluate first year medical students during their Primary Ambulatory Care Experiences (PACE). Completed summative and formative student assessments.

Fall 2014, Fall 2015 & Fall 2016  
**Adjunct Instructor, Foundations of Clinical Medicine I**  
**Northeast Ohio Medical University, Rootstown, Ohio**  
Collaborated with instructor of record to design and implement instructional materials and evaluated first year medical students’ empathic communication skills during medical interviews. Completed summative and formative student assessments.
**Invited Guest Lecturer**

Spring 2017  
**Invited Guest Lecturer, Diversity in Counseling**  
*John Carroll University, University Heights, Ohio*  
Prepared and presented interactive classroom presentation on the clinical implications of counseling Asian Americans and Pacific Islanders.

Fall 2014  
**Invited Guest Lecturer, Counseling Children**  
*Kent State University, Kent, Ohio*  
Prepared and presented interactive classroom presentation on creativity in counseling and trauma sensitive interventions with children.

Spring 2015  
**Invited Guest Lecturer, Counseling Children**  
*Kent State University, Kent, Ohio*  
Prepared and presented interactive classroom presentation on creativity and integrating culturally competent interventions with children.

Spring 2015  
**Invited Guest Lecturer, Internship I**  
*Kent State University, Kent, Ohio*  
Prepared and presented interactive classroom presentation on vicarious trauma and self-care.

**Presentations**

**National and International**


presentation at the 2017 American Association of Colleges for Teacher Education Conference, Tampa, Florida.


**Regional and State**


Litam, S., Moore, M. (2015, November). *Evidence-Based Treatment for Work with Human Sex Trafficking Clients*. Content session at the 2015 All Ohio Counselors Conference, Columbus, Ohio.


**Invited Presentations and Workshops**


Litam, S., & Ingersoll, E. (March, 2017). *National counselor exam (NCE) review*. 6-hour workshop, Cleveland State University, Cleveland, Ohio.

Litam, S. (February, 2017). *Understanding sexual and romantic orientations: Empowering educators as advocates*. 3-hour workshop at the Geauga County Board of Mental Health & Recovery Services, Chardon, Ohio.


Litam, S. (2016, November). “*You don’t matter, money matters*”: Understanding the clinical implications of counseling sex trafficked clients. 3-hour workshop, John Carroll University, University Heights, Ohio.


**Accepted Presentations**


Deconstructing Sexual Stereotypes of East and South Asian Women. Education Session at the 2017 Association for Counselor Education and Supervision Conference, Chicago, Illinois.

Publications

Refereed Journal Articles


Book Chapters


Non-Refereed National Journal Publications


Manuscripts in Progress


**Teaching Experience**

**August 2017-Present**

*Visiting Assistant Professor, Cleveland State University*

*Cleveland, Ohio*

Advise students within the Clinical Mental Health Counseling, School Counseling, and Accelerated School Counseling Graduate program. Design and instruct course materials.

**August 2016-May 2017**

*University Instructor, Cleveland State University*

*Cleveland, Ohio*

Designed and instructed course materials under the supervision of the Counseling Department Chair.

**Fall 2014-Present**

*Adjunct Instructor, Northeast Ohio Medical University*

*Rootstown, Ohio*

Teach Foundations of Clinical Medicine I and II courses.

**Clinical Experience**

**August 2016-Present**

*Practicum and Internship Student Supervisor, Cleveland State University*

*Cleveland, Ohio*

Provide counseling supervision to master level students enrolled in counseling practicum and internship sites. Integrate evidence-based and strength-based supervision interventions under supervision of an LPCC-s.

**October 2014-Present**

*Mental Health Counselor, Moore Counseling & Mediation Services, Inc.*

*Cleveland, Ohio*

Provide individual and group counseling services for clients; Maintain current documentation and clinical records; Collaborate with the Cleveland Municipal Courts to facilitate the Specialized Human Trafficking Docket.

**January 2015 - May 2016**

*Practicum Student Supervisor, Counseling and Human Development Center*

*Kent State University, Kent, Ohio*

Provided clinical counseling supervision to three master level students enrolled in clinical counseling practicum; Integrated evidence-based supervision interventions with students under supervision of an LPCC-s.
August 2014 - December 2014
Advanced Practicum Student, Counseling and Human Development Center
Kent State University, Kent, Ohio
Conducted diagnostic assessments and provided individual counseling services; facilitated suicide assessments and made appropriate referrals under supervision of an LPCC-s.

September 2013 - August 2014
Behavioral Health Intern, Greater Cleveland Free Medical Clinic
Cleveland, Ohio
Conducted diagnostic assessments, individual, and group counseling services; co-facilitated intense outpatient groups for substance abuse, anxiety, and anger management; assisted in needle exchange program for self-harm reduction.

December 2012 - September 2013
Adult Support Professional, Monarch Adult Autism Program
University Heights, Ohio
Provided individualized services to adults diagnosed with Autism Spectrum Disorder at a vocational day habilitation program. Conducted outcome measures to track treatment plan progress; utilized concept driven language, visual supports, and technology to maximize clients’ independence; taught areas of daily living skills (ADLs); utilized Therapeutic Crisis Intervention (TCI) techniques.

Program Development

August 2011-Present
Accelerated Master’s Program in School Counseling
Cleveland State University, Cleveland, Ohio
Collaborated with CASAL department chair to design and implement an accelerated hybrid program for graduate counseling students.

Leadership

International and National

July 2017-Present
Governing Council Student Representative, American Counseling Association
Alexandria, VA

July 2016 - July 2017
Emerging Leaders Co-Chair, Association for Humanistic Counseling
Collaborate with co-chair to identify four outstanding graduate students and one new professional who demonstrate leadership within the field of counseling. Develop mentorship program and support mentees through service, research, and advocacy opportunities.

April 2016 - Present
Scholar of the Month Committee, Holmes Scholars Program
New York, NY
Collaborate with committee to honor a deserving member of the Holmes Scholars Program who engages in meaningful advocacy, legislation, research, and service to higher education.

July 2015 - March 2016
World Conference Chair, International Association of Marriage and Family Counselors
New Orleans, LA
Net $28,525 in conference registration revenue. Developed, planned, and facilitated the biennial 2016 International Association of Marriage and Family Counselors Conference.
Counselors Conference; Completed proposal selection process; Chaired volunteer committee.

November 2015 - March 2016
**ACA Expo Committee Chair, Association for Humanistic Counseling**
*Montreal, QC*
Promoted division presence at the American Counseling Association Conference and Expo; Coordinated volunteers through the AHC Emerging Leaders program; Planned, developed, and organized booth activities and resources.

March 2014 - June 2015
**National Associate Conference Planner, Association for Humanistic Counseling**
*Cleveland, Ohio*
Developed, planned, and facilitated the 2015 Association for Humanistic Counseling Conference; Created registration process, identified conference venue, and scheduled conference events; assisted in the conference proposal review process.

October 2014 - February 2016
**Board Member, Tareto Maa, USA**
*Cleveland, Ohio*
Committed to the mission of Tareto Maa, an international non-profit that provides education and promotes awareness of female genital mutilation in young Massai girls; Participated in strategic development and fundraising events to garner resources for international expenses.

**State**

March 2016 – September 2016
**Vice President, fEMPOWER U.S.A.**
*Cleveland, Ohio*
Committed to the mission of fEMPOWER U.S.A., a 501(3)(c) organization that promotes the integrity, education, and development of girls to empower the community.

October 2015 - April 2016
**Event Taskforce Chair, Legislative Advocacy Day**
*Ohio Counseling Association, Columbus Ohio*
Increased attendee registration by 300% and net $2,255 in revenue; Helped organize, market, and facilitate the Legislative Advocacy Day; Assisted in scheduling attendees with state legislators; Supported team in identifying speakers and developing event agenda.

August 2015 - Present
**Graduate Student Committee Member, Ohio Counseling Association**
*Columbus, Ohio*
Assist team in identifying goals and events to engage graduate level counseling students at OCA conference and events.

October 2013 - Present
**Board Member/Co-founding Member, Ohio Division of the Association for Humanistic Counseling**
*Cleveland, Ohio*
Helped identify new membership criteria and incentives; Plan and coordinate continuing education opportunities for licensed professional counselors; Organize counselor outreach and networking events.

**Local**

April 2016 -
**Secretary, Kappa Sigma Upsilon**
Present

*Kent, Ohio*

Maintain records of the Executive Committee minutes; Send annual plan and reports to Chi Sigma Iota Headquarters; Write correspondences from President.

January 2015 - April 2015

**Fundraising Committee Chair, Kappa Sigma Upsilon**

*Kent, Ohio*

Organized, planned, and facilitated fundraising projects; Collaborated with local businesses to develop Kent State Counseling apparel; Developed order form, flyer, and cost sheets for fundraising items.

September 2014 - Present

**Graduate Student Mentor, John Carroll University**

*University Heights, Ohio*

Provide mentorship to 1-2 master level students enrolled in the John Carroll University counseling program; Facilitate monthly correspondences with mentees to support personal and professional development.

August 2014 - Present

**Holmes Scholars Program, Kent State University**

*Kent, Ohio*

Engage in leadership and professional development opportunities on the state and national level; Present research at the AACTE annual meetings; Advocate for a prodiversity perspective to diversity curriculum for traditionally underrepresented populations.

May 2013 - June 2014

**Chi Sigma Iota, John Carroll University**

*University Heights, Ohio*

Organized and planned student social and community events; Raised funds for donations toward the Philippines Red Cross relief after the tsunami; Organized educational workshops and professional development opportunities; Promoted cohort cohesion.

Research Projects

January 2015 - May 2016

**Qualitative Documentary Analysis of Individuals Convicted of Juvenile Sex Trafficking in Northeast Ohio**

Collaborated with instructor-of-record to design and conduct a qualitative documentary analysis using court files obtained from Pacer.gov to develop feminist case studies outlining instances of child sex trafficking in Northeast Ohio.

September 2014 - March 2015

**A Phenomenological Approach of Asian American Experiences in Cross Cultural Supervision.**

Collaborated with instructor-of-record to design and implement a qualitative study that explored the experiences of Asian American supervisees with cross cultural supervisors within the counseling relationship.

June 2014 - March 2016

**The Science of “Selfies”: The Relationship of Social Media and Self-Esteem Among Young Adults**

Designed, implemented and presented on the relationship of “Selfie” posting behavior on participants’ reported self-efficacy and demographic information.

National Awards and Fellowships

February 2017

**Mary Smith Arnold Anti-Oppression Award, Counselors for Social Justice**
Honors professional counselors and counselor educators who have an exemplary record of challenging multiple oppressions in the counseling professions as well as in their local schools and communities.

February 2017  
**Humanistic Advocacy and Social Justice Award, Association for Humanistic Counseling**  
Established to recognize an AHC member who has served as a significant advocate for social justice issues.

February 2016 - Present  
**Minority Fellow, The National Board of Certified Counselors**  
*Greensboro, NC*  
Competitive national fellowship awarded to 23 doctoral students designed to promote effective, culturally competent counselors that provide services to underserved populations; Award amount: $20,000

February 2016  
**‘Ohana Honors Award, Counselors for Social Justice**  
Honors individuals in counseling who affirm diversity and advocate for social justice in the spirit of nine elements of the indigenous Hawaiian concept of ‘Ohana or extended family.

February 2014  
**Emerging Leader Award, The Association for Humanistic Counseling**  
Provided 50 hours of service; Assisted in the planning and development of the 2015 Association for Humanistic Counseling Conference in Cleveland, Ohio.

**State and Regional Awards**

August 2017  
**Lillian Friedman Scholarship, Kent State University**  
Awarded to an outstanding graduate student studying in the area of mental health and is intended to encourage outstanding scholarship and research potential; Award amount $1000.

November 2016  
**Graduate Student Award, Ohio Counseling Association**  
Recognizes a counseling graduate student who has excelled in service to OCA and has demonstrated excellence and commitment to the counseling profession.

April 2016  
**Outstanding Doctoral Student Award, Ohio Association for Counselor Education and Supervision**  
Honors a doctoral student in OACES who has distinguished themselves in the areas of leadership, scholarship, research, and counseling practice.

February 2016  
**Movers and Shakers Award, Cleveland Professional 20/30 Club**  
Honors 25 under 30 leaders in Northeast Ohio who provide significant contributions within their professional areas of service, community, business, or non-profit organizations.

June 2015  
**Women of Distinction Award, Girl Scouts of North East Ohio**  
Competitive regional award that honors women who, “exemplify outstanding leadership and distinguished service, make significant contributions to their communities and professions, and who serve as role models for our next generation of woman leaders.”
January 2015  Janice Yesenosky Scholarship, Kent State University
Awarded to a doctoral student striving to achieve scholarship as a counselor education; Award amount $1000.

December 2009  Multicultural Award of Excellence, John Carroll University
Awarded to students from underrepresented backgrounds with a GPA of 3.5 or higher

Professional Affiliations

Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC)
Counselors for Social Justice (CSJ)
International Association of Marriage and Family Counselors (IAMFC)
Ohio Counseling Association (OCA)
American Counseling Association (ACA)
Kappa Sigma Upsilon, Chi Sigma Iota
Association for Humanistic Counseling (AHC)
Association for Multicultural Counseling and Development (AMCD)

Stacey Litam Teaching Load:

Fall 2017: CNS 622 Individual Counseling Theories (2 sections)
CNS 632: Seminar in Counseling: Human Sexuality

Spring 2018: CNS 712 Theories of Personality
CNS 504 Cultural & Social Foundations
CNS 623 Group Process
Stephanie Drcar Ph.D. Assistant Professor

Stephanie S.J. Drcar, Ph.D.
Cleveland State University · CASAL Department
2121 Euclid Avenue, Cleveland, Ohio 44115
216.687.5063 · s.drcar@csuohio.edu

EDUCATION

2014
Ph.D. in Counseling Psychology
Collaborative Program in Counseling Psychology (APA Accredited)
The University of Akron, Akron, Ohio

2010
M.A. in Counseling Psychology
The University of Akron, Akron, Ohio

2008
B.A. in Psychology
The Ohio University, Athens, Ohio

PROFESSIONAL APPOINTMENTS

2017-current
Assistant Professor
Counseling, Administration, Supervision, and Adult Learning Department
Cleveland State University, Cleveland, Ohio

2016-2017
Assistant Professor
Psychology Department
Notre Dame College, South Euclid, Ohio

2016-2017
Adjunct Professor
Counseling, Administration, Supervision, and Adult Learning Department
Cleveland State University, Cleveland, Ohio

2014-2016
Visiting Assistant Professor
Counseling, Administration, Supervision, and Adult Learning Department
Cleveland State University, Cleveland, Ohio

CLINICAL EXPERIENCE

2017-current
Post-doctoral Fellow
Cleveland State University Counseling Center
Cleveland, Ohio

2016-2017
Psychological Assessor
Ohio Guidestone
Berea, Ohio

2013-2014
Pre-doctoral Psychology Intern: Multicultural Student Services Rotation
University of Oregon Counseling & Testing Center: APA Accredited Predoctoral Internship Site
Eugene, Oregon

2012-2013  **Therapist**  
The University of Akron Counseling Center  
Akron, Ohio

2011-2013  **Group Therapist**  
Battered Women’s Shelter of Summit & Medina Counties  
Akron, Ohio

2011-2012  **Therapist**  
Portage Path Behavioral Health  
Barberton, Ohio

2010-2011  **Therapist**  
Baldwin-Wallace University Counseling Services  
Berea, Ohio

2008-2011  **Clinical Interviewer**  
Helping to Overcome PTSD through Empowerment (HOPE)  
The University of Akron  
Akron, Ohio

2008-2010  **Therapist**  
The University of Akron: Department of Psychology Counseling Clinic  
Akron, Ohio

**CLINICAL SUPERVISION EXPERIENCE**

2013-2014  **Supervisor**  
University of Oregon Counseling and Testing Center  
Eugene, Oregon

2012-2013  **Supervisor**  
The University of Akron: Department of Psychology Counseling Clinic  
Akron, Ohio

2011  **Supervisor**  
The University of Akron: The Clinic for Individual and Family Counseling  
Akron, Ohio

**TEACHING**

2014-current  **Cleveland State University, Cleveland, Ohio**  
Internship in Clinical Mental Health Counseling  
Laboratory in Counseling Techniques  
Small Group Laboratory  
Chemical Dependency: Assessment, Treatment, & Prevention  
Research & Evaluation in Counseling  
Appraisal in Counseling
Personality Assessment
Individual Intelligence Testing
Assessment for Counselors
Career Development
Doctoral Practicum I
Doctoral Practicum II
Cultural & Social Foundations
Lifespan Development

2016-2017
Notre Dame College, South Euclid, Ohio
Lifespan Development
Psychology of Personality
Child Psychology
Adolescent Psychology
Family Systems
Research Methods

2014
The University of Oregon, Eugene, Oregon
Counseling Diverse Populations (co-taught with Melissa Donovick, Ph.D.)

2008-2013
The University of Akron, Akron, Ohio
Pre-practicum (co-taught with Suzette Speight, Ph.D.)
Developmental Psychology
Experimental Psychology Laboratory
Introduction to Psychology

PUBLICATIONS


CONFERENCE ACTIVITY


**Judson, S.S. & Turchik, J. (2008).** *The Hidden Type of Sexual Assault: College Men as Victims.* Poster presented at the Ohio University Student Research & Creative Activity Fair, Athens, OH.


**Judson, S.S. & Turchik, J. (2007).** *Predicting sexual infidelity: The role of the big five personality traits.* Poster presented at the annual meeting of the Ohio Psychological Association, Columbus, OH.

**Judson, S.S., Turchik, J., & Garske, J. (2007).** *Differences in sexual health consequences as a function of drug use and sensation seeking.* Poster presented at the Ohio University Student Research & Creativity Activity Fair, Athens, OH.

**COMMUNITY INVOLVEMENT**

2013-2014 **Project Manager**
Sexual Violence Prevention & Education Among UO International Students
The University of Oregon, Eugene, Oregon

**PROFESSIONAL SERVICE**

2009-2012 **President, Vice-President, Secretary, Student Representative**
Counseling Psychology Graduate Student Organization
The University of Akron, Akron, Ohio

2011 **Treasurer**
Diversity Dialogues
The University of Akron, Akron, Ohio

2010 **Peer Reviewer**
23rd Annual Great Lakes Regional Counseling Psychology Conference
The University of Akron, Akron, Ohio

2009 **Campus Representative for the Advocacy Coordinating Team**
American Psychological Association for Graduate Students

2007 **Public Relations Coordinator & Founding Member**
Students Overcoming Stigma: Ohio University Mental Health Peer Advocates
AWARDS & HONORS

2009  The University of Akron Introduction to Psychology Outstanding Teaching Assistant of the Year Award

2008  1st place tie in the area of psychology at The Ohio University Student Research & Creative Activity Fair

PROFESSIONAL MEMBERSHIPS

2016-present  American Counseling Association
2008-present  American Psychological Association
2008-present  Society for Counseling Psychologists, Division 17
2015-present  Society for the Psychology of Women, Division 35
2008-2014  American Psychological Association for Graduate Students
2008-2014  Student Affiliates of Seventeen
2008-2014  Counseling Psychology Graduate Student Organization
2008-2014  Diversity Dialogues
2007-2014  Psi Chi: National Honor Society in Psychology
2007-2008  Students Overcoming Stigma

REFERENCES

Elizabeth Asta, Ph.D.
University of Oregon
1590 E 13th Avenue
Eugene, OR 97403
541.346.3227
estata@uoregon.edu

Mariko Lin, Ph.D.
University of Oregon
1590 E 13th Avenue
Eugene, OR 97403
541.346.3227
marikol@uoregon.edu

Justin Perry, Ph.D.
University of Missouri-Kansas City
Stephanie Drcar Teaching Load:

Fall 2017:  
CNS 620: Lab in Counseling Skills (3 credits)  
CNS 686: Clinical Internship I (3 credits)  

Spring 2018:  
CNS 620: Lab in Counseling Skills (3 credits)  
CNS 687: Clinical Internship II (3 credits)
Appendix II: New or Revised Syllabi

Revised Syllabus for CNS 686: Clinical Counseling Internship I (revised addition is highlighted in yellow).

CNS 686 – Internship in Clinical Mental Health Counseling
Fall 2017 (3 Credits)

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Stephanie S.J. Dr car, Ph.D</th>
<th>Location:</th>
<th>Main Classroom, Room 272</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>216-687-5063</td>
<td>Meeting time:</td>
<td>Mondays, 5-7:50pm</td>
</tr>
<tr>
<td>Office:</td>
<td>Julka Hall 284</td>
<td>Section:</td>
<td>51</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:s.drcar@csuohio.edu">s.drcar@csuohio.edu</a></td>
<td>Office hours:</td>
<td>M 2:30 – 4:30pm; W 1:30 – 4:30pm</td>
</tr>
</tbody>
</table>

I. **Course Description**
This course consists of supervised field experience in individual counseling for development of level one and level two counseling skills. Students learn in an applied setting how to assess and understand the problems of children or adults, depending on the field setting. Presenting problems of clients become opportunities for student counselor interns to provide counseling for a variety of purposes, such as teaching clients how to: improve study skills and academic performance, learn effective communication skills, learn effective decision making, understand themselves more clearly, respect themselves, and effective conflict resolution skills.

II. **Course Rationale**
Required cumulative clinical experience for counseling students preparing for professional licensure in the field of counseling (PC).

III. **Texts**

IV. **Course Goals and Objectives**
1. Maintains information regarding community resources to make appropriate referrals.
2. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
3. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
4. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
5. Applies relevant research findings to inform the practice of clinical mental health counseling.
6. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

V. Instructional Strategies/Activities Related to Technology and Diversity
Students are responsible for obtaining and submitting several audio/video recordings throughout the semester that document their clinical development over the course of Internship I. Each tape contains a portion of clinical work in which students are interacting therapeutically with a client in a mental health setting. Students are required to include in their counseling session critique an assessment of sociocultural concerns that are impacting the client’s presenting concern, the counseling relationship, and the counselor’s awareness of the client, including the counselor’s cultural background and potentially limiting/constraining beliefs. Multicultural assessment will be discussed during the internship course.

VI. Course Requirements

Field Requirements
- Students are required to complete a 600-clock hour internship experience over the course of two semesters. The first 300 clock hours must be completed no later than the beginning of Spring semester or it will not be possible to begin CNS 687, Internship II. Of the 600 hours, 40% (240 hours) need to include direct, face-to-face client contact, which can include individual counseling services, assessment/intake, observation, group, couple and/or family counseling and supervised clinical experience. Additional mediums of therapeutic contact are negotiable per the student, the instructor and per board requirements.
- Students are required to obtain Federal and State background checks in order to obtain CT and PC status.
- The on-site tasks that intern students will complete over the course of internship are variable but oftentimes include, diagnosis and treatment of emotional disorders, assessment, treatment planning, agency meetings, supervision, and other on-site tasks as deemed appropriate by the student, the site supervisor and internship instructor.
- Students are evaluated at the end of Internship I and Internship II per a mandatory field placement evaluation to be completed by the student’s site supervisor. This evaluation is provided to students at the beginning of each internship semester. Successful completion of this evaluation is a requirement for success in this course and for licensure in the State of Ohio.

Internship Hours Rubric
This is a guideline of your weekly goals for internship hours in order to stay on track to have 300 hours by the end of the first semester. It is based on 30 weeks; 2, 15 week semesters with an average of 8 hours of client contact per week.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Total Hour Goal (Direct Hour Goal)</th>
<th>Week #</th>
<th>Total Hour Goal (Direct Hour Goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20 (8)</td>
<td>1</td>
<td>320 (128)</td>
</tr>
<tr>
<td>2</td>
<td>40 (16)</td>
<td>2</td>
<td>340 (136)</td>
</tr>
<tr>
<td>3</td>
<td>60 (24)</td>
<td>3</td>
<td>360 (144)</td>
</tr>
<tr>
<td>4</td>
<td>80 (32)</td>
<td>4</td>
<td>380 (152)</td>
</tr>
<tr>
<td>5</td>
<td>100 (40)</td>
<td>5</td>
<td>400 (160)</td>
</tr>
</tbody>
</table>
Assignments/Assessments

1. Attendance and Participation (50 points):
   Attendance will be taken in each class session. Prompt (i.e. “on time”) arrival to every class is required as well as staying until the end of the class to receive credit for class attendance. Please note the following policies for this course with respect to attendance:

   1) Every student is provided one free absence. That means you can miss a class during the semester without penalty to your grade. PLEASE USE IT WITH DISCRETION. You are responsible for contacting a peer in the class to receive handouts and/or other information provided in your absence.

   2) If a student misses a second class, she or he will have a half letter grade deduction from the final grade otherwise earned, i.e., from an A to an A-. 

   3) If a student misses a third class (excused or unexcused), she or he will be deducted an entire final letter grade from the letter grade otherwise earned.

   4) It is the student’s responsibility to come to class on time and to leave class at the designated time; being late and/or leaving early is disruptive to the class.

   5) Excessive lateness will significantly impact your participation and attendance grade. It can be disruptive to the culture of learning. It is also a behavior we monitor in the program as it will not be tolerated in most working environments. If a student is repeatedly (i.e., 3 or more times) late, walking into class after the start time (20 minutes or more) this will be the equivalent of one absence. If you have a concern about being late for class, please contact the instructor.

   6) Leaving early is equivalent to an absence. Please don’t ask me to make judgment calls for leaving early.

   7) If a student is experiencing what he or she believes to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should compose a one page document explaining those circumstances. The situation will be reviewed by the entire faculty and a decision rendered as to whether there will be a grade policy exception.

2. Wellness Tool Kit (5 points):
   Each student is asked to find a container large enough and yet small enough (portability reasons) that can house between 4 to 6 items that symbolize something you have done, are currently doing or would like to incorporate into your lifestyle/routine that supports your well-being and/or connection to self and/or others and promotes a general sense of health in your life. In some cases, you might have to identify a symbol that can represent some activity or practice in your life. In other cases, if it is music you enjoy, you might make a mix tape that contains a playlist you enjoy. Try to be creative and yet specific with this activity. Whatever you end up putting in your container, please make a personal commitment to engage frequently with each of these self-
care practices throughout the upcoming year of internship. We will have the opportunity to process your “Tool Kits” as an internship group.

3. **Identification of Personal and Professional Goals (5 points):**
   Each student will submit a one page (typed) list of 3 meaningful, concrete, pertinent, realistic, measurable goals (you are welcome to add more but I am not sure I would recommend it) that they can intentionally address throughout the semester (with the help of the group’s nudging which will require student transparency about their goals). It is recommended that at least one of these goals address a personal area in your life that may have some impact on your clinical aptitude as a beginning counselor. There will be opportunities to revise and re-create throughout the semester. The goal of this project is to support you with some increased form of personal responsibility for areas of your development that need your continued attention.

4. **Weekly Log (20 points):**
   Completion of a weekly log of activities and hours onsite and offsite, as related to the course. Please bring a photocopy of the log to class on assigned weeks listed in the course schedule.

5. **Counseling Recordings and Presentation (50 points):**
   Completion of at least 5* (a reduction from 6 due to CASC responsibilities) audio or video recordings of counseling sessions with individual clients. Each recording must be accompanied by a typed critique. The format for the critique appears near the end of the syllabus. It should be noted that a sign-up sheet will be provided for tape submissions and case presentations in order to stagger the feedback across the semester. It is expected that students will have submitted a minimum of three tape recordings by no later than October 21st. Students will sign up for the dates by which they will submit recordings. To assist students in obtaining audio/video recordings in a timely manner, students are allowed to submit 1 to 2 mock sessions. If students select a mock session, it is strongly recommended it be a video recording.

6. **Mandatory Internship Laboratory at the Counseling and Academic Success Clinic:**
   During Internship I and II, all CMHC students are expected to provide a nominal commitment of service time in the CASC, providing counseling services to university students. In order to successfully complete the laboratory, students must complete the following tasks:
   1) Provide 1 to 4 hours of availability to the CASC staff
   2) Students are required to be on site during their hours of availability to assist with scheduling and walk-in clients (even if the internship student does not have an assigned client during their scheduled hours)
   3) Complete video recordings of counseling sessions for review in internship
   4) Abide by all CASC policies and procedures
   5) Assist with other assigned CASC-related duties, per the direction of the Clinic Director

   The primary learning objectives for internship students enrolled in the Mandatory Internship Laboratory are as follows:
   1) Opportunities to video record counseling sessions for supervisory review,
   2) Broaden spectrum of clinical development by working with university student populations,
   3) Provide meaningful service to the campus community,
   4) On-site, live supervision opportunities, giving students a unique learning environment in which to learn counseling skills, and
   5) Exposure to administrative responsibilities in a university counseling clinic
VII. Grading criteria

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Submission Method</th>
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</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>50</td>
<td>Throughout semester</td>
</tr>
<tr>
<td>Wellness Tool Kit</td>
<td>5</td>
<td>In-class (item)</td>
</tr>
<tr>
<td>Student Goals</td>
<td>5</td>
<td>In-class (paper)</td>
</tr>
<tr>
<td>Site Logs</td>
<td>20</td>
<td>In-class (paper)</td>
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<tr>
<td>Counseling Recordings</td>
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<td>In-class (supervision); and critique paper</td>
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<tr>
<td><strong>Total Points Possible</strong></td>
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A = 94-100%; A- = 90-93%; B+ = 87-89%; B = 84-86%; B- = 80-83%; C = 70-79%; F = 69% and below

Note: Students must receive a score of 2 or above on all areas in the Interpersonal Competency Rubric (provided at the end of this syllabus) in order to receive a passing grade in this course. If the instructor has concern about your performance in any of these areas, she will discuss this with you. Please be interested and understanding that this discussion is meant to be supportive and corrective in nature and to assist your personal and/or professional development. Receptivity to corrective feedback is a vital part of the growth process. If you have any concerns about how you are performing in any of these areas, please make an appointment to discuss this with the instructor.

VIII. Course Policies

A. Attendance/engagement policy: See above.
B. Late assignment policy: I use a “banking” approach to education. As student submit assignments on time and are present and engaged in constructive ways (“deposits”) in the classroom, I can provide reasonable accommodations (“withdrawals”) for students when there are unique reasons for submission of a late assignment. Under most circumstances, 15% is removed from the total possible grade for the assignment with each day the assignment is turned in late.

C. Plagiarism/Academic Integrity. The CSU Student Handbook describes plagiarism as stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment. Minor infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the grade of an individual class assignment or project of lesser (<25% of grade) importance. Multiple instances of minor infractions within a course or across courses constitute a major infraction. Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status. Major infractions automatically result in an entry on the student's permanent record that the student has engaged in academic misconduct. Procedures of reporting plagiarism are described in the Student Handbook, available at http://www.csuohio.edu/studentlife/. Additional information on plagiarism is available at the CSU Writing Center, RT Library 124; (216) 687-6981 or http://www.csuohio.edu/academic/writingcenter.
D. **Students with Disabilities.** Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

E. **Technical Help.** If you have a question about course content, assignments, or other course activities, you should direct those questions to your instructor. These steps are for seeking help with technical questions only.

- Search the online knowledge bases: [Online Help Portal](#) or [AskeLearning](#).
- Call the 24/7 Blackboard Help Desk at 216-687-5050 and select option #2 for Blackboard Support
- Chat with a live agent.

  For general information or questions about eLearning, students may contact the Center for eLearning via phone (216-687-3960) or email (elearning@csuohio.edu). For email submissions, please provide your CSU ID number for the fastest response. The Center for eLearning operates Monday-Friday from 8 AM until 5 PM.

- Visit the Open Computer Lab – JH 118 – during posted hours.

IX. **Bibliography**


**Recommended Journals**


**X. Course Calendar**

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1</td>
<td>8/28</td>
<td>Class Orientation; Syllabus Review; CASC visit</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/4</td>
<td>Labor Day (no class)</td>
<td></td>
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<tr>
<td>3</td>
<td>9/11</td>
<td>Discuss student goals; Case Presentations</td>
<td>Site Log Student Goals</td>
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<td>9/118</td>
<td>Case Presentations</td>
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<td>9/25</td>
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<td></td>
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<td>6</td>
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<td>16</td>
<td>12/11</td>
<td>Site Visits</td>
<td>Last date students can submit supervisory evaluations and all other pertinent paperwork/assignments.</td>
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Format for Counseling Session Critique

Student Name _____________________ Date of Session ____________

Tape Number _____________________ Session Number ____________

Tape attached ___yes ___no. If yes, I confirm that I have obtained appropriate permission to tape record this session and to have supervisory review of that tape ___

Time stamp of segment of 10 – 15 minutes for instructor review: ____________________________

Background Information on the Client: (NO identifying information included)

Overview of the Session: (including GOALS and INTERVENTIONS & Client’s response to therapist interventions)
Observations about the Client and Diagnostic Assessment: (be sure to include cultural information about the client and the impact of this information on the client’s presenting concern(s) as well as the impact of your cultural information on the therapeutic relationship – transparency here is your best friend in order to understand how your potential blind spots could be impacting the client’s progress in counseling).

Observations about Yourself in this Session:
1) Transference/countertransference
2) Strengths and Growth Areas
3) Self Observation

Plan for the Next Session:
What do you need to follow up on?
What is your strategy for working with this student/client?

Ethical Aspects of the Session: (boundaries, your countertransference)
Please don’t say “None.” What feelings are you having toward/about the client and/or his or her situation? What influence are those feelings having upon your work?

Help: (please be specific and concrete)
What specific feedback do you want from Dr. Drear?
One or two specific questions that could be beneficial for the whole class to discuss
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<th>1</th>
<th>2</th>
<th>Advanced, extensive flexibility</th>
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<td>Empathy</td>
<td>Absence of ability to accurately identify feelings in clients</td>
<td>Inaccurate or narrow feeling vocabulary &quot;stressed out&quot;</td>
<td>Accurate most of the time, moderately broad feeling vocabulary</td>
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<tr>
<td>Insight</td>
<td>Lack of awareness of any relationship between emotions and behavior</td>
<td>Concrete awareness of relationship</td>
<td>Able to recognize or expand upon someone else's identification of emotion/behavior relationship</td>
<td>Initiates awareness of relationships between emotions and behavior</td>
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<td>Self-Awareness</td>
<td>Denies dynamic cycle - externalizes responsibility</td>
<td>Unaware of dynamic cycle</td>
<td>Able to identify examples when prompted or can expands on example provided by others</td>
<td>Can provide concrete examples of interaction cycle</td>
</tr>
<tr>
<td>Self-Reflection and Countertransference</td>
<td>Denial of any hot spots</td>
<td>Minimal ability or only identifies limited, concrete example</td>
<td>Able to identify own emotionally charged topics with prompts</td>
<td>Readily able to identify own emotionally charged topics that may interfere with client dialogue (e.g. perseveration on a topic, facial flushing, diversion away from a topic, or visible agitation)</td>
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<tr>
<td>Openness to feedback</td>
<td>Arguing or completely denying</td>
<td>Defensive or denying response; minimizing</td>
<td>Moderately congruent - some evidence of defensiveness through incongruence in one of the three - verbal, paraverbal, nonverbal</td>
<td>Demonstrates paraverbal, to construct...</td>
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</tbody>
</table>
Revised Syllabus for CNS 687: Clinical Counseling Internship II (revised addition is highlighted in yellow)

CNS 687 – Internship in Clinical Mental Health Counseling
3 Credits

Spring 2017

Instructor: Logan Lamprecht
Phone: 216.523.7146
Office: JH 279
Meeting Times: Mondays, 5 to 8pm

Section: 51
Email: llamprecht@csuohio.edu
Office Hours: M (1 – 4p); Th (1 – 4p)
Room: MC 215J

XI. Course Description
This course consists of supervised field experience in individual counseling for development of level one and level two counseling skills. Students learn in an applied setting how to assess and
understand the problems of children or adolescents, depending on the field setting. Presenting problems of clients become opportunities for student counselor interns to provide counseling for a variety of purposes, such as teaching clients how to: improve study skills and academic performance, learn effective communication skills, learn effective decision making, understand themselves more clearly, respect themselves, and effective conflict resolution skills.

XII. Course Rationale
Required cumulative clinical experience for counseling students preparing for professional licensure in the field of counseling (PC).

XIII. Texts
2) Additional Readings in Counseling Student’s Theory of Choice.

XIV. Course Goals and Objectives
1. Maintains information regarding community resources to make appropriate referrals. (CMHC F.1.)

2. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (CMHC F.3.)

3. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. (CMHC H.2.)

4. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. (CMHC H.3.)

5. Applies relevant research findings to inform the practice of clinical mental health counseling. (CMHC J.1.)

6. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs. (CMHC J.3.)

XV. Instructional Strategies/Activities Related to Technology and Diversity
Students are responsible for obtaining and submitting several audio/video recordings throughout the semester that document their clinical development over the course of Internship I. Each tape contains a portion of clinical work in which students are interacting therapeutically with a client in a mental health setting. Students are required to include in their counseling session critique an assessment of sociocultural concerns that are impacting the client’s presenting concern, the counseling relationship, and the counselor’s awareness of the client, including the counselor’s cultural background and potentially limiting/constraining beliefs. Multicultural assessment will be discussed during the internship course.

XVI. Course Requirements

a. Field Requirements (if applicable)
• Students are required to complete a 600-clock hour internship experience over the course of two semesters. Students are required to complete 300 total clock hours during each term of internship in order to receive a grade for the course. Of the 600 hours (300 hours per term), 40% (240 hours) need to include direct, face-to-face client contact, which can include individual counseling services, assessment/intake, observation, group, couple and/or family counseling and supervised clinical experience. In order for students to receive a grade for each term, they additionally must complete 120 hours of direct service during that term. Additional mediums of therapeutic contact are negotiable per the student, the instructor and per board requirements.

• Students are required to obtain Federal and State background checks in order to obtain CT and PC status.

• The tasks that intern students will complete over the course of internship are variable but oftentimes include, diagnosis and treatment of emotional disorders, assessment, treatment planning, agency meetings, supervision, and other on-site tasks as deemed appropriate by the student, the site supervisor and internship instructor.

• Students are evaluated at the end of Internship I and Internship II per a mandatory field placement evaluation to be completed by the student’s site supervisor. This evaluation is provided to students at the beginning of each internship semester. Successful completion of this evaluation is a requirement for success in this course and for licensure in the State of Ohio.

b. Assignments/Assessments

Assignment #1 (20 points) – Student Plan
Each student will complete a double spaced, typed narrative (between 3 to 4 pages) that provides a description of the following items (you are encouraged to provide illustrations or symbols that help you render your description in a graphic way):

1) A thoughtful evaluation of the level of conscious attention you gave to your wellness/survival kit you created during the fall semester – you might include some thoughts about what made it challenging; any success you had and what that was like for you; potential modifications to your plan for the spring semester;
2) A symbol of your current/present self (that could fit into the palm of your hand);
3) A time management plan that includes various elements (preparation for coursework; NCE exam; personal wellness; relationships; work; etc.);
4) Something about yourself that represents an area of concern that you would be open to feedback about from your peers and the course instructor over the course of the spring semester;
5) How you plan to make a meaningful investment in our classroom and group experience?
6) Anything additional.

Assignment #2 (10 points) – Weekly Log
Completion of a weekly log of activities and hours onsite and offsite, as related to the course. Please bring a photocopy of log to class on assigned weeks listed in the course schedule. Please make sure this is updated with totaled indirect, direct and supervision hours. I will require timely submission of logs as they enable me to track student progress.

Assignment #3 (30 points) – Counseling Recordings and Presentation
Completion of 3 audio or video recordings of counseling sessions with individual clients. Each recording must be accompanied by a typed critique. The format for the critique appears on the following page of the syllabus. Students will be required to submit two tapes in individual and/or triadic
supervision, two tapes for in-class group supervision (case format) and one tape will be submitted directly to the instructor for feedback purposes. It should be noted that a sign-up sheet will be provided for tape submissions and supervision in order to stagger the feedback across the semester. It is expected that students will have submitted a minimum of three tape recordings by no later than March 28th. To assist students in obtaining audio/video recordings in a timely manner, students are allowed to submit 1 mock session. If students select a mock session, it is strongly recommended it be a video recording.

Assignment #4 (50 points) – CASC Participation

*Counseling and Academic Success Clinic (CASC) Mandatory Internship Laboratory

During Internship I and II, all CMHC and School Counseling students are expected to provide a commitment of service time in the CASC, providing counseling services to university students. In order to successfully complete the laboratory, students must complete the following tasks:

1) Provide 2 to 5 hours of availability to the CASC staff per semester (this will be a regular shift each week)
2) Students are required to be on site during their hours of availability to assist with both scheduled and walk-in clients (even if the internship student does not have an assigned client during their scheduled hours)
3) Complete digital recordings of counseling sessions for review in internship
4) Abide by all CASC policies and procedures
5) Assist with other assigned CASC-related duties, per the direction of the Clinic Director

The primary learning objectives for internship students enrolled in the Mandatory Internship Laboratory are as follows:

1) Opportunities to digitally record counseling sessions for supervisory review,
2) Broaden spectrum of clinical development by working with university student populations,
3) Provide meaningful service to the campus community,
4) On-site, live supervision opportunities, giving students a unique learning environment in which to learn counseling skills, and
5) Exposure to administrative and clinical record keeping responsibilities in a university counseling clinic.

*At the semesters end, all interns will be evaluated by CASC Clinical Director and meet for a review meeting. At that time the evaluations will be forwarded to individual internship instructors to factor in final grading. The CASC Internship lab is worth 30 points.
Format for Counseling Session Critique

Student Name _____________________  Date of Session ____________

Tape Number _____________________  Session Number ____________

Tape attached ___yes ___no. If yes, I confirm that I have obtained appropriate permission to tape record this session and to have supervisory review of that tape ____

**Background Information on the Client** (NO identifying information included)

**Overview of the Session** (including GOALS and INTERVENTIONS & Client’s response to therapist interventions)

**Observations about the Client and Diagnostic Assessment** (be sure to include cultural information about the client and the impact of this information on the client’s presenting concern(s) as well as the impact of your cultural information on the therapeutic relationship – transparency here is your best friend in order to understand how your potential blind spots could be impacting the client’s progress in counseling).

**Observations about Yourself in this Session**
1) Transference/countertransference
2) Strengths and Growth Areas
3) Self Observation

**Implementation of Counseling Theory**
1) How does my counseling theory inform how I conceptualize the client and their presenting concerns (including their behavior in the counseling environment)?
2) How does my counseling theory influence the goals the client and I have created over the course of counseling together?
4) What does my theory say about how I (as the counselor) involve myself in the session, including the use of myself as an instrument for client change AND the utility of the therapeutic relationship (be theory specific).

**Plan for the Next Session**
What do you need to follow up on?
What is your strategy for working with this student/client?

**Ethical Aspects of the Session** (boundaries, your countertransference)

**Help** (please be specific and concrete)?
Growth area questions
Things you’d like to work on
Things you want feedback on
Case questions for discussion
Appendix III

Summary of Advisory Board/Faculty Discussion of Spring 2017 Graduate Competency Ratings

This is our most recent official report that documents outcomes of the systematic program evaluation and evidence of the report’s dissemination to the program’s constituent groups.

The focus of the meeting was on the students who were in need of remediation in 3 key areas. The first was in the screening class, CNS 620: Lab in Counseling Skills. The two students counseled out of the program could not meet competency II.G.5.B (counselor characteristics and behaviors that influence helping processes) and II.G.5.C (essential interviewing and counseling skills). In both cases, the students were assigned extra recorded role plays with peers to do the following:

- Decrease closed-ended questions
- Increase open-ended questions and encouragers
- Go beyond paraphrases to reflect meaning and emotion
- Exhibit open body language in a manner comfortable to you (e.g., do not take notes or put table between yourself and client)
- Make sure session has an opening, summary and closing.

In these cases, the students were not able to meet the competency. The advisory committee in general likes that we screen in a group (CNS 523: Small Group Lab).
and individual (CNS 620: Lab in Counseling Skills) settings. In this case, these students, for whatever reason, were not “cut out” for the counseling profession. Both students wanted to work with people so transferred to the Adult Learning and Development Master’s.

The second issue was with the number of students (across two sections) struggling to meet competency II.G.b (“attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients”). The assignment was one of cultural immersion where students engaged in 3 levels of depth with a group of people culturally different from their own identities. One student complained aloud about all the “attention” LGBTQ people were getting which led to a lively class discussion about his own privilege. Although he chose a less “triggering” group (for him) it took him two tries because he stopped at level one (simple exposure) and did not go on to deeper levels of engagement (e.g., dialogue and immersion in particular activities). In the other six cases there seemed to be intimations of people feeling that by virtue of identity with one oppressed group (e.g., African Americans), they understood the experience of oppression that people in other groups suffered. For this group there were also religious objections to certain identities (e.g., LBGTQ) and those were engaged through dialogue. The ultimate philosophy we use is one of conditional pluralism where everyone is
“invited to the table.” The condition is that there are certain people and identities who want nothing to do with anyone at the “table” and would rather overturn the table as soon as sit at it. This continues to be an important topic and learning for our students particularly given the national political climate.

The faculty and advisory committee agree that we can only invite people to dialogue, challenge them in our pedagogical practices, and expose them to human experiences far outside their own. Whether they accept that invitation and cultivate culturally sensitive dispositions is up to them.
### SPRING 2017 GRADUATES (44) CORE COMPETENCY RATINGS

#### Combined School and Clinical Counseling Students

"0" = no evidence that student meets standard and requires remediation  
"1" = minimal evidence that student meets standard and requires remediation  
"2" = moderate evidence that student meets standard  
"3" = substantial evidence that student meets standard with exceptional accomplishment (e.g., presentation, paper)

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<td>Standard</td>
<td>Orientation &amp; Ethics</td>
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#### Sp 17 Grads

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