

University Program Review Part I

Department of Counseling, Administration, Supervision & Adult Learning

The Counseling Programs

Elliott Ingersoll, Ph.D.

Professor & Chair

Counseling University Program Review

The Counseling, Administration, Supervision & Adult Learning (CASAL) department in the College of Education & Human Services houses two counseling programs: Clinical Mental Health Counseling and School Counseling. Both programs are approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Both programs will be discussed as one entity when the discussion covers both programs equally, and as separate programs when program-specific concepts are being addressed. Many features of the programs such as goals and student outcomes are dictated by CACREP. For easier reading (at least for me) I have put the Program Review questions in a larger font, highlighted the section titles and relevant responses, and mixed **bold** and *italicized* fonts to distinguish things like a program goal from how we meet it.

Section I: Program Mission and Goals

The School Counseling Program

The school counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The program is based on the conceptual framework of the School Counselor as a Facilitator of Human Development and Professional Program Manager. This model envisions the professional school counselor as a program manager who has the skills to assess, develop, improve, manage, and evaluate a counseling program that is comprehensive and based on the development of student competencies. The foci of the comprehensive program are developmental (activities provided for all students to foster their development), preventive (activities centered on the identification of students who are highly at risk of acquiring blocks to their development and removal of those blocks), and remedial (activities to help students who are struggling with problems that are impeding their development). The school counseling program at Cleveland State University is a 48-semester-hour concentration leading to a Master of Education, School Counseling, degree. There are two paths to licensure as a school counselor in the State of Ohio. One track is for licensed or certified teachers and the other track is for non-teachers. By 2020, all School Counseling programs must

increase to 60 semester hour programs. Our program will add the following 12 credits to the existing 48:

- 3 Elective Credit hours to be taken in Early Childhood Mental Health, Psychopharmacology, Chemical Dependency Counseling or Family Counseling
- 3 credit course on Treatment of Childhood Trauma that is currently being developed.
- 3 credit course on College Counseling for secondary students.

These options were developed by working school counselors on our visiting committee.

The Clinical Counseling Program

The primary aim of the program is to prepare Clinical Counselors for roles in community agencies. Graduates who successfully meet educational requirements are eligible to take the National Counselor Examination (NCE). After successfully passing the examination, graduates are awarded the Professional Counselor (PC) license until they have acquired two years of supervised experience in counseling, obtained after the award of the master's degree. After successful completion of two years, paid supervised experience, they are eligible to take the National Clinical Mental Health Counselor Exam (NCMHCE). Upon passing that exam, they are awarded the Professional Clinical Counselor license (PCC). The program emphasizes a generalist, clinical orientation, focusing on theory and skills in counseling (individual, group, and family), assessment, human behavior and development, diagnosis and treatment of mental and emotional disorders, neuroscience and psychopharmacology, intervention methods, lifestyle and career development, legal and ethical responsibilities, and service-delivery systems.

1. What are the mission and goals objectives of the Clinical and School Counseling programs?

MISSION

“The mission of the counseling program(s) at Cleveland State University is to provide exceptional training through curricular experiences for master’s-level graduate students leading to licensure to work in a variety of settings. We emphasize culturally competent generalist training in two specialty areas of Clinical Mental Health Counseling and School Counseling. Our Clinical Mental Health Counseling students are trained to address issues ranging from problems

of daily living to more pronounced problems that manifest as symptoms of psychopathology. Our School Counseling students are trained to develop programs and deliver services following the American School Counseling Association (ASCA) national model. In addition, we aim to facilitate the personal development of our students since “self” and “relationship” are primary tools in successful counseling. We encourage students in the journey of making their personality and style of life an object of awareness throughout their training.

Goals of the Clinical Mental Health Counseling Program

1. Education of Counseling students

- To educate Clinical Mental Health counseling students who meet all Ohio standards for licensure as Professional Counselors (PC) and Professional Clinical Counselors (PCC).
- To provide training across the 8 common core areas as identified by CACREP. These are:
 - Professional Counseling Orientation and Ethical Practice
 - Social and Cultural Diversity
 - Human Growth & Development
 - Career Development
 - Counseling and Helping Relationships
 - Group Counseling and Group Work
 - Assessment and Testing
 - Research and Program Evaluation

2. Advancement of program excellence

- Promote professional counselor identity with students through involvement in professional counseling organizations.

- That our faculty contribute to the field of Counselor Education at the national level through publications, presentations, membership in professional counseling organizations and service.
- To maintain our CACREP accreditation for Clinical Mental Health

3. Service

- To provide service to counseling interns and the Cleveland State University community in our Counseling and Academic Success Center (CASC).
- To provide service to the greater Cleveland area through Continuing Education workshops, pro bono presentations, and consultation.
- Provide service to the profession.

Goals of the School Counseling Program

1. Education of counseling students

- To educate and prepare School Counseling students who meet all Ohio standards for licensure as School Counselors.
- To provide training across the 8 common core areas as identified by CACREP. These are:
 - Professional Counseling Orientation and Ethical Practice
 - Social and Cultural Diversity
 - Human Growth & Development
 - Career Development
 - Counseling and Helping Relationships
 - Group Counseling and Group Work
 - Assessment and Testing
 - Research and Program Evaluation

2. Advancement of program excellence

- Promote professional counselor identity with students through involvement in professional counseling organizations.
- That our faculty contribute to the field of Counselor Education at the national level through publications, presentations, membership in professional counseling organizations and service.
- To maintain our CACREP accreditation for our School Counseling program

3. Community Service

- To provide service to the greater Cleveland area through Continuing Education workshops, pro bono presentations, and consultation.
- Provide service to the profession.

2. How are program goals measured and 3) how well are the programs doing in meeting the goals? Please note responses are in *bold, italicized font*.

Goals of the Clinical Mental Health Counseling Program

1. Education of Counseling students

- To educate Clinical Mental Health counseling students who meet all Ohio standards for licensure as Professional Counselors (PC) and Professional Clinical Counselors (PCC).

This is measured by the pass rates on the National Counselor Exam (NCE). From 2006 to the present the percentage of students who pass the exam on the first try is between 90% and 94%. Beginning 2016, we offer NCE review courses via Continuing Education one to two times a year for all students and alum for the cost of \$139 for a 6-hour review course including lunch. 13 out of 15 who took the review course passed

the exam. We gave refunds to two students who did not pass after taking this NCE review course.

- To provide training across the 8 common core areas as identified by CACREP. These are:
 - Professional Counseling Orientation and Ethical Practice
 - Social and Cultural Diversity
 - Human Growth & Development
 - Career Development
 - Counseling and Helping Relationships
 - Group Counseling and Group Work
 - Assessment and Testing
 - Research and Program Evaluation

Our accrediting body, CACREP, requires that we review Key Performance Indicators of success in either skills or knowledge in each of these eight areas. The “linked to” references refer to specific CACREP standards. We review the following Key Performance Indicators annually at our faculty retreat in August Results are from Fall 2016/Spring 2017:

- 1. Professional Counseling Orientation & Ethical Practice: Average final grade in CNS 517 Ethical & Legal Issues in Counseling (knowledge) and average score of final test case in CNS 517 (skill linked to standard 2.F.1.i).***

RESULT: 98% scored B+ or better in course and 97% scored 21 out of 25 or better in final case with average grade of 23.

- 2. Social and Cultural Diversity: Average final grade in CNS 504 Cultural & Social Issues in Counseling (knowledge) and average student grade on ‘Social Justice Advocacy Project’ (skill linked to standard 2.F.2.h.)***

RESULT: 96% earned B+ or better in course; average student grade on paper 95% earned 21/25 or better on paper with average grade of 22.5

- 3. Human Growth and Development: Average final grade in ALD 603 Lifespan Development (knowledge – linked to standard 2.f.3).***

RESULT: 96% earned B+ or better in course

4. *Career Development: Average final grade in CNS 524 Career Counseling (knowledge) and average student grade on 'Career Assessment' assignment in CNS 524 (skill linked to 2.F.4.e).*

RESULT: 98% earned B+ or better in class; 97% earned 21/25 on paper with average grade of 23.

5. *Counseling and Helping Relationships: Average final grades in CNS 622 Individual Counseling Theories (knowledge) and average student grade on 'Video #3' assignment in CNS 620 Lab in Counseling Skills (skill linked to 2.F.5.g.)*

RESULT: 98% earned B+ or higher in class; average grade on final recording 27/30

6. *Group Counseling and Group Work: Average final grade (knowledge) in CNS 623 Group Counseling and average student grade on the project of leading a small group. Demonstration" assignment in CNS 623 (skill linked to 2.F.6.d.)*

RESULT: 96% earned B+ or better in class; average grade on project 19/20.

7. *Assessment and Testing: Average final grade in CNS 505 Appraisal (knowledge). Final grade.*

RESULT: 94% earned grade of B+ or better.

8. *Research and Program Evaluation: Average final grade in EDB 601(knowledge). Because COEHS faculty have resisted us using our own Research for Counselors course, we do not yet have program evaluation built into the generic (Educational Research) course students take.*

RESULT 97% earned grade B+ or better.

REMEDICATION: *When students fail in a Key Performance Indicator, or when they are exhibiting problematic behavior, we hold a Concern Conference. In the Counseling Lab, CNS 620, students sign an agreement (Appendix 3) that they understand they will also be evaluated throughout the program on behavioral criteria that are outlined in a rubric that is used in the Lab, Group Counseling class (CNS 623), Practicum (CNS 680), and Internship (CNS 685, 686, 687). The rubric*

is in Appendix 4). The concern conference is to discuss specific issues either academic, or interpersonal/behavioral (represented in the rubric). A behavioral plan is written up, agreed to, and another date to meet is set if needed. The Concern Conference is attended by the course instructor, the student, the student's advisor or the department chair.

2. Advancement of program excellence

- Promote professional counselor identity with students through involvement in professional counseling organizations.

Counseling students are annually asked to take the CSU Counseling Graduate Student Involvement Survey. Following are the results indicating student involvement for 2016:

- *A total of 57 students in Cleveland State University's counseling graduate program completed this Qualtrics study.*
- *Students were asked in which professional counseling organizations they held membership. Respondents indicated they were*
 - *members of the American Counseling Association (ACA; n = 19, 30.65%),*
 - *the American School Counseling Association (ASCA; n = 12, 19.35%),*
 - *the Ohio Counseling Association (OCA; n = 6, 9.68%),*
 - *the Ohio School Counselor Association (OSCA; n = 4, 6.45%),*
 - *Chi Sigma Iota (n = 17, 27.42%), and*
 - *Other (n = 4, 6.45%). Students who held membership in other professional counseling organizations reported involvement in the Ohio Association for Specialists in Group Work (OASGW), the American Association of Sexuality Educators, Counselors, and Therapists (AASECT), and ABCT.*
- *Of the 57 students who completed the survey,*
 - *4 (7.02%) had presented at a professional counseling conference and 53 had not (92.9%).*
 - *Student attendance at professional counseling conferences indicated a greater level of involvement; 14 students (24.56%) had attended a professional counseling conference and 43 had not (75.44%).*
 - *During their time as a CSU graduate student, 6 respondents (10.71%) indicated they had presented a workshop relevant to the counseling profession and 50 had not (89.29%).*
- That our faculty contribute to the field of Counselor Education at the national level through publications, presentations, membership in professional counseling organizations and service.

In the 2016-2017 academic year, counseling faculty (core and associated) published 15 papers in peer-reviewed journals and 2 co-authored books as well as multiple presentations. Publications are:

Dr. Elliott Ingersoll:

Ingersoll, R.E., & Rak, C.F. (2016). Psychopharmacology for mental health professionals: An integrative approach. Boston: Cengage.

Dr. Kathryn MacCluskie:

McHenry, W., MacCluskie, K.C. & McHenry, J. (Eds.) (2018). Tests and Assessments in Therapy: A case by case process. New York NY: Routledge

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Dr. Stephanie Drcar:

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Stacey Litam, M.A. (doctoral candidate)

Litam, S. (2017). Sex trafficking in America: What counselors need to know. The Professional Counselor, 7(1), 45-61. doi: 10.15241/sdal.7.1.45.

Bach, J., & Litam, S. (2017). Kind regards: A case study of attempted sex trafficking. Journal of Sexual Aggression, 23(2), 222-233. doi: 10.1080/13552600.2017.1323124

Dr Julia Phillips:

Phillips, J. C., Parent, M. C., Dozier, V. C., & Jackson, P. L. (2017). Depth of discussion of multicultural identities in supervision and supervision outcomes. *Counselling Psychology Quarterly*, 30, 188-210. doi: 10.1080/09515070.2016.1169995

Vera, E. M., Phillips, J. C., Speight, S. L., & Brounck, T., Weathersby, D., Gonzales, R., & Kordesh, K. (2016). University counseling centers' outreach activities: A national survey. *Journal for Social Action in Counseling and Psychology*, 8, 34-52.

Dr. Kelly Liao:

Liao, K.Y.-H., & Weng, C-Y. (2017) Gratefulness and subjective well-being: Social connectedness and meaning in life as mediators. *Journal of Counseling Psychology*.

Liao, K. Y.-H., Yeung, N., Wong, C., & Warmoth, K, & Lu, Q. (2017). Fear of cancer recurrence and physical well-being among Chinese cancer survivors: The role of conscientiousness, positive reappraisal and hopelessness. *Supportive Care in Cancer*, 25, 1141–1149

Wong, C.C.Y., Mak, W.W.S., & Liao, K.Y.-H. (2016). Self-compassion: A potential buffer against affiliate stigma experienced by parents of children with autism spectrum disorders, *Mindfulness*, 7, 1385–1395.

Liao, K. Y.-H., Henceroth, M., Lu, Q. & LeRoy, A. (2016) Cultural differences in pain experience among four ethnic groups: A qualitative pilot study. *Journal of Behavioral Health*, 5, 75-81.

Liao, K. Y.-H., Weng, C.-Y., & West, L. (2016). Social connectedness and intolerance of uncertainty as moderators between racial microaggressions and anxiety among Black individuals. *Journal of Counseling Psychology*, 63, 240-246.

Lowinger, R. J., Kuo, B.C.H., Song, H.-A., Mahadevan, L., Kim, E., Liao, K. Y.-H., ... & Han, S. (2016). Predictors of academic procrastination in Asian international college students. *Journal of Student Affairs Research and Practice*, 53, 90-104.

- To maintain our CACREP accreditation for Clinical Mental Health

As of writing this University Program Review, we are accredited through 2018 and writing our self-study for the next cycle of accreditation.

3. Service

- To provide service to counseling interns and the Cleveland State University community in our Counseling and Academic Success Center (CASC).

*CASC serves undergraduate students in Fall and Spring semesters. Currently, CASC is operating at full capacity. We have staffed it with a Director (Claire Campbell) and four graduate assistants who supervise 40 Clinical Counseling interns delivering services. In Fall/Spring 2016/2017 Semesters CASC conducted 573 appointments with a 93% “show” rate (only 7% “no show”). For Fall 2017 Semester alone, **CASC will exceed 600 appointments.***

- To provide service to the greater Cleveland area through Continuing Education workshops, pro bono presentations, and consultation.

The counseling programs work closely with Ms. Noelle Muscatello the Continuing Education Director. Profits from the CE workshops are used to fund student BOGO (“buy one get one”) scholarships in the summer since there is no support for graduate students in the summer semester. We awarded 15 BOGO scholarships with that money last summer (worth \$71,739). Faculty also provided 6 pro bono presentations to community partners Fall semester 2017. We provided 18 CE workshops and 3 review courses in Fall 2017.

- Provide service to the profession.

Counseling faculty serve as journal editors, reviewers for conference presentations, and on different boards with stakeholders. These include but are not limited to (see vita in APPENDIX 1):

- *American Counseling Association (ACA) Governing Council*
- *ACA Expo Chair*
- *Asian American Psychological Association*
- *Ohio Counseling Association*
- *Society of Counseling Psychology*
- *Counsel of Counseling Psychology Training Programs*

- *Pathways Mental Health Counseling*
- *The Centers for Families & Children*
- *Division 52 of American Psychological Association (International Psychology)*

They also have presented over 100 presentations in the last three years.

Goals of the School Counseling Program (The responses are the same as those for the Clinical Counseling Program above except where noted below).

3. Education of counseling students

- To educate and prepare School Counseling students who meet all Ohio standards for licensure as School Counselors.

This is measured by the pass rates on the Ohio Assessment for Educators (OAE) Guidance Counselor Exam. Our students pass rates on the first attempt range from 85% to 91%. Because this is a newer test, as with the NCE, we now offer review courses through continuing education and hope those will help us raise the pass rate on the first try to at least 93%.

4. How well is each program meeting its goals? (see above)

5. What educational goals are being considered for the program in the future and what resources would be required to support those goals?

Increase pass rates on NCE, OAE and the National Clinical Mental Health Counselor Exam (NCMHC). We aim to do this by simulating the exam cases in our in-class quizzes as well as the CE Review courses. Most of us do the review courses “pro bono” and any profit goes to the “BOGO” summer scholarship program. We also are in dialogue with Psychology faculty about creating an “express lane” for psychology majors who know they want to enter Clinical Counseling rather than Clinical Psychology at the master’s level. Clinical Psychology is still a “Boulder Model” training program that aims to train “scientist-practitioners.” Clinical

Counseling is an “Educator-Practitioner model that aims to primarily train clinicians. We are close to an agreement where we formalize a process that has been going on informally for a year. Seniors in psychology can take 3 to 4 “500” level counseling courses and then have a 48-hour master’s as opposed to a 60-hour master’s.

6. How does the program contribute to the full range of the University’s instructional needs (service, undergraduate, graduate, evening, weekend)?

All programs in our department are Graduate Programs. There is a story that when the college was formed, Counseling, Adult Learning and Educational Administration were the three “outlier” areas but as they were all “Graduate Program Only,” they were grouped together as the CASAL department. We offer evening, some weekend, and a few hybrid/online courses. The philosophy of the counseling faculty is that we web-based or hybrid courses are sub-optimal for the discipline of counseling. Because we recognize there is a market of potential students who want to earn the School Counseling master’s degree prior to it changing from a 48 to 60-hour program, we have created an accelerated track where students earn the degree in 20 months (as opposed to 24) and this track uses a “flipped classroom” format. We began cohort 1 Fall 2017 and will launch cohort 2 Summer 2018. We will assess the effectiveness of this alternative format by comparing CACREP core area Key Performance Indicators and pass rates on the OAE.

Section II: Curriculum and Program Quality

Describe the curricula offered by the counseling programs and explain how well it fits the mission and goals.

The curriculum is dictated by CACREP with the exception of six elective credits in the Clinical Mental Health program. We have developed certificate programs that serve as specializations or as stand-alone certificate programs. These are our Chemical Dependency Counseling certificate which we offer with Social Work and which was the first program accredited in Ohio by the Ohio Chemical Dependency Counseling Professionals Board and our Early Childhood Mental Health

Program. The program of study forms (APPENDIX 2) list the courses and pre-requisites.

1. What are the main features of the curriculum offered by the counseling programs?

The main feature is that we do an excellent job of training generalists in Clinical and School Counseling. We are one of the few programs that offers integrative psychopathology for School Counselors and an integrative psychopharmacology course for Clinical Counselors. Most psychopathology and psychopharmacology courses just discuss the physiological bases of pathology psychotropic medication. In addition to this, ours include psychological, cultural and social perspectives including social justice issues. We are also unique in that we have healthy working relationships with the other departments that train “talk therapists” (social work and psychology). Students will graduate and work on diverse teams of professionals and our students are trained to understand the similarities and differences across the “talk therapy professionals” in training and practice.

2. How do the curricula relate to programs and service functions offered by the CASAL department?

The Clinical Counseling program supplies all the interns who see clients at the Counseling and Academic Success Center. As noted, we currently have 40 interns who have conducted over 600 appointments with students in Fall Semester 2017 alone.

3. What are the current national trends in counseling and to what extent do the counseling faculty's instructional and research activities match those trends?

TRENDS: License portability; supporting non-binary, transgender, LGBTQ students; interface of neuroscience with talk therapy; and crisis counseling and refugee issues. Our faculty are active in all these areas as seen by their vita. We have been active in advocating for license portability (letters, presentations), created two elective courses CNS 644: Counseling LGBTQ Clients and CNS 632: Seminar in Counseling and Sexuality, integrate the latest neuroscience findings relevant to talk therapy into our courses, and are working in multiple classes to address counseling victims of terror, natural disaster, and refugee issues (including climate refugees).

4. What recent, ongoing, or planned curriculum revision is occurring in the counseling programs and what is the rationale supporting these revisions?

As noted, CACREP will require all School Counseling programs to increase from 48 to 60 semester hours by 2020. Our program will add the following 12 credits to the existing 48:

- 3 Elective Credit hours to be taken in Early Childhood Mental Health, Psychopharmacology, Chemical Dependency Counseling or Family Counseling*
- 3 credit course on Treatment of Childhood Trauma that is currently being developed.*
- 3 credit course on College Counseling for secondary students.*

These options were developed by working school counselors on our visiting committee.

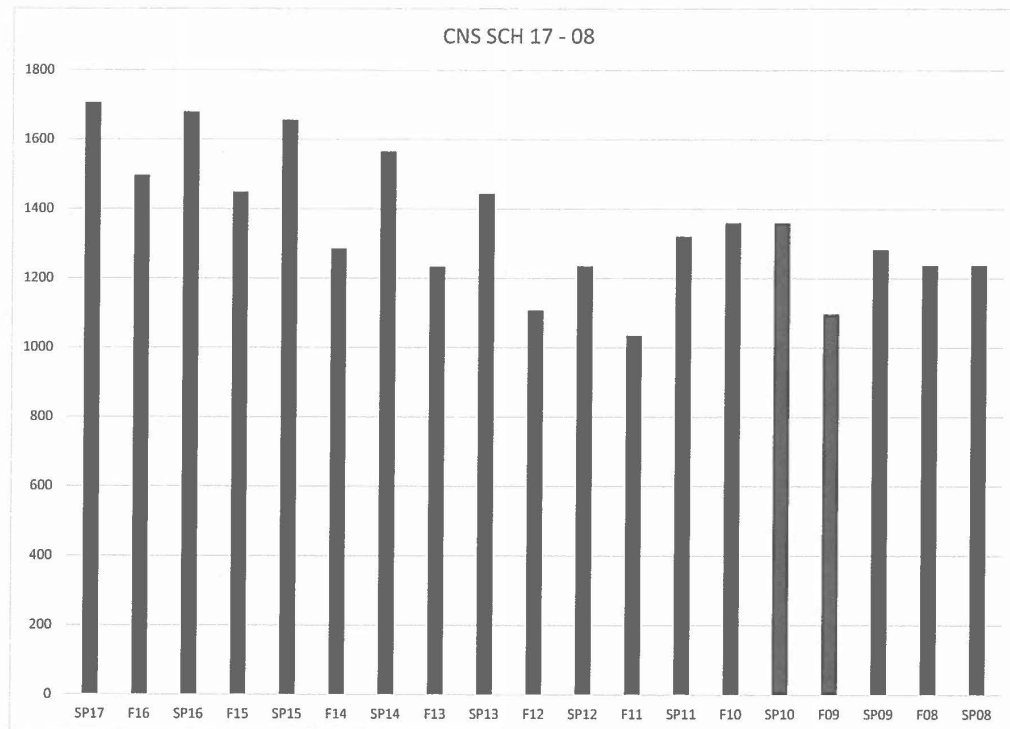
5. If the program or any of its components is subject to outside accreditation, what have been the results? Has the program become stronger or weaker since the last accreditation? In what ways? What is the evidence?

This is a question that is difficult to answer and the difficulty is rooted in the processes (or lack thereof) our accrediting body (CACREP) follows. CACREP changes the standards every 8-10 years. For example, our current accreditation is under the 2009 standards and the self-study we are writing is under the 2016 standards. While CACREP solicits input from stakeholders, they do not systematically research whether a) the standards accomplish what they set out to or, b) what evidence suggests they should be changed, and c) should regional differences be taken into account to add flexibility to the standards?

CACREP was coerced by the Counsel for Higher Education Accreditation (CHEA) to move to the current standards-based model. They were told they would no longer be a certified credentialing body (under CHEA) if they did not make the change. CHEA even sent “observers” into the CACREP board meetings to make sure the changes were made. I (Ingersoll) am told that CHEA is in turn driven by a Republican Senate agenda. Although my source seems good, I am from Youngstown and prone to conspiracy theories.

At any rate, if Student Credit Hours can be viewed as a form of “evidence” that a program is becoming stronger, the table below illustrates steady SCH gains across the past decade from Spring 2008 to Spring 2017. One can only gauge SCH patterns in 8-10 year cycles. From that, economic variables and state funding can be correlated with annual shifts. It has always fascinated me that we have consistently higher enrollment in Spring over Fall but offer roughly the same number of courses. I think this chart is noteworthy when you consider that the state of Ohio has significantly cut support to higher education and the federal government stopped

subsidizing graduate student loans across this 10-year period. Despite these challenges and a dip in 2011, we continue to grow. We have been CACREP accredited since 1994 and expect to continue this success.



Section III: Faculty

PROGRAM FACULTY

Elliott Ingersoll, Ph.D. professor & chair

Kathie MacCluskie, Ed.D. Professor

Dakota King-White, Ph.D. Assistant professor

Stephanie Drcar, Ph.D. Assistant professor

Stacey Litam, Ph.D. Visiting Assistant Professor

Kelly Liao, Ph.D. Assistant Professor, 50% Counseling; 50% Counseling Psychology

1. How well do the expertise, education, and numbers of the counseling faculty match the needs of the counseling programs?

*Extraordinarily well. Our last five hires were all the top-rated candidates in their respective searches (on multiple measures across stakeholders). A review of the vitae will show we are an accomplished and complementary group. **We have also met our Office of Institutional Equity goals for each search.** We are in what I call a “sweet spot” in that of the seven counseling/counseling psychology faculty, 5 are in their first 1-3 years. Now the mentoring needs are strong but every one of these hires has “hit the ground running.” This group of faculty is energized and passionate about training counselors. Each of them said they were attracted to the program because we do not heavily emphasize “senior” and “junior” faculty. Every faculty member is invited to “put their signature” on the program. When we have a great idea, we run with it as a team.*

*Another feature that is unique to our program is that of the five core counseling faculty, three hold counseling licenses, 3 hold Ph.D. degrees in Counselor Education, 1 holds a psychology and counseling license, 2 hold psychology licenses and hold Ph.D. degrees in Counseling Psychology. An unfortunate trend in Counselor Education is toward trying to coerce programs to not hire applicants with Ph.D. degrees in Counseling Psychology. This is classic mammalian turf politics as there is no evidence (**really – none**) that a person with a Ph.D. in Counseling Psychology cannot be an effective counselor educator. Because of the diversity of disciplinary identities held by*

our faculty, we have been successful in coordinating with Social Work to create the Chemical Dependency Counseling Program and with psychology in our Ph.D. specialization in Counseling Psychology as well as creating a condensed track for senior psychology majors who want to enter Clinical Counseling. These seniors can take 9-12 “500” level counseling credits as electives and greatly decrease the number of credit hours in the master’s.

2. How do faculty need to be augmented to strengthen the counseling programs or respond to trends in counseling?

We would benefit from another faculty member with school counseling experience. These are hard people to recruit because most of them are close to retirement and many would take a pay cut to come to Higher Education. We also need to turn our Visiting Assistant Professor position into a tenure-track position. We are still behind what our accrediting body considers ideal faculty: student ratios. We have a growing student body (evidenced in SCH across 10 years), multiple growth areas (Early Childhood, Chemical Dependency Counseling) and would like to start more accelerated programs utilizing the “flipped classroom” model. If we did that for the Clinical Mental Health Counseling program, we have estimated we could increase tuition generated by a 15-student cohort by approximately \$80,000 per semester.

3. How many of the faculty are engaged in productive scholarship and how is productivity measured? How does scholarship compare to peer institutions?

In the 2016-2017 academic year alone, counseling faculty (core and associated) published 15 papers in peer-reviewed journals and 2 co-authored books as well as gave multiple presentations. Publications are:

Dr. Elliott Ingersoll:

Ingersoll, R.E., & Rak, C.F. (2016). *Psychopharmacology for mental health professionals: An integrative approach*. Boston: Cengage.

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Liao, K.Y.-H., & Weng, C-Y. (2017) *Gratefulness and subjective well-being: Social connectedness and meaning in life as mediators. Journal of Counseling Psychology.*

Liao, K. Y.-H., Yeung, N., Wong, C., & Warmoth, K, & Lu, Q. (2017). *Fear of cancer recurrence and physical well-being among Chinese cancer survivors: The role of conscientiousness, positive reappraisal and hopelessness. Supportive Care in Cancer, 25, 1141–1149*

Wong, C.C.Y., Mak, W.W.S., & Liao, K.Y.-H. (2016). *Self-compassion: A potential buffer against affiliate stigma experienced by parents of children with autism spectrum disorders, Mindfulness, 7, 1385–1395.*

Liao, K. Y.-H., Henceroth, M., Lu, Q. & LeRoy, A. (2016) *Cultural differences in pain experience among four ethnic groups: A qualitative pilot study. Journal of Behavioral Health, 5, 75-81.*

Liao, K. Y.-H., Weng, C.-Y., & West, L. (2016). *Social connectedness and intolerance of uncertainty as moderators between racial microaggressions and anxiety among Black individuals. Journal of Counseling Psychology, 63, 240-246.*

Lowinger, R. J., Kuo, B.C.H., Song, H.-A., Mahadevan, L., Kim, E., Liao, K. Y.-H., ... & Han, S. (2016). *Predictors of academic procrastination in Asian international college students. Journal of Student Affairs Research and Practice, 53, 90-104.*

Career comparisons between our faculty, Kent State Counselor Education faculty and University of Akron Counselor Education faculty are represented in the following table.

Clearly CSU faculty write more books and hold their own on peer-reviewed papers despite having about half the faculty of these other institutions.

University	# faculty	# books	# peer-reviewed papers	Average books/papers
Cleveland State	6	12	68	2/11.3
Kent State	13 (have Ph.D. program too)	14	163	1.1/12.5
U. of Akron	10 (also have Ph.D. program)	3	80	.3/8

4. What are the internal and external sources of support for the program's scholarly research? Is this typical of the discipline?

Release time from teaching for faculty who are publishing. There are occasional grants but they are few and far between. This is typical for Counselor Education. Every year workload assignments are discussed by the chairperson and the Dean and approved by the Provost's office. These are where the amount of research published is negotiated in to course releases via a point system.

5. How is effective teaching identified, supported and rewarded?

We do peer evaluations of each other's' teaching and all instructors have student evaluations for each class. I am of the mind that teaching could be more rigorously evaluated and rewarded. We are all aware that if a faculty member does not publish, they end up teaching more. But, if a faculty member were a poor teacher, we don't ask them to publish more. Seems we could put more teeth and/or rewards in the evaluation system. The evaluations we do are reviewed between individual faculty members and the chairperson every year at the Faculty Annual Activity Review Conference in Fall Semester. Two current instructors (Ingersoll, MacCluskie) have won Distinguished Teaching Awards at the university level. The online evaluations are inferior to those we used to administer in class at the end of semester. Students say that they are asked to soon in the semester to evaluate the instructor. Instructors response rates plummeted when we went to the "E" evaluation from 90% and higher to about 30%. This is unfair to new faculty who are being assessed on teaching and not getting the feedback because we have chosen a poor system. I wonder (Ingersoll) if we can admit we made an error and return to the system that worked consistently for decades.

6. What is the average teaching load in this program?

The CSU/AAUP Collective Bargaining agreement establishes 24 credit hours per academic year as the baseline of teaching. Since most of our courses are 3 semester credits, that would be 4 courses a semester. However, via the point system described above, faculty get course releases for research and service. The average teaching load is 15 credits after those are figured in. That is a 3:2 or 2:3 teaching load across fall and spring.

7. What is the average number of students in courses?

This varies in many instances. CACREP requires that there be no more than 12 students in practica or internships so those caps are 12. Most content courses the caps are 28. The exceptions are Psychopharmacology and Psychopathology. Because we have agreement with the Clinical Psychology and School Psychology programs that their students can take those, they can range from 50-70 students. This was a personal project of the instructor (Ingersoll - who is also the chair) because he wanted cross-disciplinary dialogue in the courses. Since we are still not up the the faculty/student ratio we need, some content classes are also increased in size to accommodate our students. We pride ourselves on getting students into the courses they need where extra students would not hurt the educational experience of students overall.

8. What university, community and professional service contributions do the faculty in this program make?

Please refer to appendix 1(vitae) for a full account. Faculty serve on departmental, college, and university committees, provide service to the American Counseling Association and the American Psychological Association, do editorial work for the journals of those associations,

free CE workshops, in-services for local stakeholders, and presentations to local groups on topics of interest.

Section IV: Students

1. How is academic advising provided for the program, and how effective are the processes? How could advising be improved?

All faculty provide academic advising. Upon admission, students are assigned a faculty member as an academic advisor. In addition, all faculty agree to help out “walk-in” students if the specific advisor is off-site. Our honor society, Chi Sigma Iota, also holds a student orientation that includes advising information. In their letter of acceptance (sample in Appendix 5) students are also told which courses to begin with and which courses are pre-requisites for practicum. The current system works very well. We also get assistance from all staff in Education Student Services who handle “walk-ins” as well. Unlike programs with Ph.D. tracks in Counselor Education, our faculty do not seek releases from the teaching and advising parts of the job.

2. What percentages of entering students complete the degree program? What is the rationale for this figure?

Last year, our CACREP Vital Statistics reported that 53.7% of students graduated via a full-time schedule. The percentage jumps to 89% over a five-span because most of our students are part-time students. That also erroneously includes “license only” students who hold a master’s in counseling and are just taking certain courses for a new specialization. We do not have the “person-power” to make time to separate out those students. Here is a problem: whenever I (Ingersoll), the college, or the Information & Technology Services of CSU calculate how many

students are in the program or in classes, we always come up with different numbers. I count everyone, the college misses or in some cases doesn't count students in practicum or internship the same way, and the university sometimes misses content courses. For all the magical technology, this problem has persisted since I started in 1994. My answer would be let the people closest to the students (counseling faculty) do the counting.

3. What honors and awards have been won by students in the program or by graduates of the program?

- *This past year 7 of our students qualified for graduate assistantships in our department.*
- *Last year, 11 students received summer BOGO (buy one, get one) scholarships*
- *Each year 1 counseling student gets a Daniel D. Drake Scholarship and a David Santoro Scholarship.*
- *4 students presented at a national conference last year.*

4. How many students in the program are involved in internships, field placements, etc.? Describe the range of activities and their relationship to the programs.

All students must take Practicum (CNS 680) which is a 100-hour practicum field placement. 40 of the 100 hours must be direct service (e.g., counseling, diagnosing, treating mental disorders). All students then take a two semester, 600-hour internship, 40% of those hours must be direct contact. School Counseling internship is two semesters of CNS 680. Clinical Counseling internship is one semester of CNS 686 and one of CNS 687.

5. To what extent are graduates of the program successful in obtaining positions appropriate to the level of their education, training, ability and what is the evidence?

We do not know right now. We send out follow-up surveys and get response rates of 23-30% which are not representative. Of those, 83% claim to be working in the field. To remedy this, this year we are initiating phone calls to alumni made by graduate assistants to try to increase the response rates.

6. What assistance is provided to help students find suitable employment or opportunities for further study?

Many students go on to doctoral study in Counselor Education, Counseling Psychology, or Doctor of Psychology (Psy.D.) degrees. Students who want to go into higher education are guided toward Counselor Education doctorates because there are far more jobs for professors in master's level programs versus doctoral level programs. Students who want a higher level license (e.g. psychology is a doctoral level license) are encouraged to explore Counseling Psychology and Psy.D. programs. There are some benefits to this over a counseling license for example, counselors are not eligible for Medicare reimbursement while psychologists are. We discuss these options in the early CNS 620 Lab in Counseling course as they require some time and thinking on the students' parts. We also know a significant number of students are hired at their internship sites.

7. Are students in the program continuing and succeeding in graduate and professional study?

Yes, in the past 5 years 7 students who enrolled in doctoral studies finished their Ph.D. programs. Some are part time instructors with us now.

V: Assessment

- 1. What are the specific goals for student learning in the program major?**
- 2. How do the courses in the program relate to the program goals for learning?**
- 3. What methods and practices are used in assessing student learning in the program?**
- 4. What evidence has been developed to show the effectiveness of the program in meeting its goals for student learning?**

Items 1-4 in this section are covered in the following information from our current CACREP self-study. The goals are the standards and Key Performance Indicators. The courses listed are the courses that relate to program goals for learning. The methods of assessment are noted with the exception of course grades which include scores on exams, attendance and participation, papers, quizzes and projects. The evidence for effectiveness is the high rate of performance on Key Performance Indicators.

Key Performance Indicators in Core Areas from 2016-2017:

- 1. Professional Counseling Orientation & Ethical Practice: Average final grade in CNS 517 Ethical & Legal Issues in Counseling (knowledge) and average score of final test case in CNS 517 (skill linked to standard 2.F.1.i.).*

RESULT: 98% scored B+ or better in course and 97% scored 21 out of 25 or better in final case with average grade of 23.

2. *Social and Cultural Diversity: Average final grade in CNS 504 Cultural & Social Issues in Counseling (knowledge) and average student grade on 'Social Justice Advocacy Project' (skill linked to standard 2.F.2.h.)*

RESULT: 96% earned B+ or better in course; average student grade on paper 95% earned 21/25 or better on paper with average grade of 22.5

3. *Human Growth and Development: Average final grade in ALD 603 Lifespan Development (knowledge – linked to standard 2.f.3).*

RESULT: 96% earned B+ or better in course

4. *Career Development: Average final grade in CNS 524 Career Counseling (knowledge) and average student grade on 'Career Assessment' assignment in CNS 524 (skill linked to 2.F.4.e.).*

RESULT: 98% earned B+ or better in class; 97% earned 21/25 on paper with average grade of 23.

5. *Counseling and Helping Relationships: Average final grades in CNS 622 Individual Counseling Theories (knowledge) and average student grade on 'Video #3' assignment in CNS 620 Lab in Counseling Skills (skill linked to 2.F.5.g.)*

RESULT: 98% earned B+ or higher in class; average grade on final recording 27/30

6. *Group Counseling and Group Work: Average final grade (knowledge) in CNS 623 Group Counseling and average student grade on the project of leading a small group. Demonstration" assignment in CNS 623 (skill linked to 2.F.6.d.)*

RESULT: 96% earned B+ or better in class; average grade on project 19/20.

7. *Assessment and Testing: Average final grade in CNS 505 Appraisal (knowledge). Final grade.*

RESULT: 94% earned grade of B+ or better.

8. *Research and Program Evaluation: Average final grade in EDB 601(knowledge). Because COEHS faculty have resisted us using our own Research for Counselors course, we do not yet have program evaluation built into the generic (Educational Research) course students take.*

RESULT 97% earned grade B+ or better.

5. How is information about student learning outcomes used in planning, budget processes, or other program development activities?

Key Performance Indicators are reviewed in the faculty retreat each year. One outcome of the review was that we created 3 Licensure Exam Review courses for the OAE, NCE, and NCMHCE. We began offering these through Continuing Education this year. We are also changing quizzes and case studies so they emulate the format used on the National Clinical Mental Health Counselor Exam. This exam (NCMHCE) is taken two years after graduation once the student has had two years paid experience under the first license (The Professional Counselor License). Passing the test gives alumni the Professional Clinical Counselor license which is the autonomous, terminal license in the field. The case format requires students to think critically each step of the way with a case from intake and interview, to diagnosis, to treatment and follow up. We hope these simulations will also better prepare students for the exam.

VI: Resource Support

A. Library

1. To what extent does the library have sufficient resources to support current/future academic activities?

These are sufficient. For Clinical Counseling, the Psychology home page is often useful as well as the dedicated Counseling page (both below).

Psychology: Home

- [Home](#)
- [Articles](#)
- [Books](#)
- [Websites](#)
- [Citing Your Sources](#)
- [Tests](#)
- [Plagiarism](#)
- [DSM V](#)
- [Textbooks & Course Materials](#)

Library Info.



The Michael Schwartz Library

- [Library Homepage](#)
- [Contact Us](#)
- [Library Hours](#)
- [Directions](#)
- [Ask Your Personal Librarian](#)
- [Off-Campus Access](#)
- [Mobile Access](#)

Welcome!

Welcome to the **Research Guide for Psychology**.

The resources collected here will help you complete class assignments and projects.

Please call me or email me if you need research assistance or if you would like to schedule an appointment. I am happy to meet with students individually to help you get started with your research or to answer any questions.

Good Luck!

Fran Mentch (Subject Librarian)

Videos

TED Talk: [Martin Seligman on positive psychology](#). Visit his website, authentichappiness.org

TED Talk: [Steven Pinker on the myth of violence](#).

TED Talk: [Barry Schwartz on the paradox of choice](#).

TED Talk: [Dan Gilbert asks, Why are we happy?](#)

[Answering the 3 Questions of Statistics](#)

1. [A General Guide: Counseling](#)

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This Research Guide supports students, faculty, and staff in the School Counseling and the Clinical Mental Health Counseling programs.

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WELCOME!

Welcome to the **Counseling Research Guide!**

My name is Diane Kolosionek, and I am the Education Subject Specialist Librarian at the Michael Schwartz Library of Cleveland State University. This guide has been developed to support the research needs of Counseling students, faculty, and staff in the CASAL Department of CSU's College of Education.

This Research Guide will help you navigate the [Michael Schwartz Library](#) website and many of the key resources and services that are available. The guide provides information, tips, and links to assist with library research.

VIEW THE TABS ABOVE OR CLICK ON THE FOLLOWING LINKS TO GET STARTED!

I am your **Personal Librarian**. I am happy to meet with you to help you with your research or to provide you with an overview and tour of the Michael Schwartz Library. Please use the **Schedule Appointment** button to the right to make an appointment with me. If the days and times available do not fit your schedule, then please call me or email me so that we can find a mutually convenient time to meet.

Good Luck!

Diane Kolosionek

Subject Guide



Diane Kolosionek

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Contact:

Education & Urban Affairs Subject Specialist Librarian
Health Sciences Librarian
Michael Schwartz Library, RT 110C
Cleveland State University
2121 Euclid Avenue
Cleveland, Ohio 44115
(216) 802-3358

Subjects:[Adult Learning and Development](#), [Cleveland Transfer Connection](#), [Counseling](#), [Education](#), [Faculty Excellence](#), [Health and Human Performance](#), [Health Sciences](#), [Occupational Therapy](#), [Physical Education](#), [Physical Therapy](#), [Public Administration](#), [Speech and Hearing](#), [Sustainability](#), [Transfer Students](#), [Urban Planning](#), [Urban Studies](#)

2. To what extent does your budget support the purchase of or access to library materials for current/future academic activities?

*As noted above, Counseling faculty have published many books. **The last two I did I never left my office** because I was able to download all my relevant research papers (close to 1000) from the library website. Other faculty share the same story. Based on this I conclude the resources are sufficient. We have considered a field trip to the physical library for nostalgia's sake.*

3. To what extent are the materials in the library accessible to meet the needs of students?

These seem to be accessible – no complaints from students.

4. To what extent are services like access to copying, inter-library loans, data bases, computers available to students and faculty?

These are available – no complaints from students.

B. Technology

1. In what ways is technology incorporated into your program?

I (Ingersoll) am a little discomfited that the question seems to assume technology is a good thing in and of itself. I would more compare it to a surgeon's scalpel. It could be used constructively and skillfully or destructively and dangerously. There is growing evidence that students gazing at screens (phones, tablets, computers) do worse than peers hand-writing notes in lecture classes and that students sitting near peers using devices also experience a drop-off in performance. These studies have been conducted across higher education settings from Community College students to West Point cadets. That said, we use technology pedagogically as well as research it. Pedagogically, we have experimented with different programs to add variety to lectures. We research the ethics of online therapies as well as the use of social media in therapy. Our Counseling & Academic Success Center is a technological hub where students have their own digitized (firewall protected) accounts to store recordings of sessions with clients that are then viewed by supervisors. Due to the growing evidence that time on screens is inversely correlated with academic success, we discourage the use of phones and computers during lectures and some of us use cell phone racks, where each student has a place to store their phone until break.

*Given that counseling is all about human interaction, we minimize hybrid and online classes.
Students consistently say they prefer a face-to-face class to an online class.*

2. To what extent are the technology resources available adequate for your program's needs?

They are adequate.

3. What specific technological limitations need to be addressed and how can they be improved?

Honestly, the university seems a bit “neophilic” where software is concerned. We have multiple software systems with nonsense names (e.g. “Cayuse” a word referring to an indigenous people in the Northwest and used as an archaic pejorative for a low-quality horse is the label of our grants management software – what in the world is that about ???). Many software systems seem like con games (e.g. BlackBoard which everyone gets used to then the university is coerced into updating a perfectly functioning program to the point where we all have to learn it anew). Other software programs (e.g. Kronos) plain don't work. We would love to know what is up with these and why we are paying money for things that don't work. For all the hours of “new chairperson training” there is not one module to teach new department chairs (let alone faculty) all these software systems (despite my suggestions these be added to the training). If the names and functions were intuitive that would be one thing – they are not. It seems we as an institution are unconsciously drinking the technological Kool-Aid. As noted above, student evaluations as now done in “E” format are a disaster and a decrease in quality for faculty who depend on them. In mentoring new faculty, I encourage

them to evaluate how the course is going with students at least 3 times across the semester: about 4 weeks in, after midterm and at the end.

VII: Other Support – Facilities, travel, staff

1. To what extent does the program have enough office and classroom space to accomplish its goals? Are the offices and classrooms properly equipped? What, if any, improvements are needed?

These are adequate although always under threat. I fully understand that the School of Nursing has expanded exponentially and legitimately needs more space. Our counseling programs are growing though in a steadier, but equal fashion, so our office space is also a priority. We “put legs on a snake” in many classroom expenses. One example is motorized projection screens. Was pulling down screens with a string really so impossible? One semester I kept count in Julka Hall 192 – the motor malfunctioned 4 out of 15 times. I had to stand on a table and tug while a student simultaneously hit the “on” button in the console located 10 feet away from the screen. Sort of takes the “magic” out of the technological moment. Another example is white boards. The markers run dry and have to be replaced often. To fully erase them, one needs a bottle “erasing juice” (God knows what that is) and a fistful of paper towels rather than one eraser. This has to cost more than chalk and slate. The contrast of ink from a weak marker is often not visible to all students. What was wrong with chalk and slate? We also know that the HVAC system in Julka Hall does not function because instead of the “green” one recommended, it was the recycled HVAC system from the old student center. The thermostats do not correspond to the units they are in if they work at all.

Because I (Ingersoll) have serious osteoarthritis, I am allowed to tape off the air duct that relentlessly blows cold air out year round and keep an approved heater in my office. I know there are a lot of heaters working in Julka Hall and can only wonder at the expense. After a number of years, it must equal what it would have cost to put the proper HVAC system in. While I am not a “complainer,” it has to be a problem when I just quit teaching summer because I cannot tolerate teaching in a freezer unit. My students know to bring a heavy coat in summer if they are trapped in a room designed to freeze meat.

2. To what extent are the physical space and facilities provided for graduate students adequate?

Things can be quite tight since Chester Building was torn down. More space always appreciated. The School of Nursing is quite generous with our classes that top 50 allowing us to use their labs when they are vacant. Note the HVAC issues described above.

3. Are adequate numbers of properly equipped labs available

Not really relevant to our programs.

4. To what extent are telephone, copying and other allowances adequate to support faculty in their professional activities? To what extent do faculty have sufficient travel money to attend seminars and conferences?

I love the way you bury travel money in this laundry list of things like phones as if travel money were just another pesky detail that had to be tended to. The phones are fine – lovely, black icons that have an analogue feel to them that warms the hearts of baby-boomers like me (Ingersoll).

The budget for copy paper is inadequate even though we are all getting better at minimizing handouts and posting PPTs on BlackBoard. Last year, in mid-year, we had a 10% cut to our department budget. Silly. There is no money there. All the money is in salaries. The university at large holds a “shadow university” where magical terms like “foundation money” produce funds for all manner of things including apartments and housing redecoration. Surely people are not fooled: “money is money” and “foundation money” could be used to more directly support faculty and students. Just my (Ingersoll) two cents. I fear that the university is coming to mirror the fiscal inequities of the larger society. Faculty do not have a lot of money to travel and the money available has become scarcer and more competitive yet they are evaluated on presentations so end up paying for much of it out of their own pocket. Before I was chair, the Continuing Education money was used to support travel for faculty but faculty agreed that the summer BOGO scholarships for students was a better use of it.

5. To what extent are there enough support staff to support faculty and students?

We have just enough support between our two administrative staffers and our student workers. Here is a key point we need to make. Our staff are a fundamental part of the positive, student-focused, safe-space culture that we have created together. There have occasionally been talks of creating a “staff pool” across the entire college. I cannot begin to describe what a disaster this would be. Better we all sell plasma for extra cash than do away with any more staff or place them in a pool where the best performers will be inundated with work and the less reliable staff under-utilized (to say nothing of the need for collective bargaining re-writing of job descriptions). Staff, faculty and student interactions are built on relationships. Relationships are the investments we make in each other with the valuable currency of time from our lives. People

– staff especially – are NOT interchangeable cogs that serve the college with some emotionless, “siliconesque” omniscience. They are human beings who create work environments together, learn the needs and patterns of those they serve together, and are an integral part of the foundation upon which programs flourish or perish. To view staff as a luxury fat that can be cut from the bone is to sow the seeds of our doom. Today the staff, tomorrow the faculty, next week the students. There now; I hope I’ve put the point across.

Appendix 1

Counseling Faculty Vita

R. ELLIOTT INGERSOLL, Ph. D, PCC
(216) 687-4582 (w)
email: r.ingersoll@csuohio.edu

EDUCATION

DOCTOR OF PHILOSOPHY

Kent State University; Kent, Ohio

Counseling and Human Development (cognate in psychology to qualify for licensure as a psychologist in Ohio)

MASTER OF SCIENCE IN EDUCATION

Youngstown State University; Youngstown, Ohio
Community Counseling

BACHELORS IN LIBERAL ARTS

Youngstown State University; Youngstown, Ohio
Psychology, Philosophy

Current Position Professor of Counseling, Administration, Supervision, & Adult Learning.

Chairperson 2016-present

Professor 2005-present

Associate Professor 2001-2005

Assistant Professor 1996-2001

Chairperson 2000-2007

Coordinator: School Counseling, Clinical Counseling, Chemical Dependency Counseling Certificate, 2007-present

Private Practice:

Elliott Ingersoll, LLC (www.elliottingersoll.com)

Integral Psychotherapy, Coaching, Leadership Consulting

Psychotherapy Areas of Specialization: Religious/Spiritual Problems, Mood Disorders, Anxiety Disorders, Substance Abuse & Dependence.

Refereed Journal Publications:

Ingersoll, R. E. (2014). Integral possibilism: A Tool for Critical Realism and Necessity for an Integral Community. *Journal of Integral Theory and Practice*4, 55-61.

Ingersoll, R. E. (2007). Perspectives in psychotherapy: Applying integral theory to psychotherapy. *Journal of Transpersonal Psychology*, 175-198.

Ingersoll, R. E. (2007). An integral view of psychopharmacology for the non-medical therapist. *AQAL: Journal of Integral Theory and Practice*, 2, 43-61.

- Ingersoll, R. E. & Cook-Greuter, S. (2007). The self system in Integral counseling. *Counseling & Values, 51* 193-208.
- Ingersoll, R. E. (2005). Herbaceuticals: An overview for counselors. *Journal of Counseling & Development, 83*, 434-444.
- Ingersoll, R. E. (2005). An introduction to Integral psychology. *AQAL: Journal of Integral Theory and Practice, 1*, 12-26.
- Ingersoll, R. E. (2004). An integral approach to spiritual wellness in school settings. *Professional School Counseling, 7*, 301-308.
- Ingersoll, R. E., Bauer, A. L., Burns, L. (2004). Children and psychotropic medication: What role should advocacy counseling play? *Journal of Counseling and Development, 82*, 337-343.
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- Ingersoll, R. E. (2000). Gentle like the dawn: A dying woman's healing. *Counseling and Values, 44* 129-134.
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- Stein, S. A., Ingersoll, R. E. & Treadwell, T. (1995). Resolving conflict through sociodrama. *Journal for Group Psychotherapy, Psychodrama, and Sociometry, 48*, (1), 31-43.
- Ingersoll, R. E. (1994) Spirituality, Religion, and Counseling: Dimensions and Relationships, *Counseling and Values, 38*, 98 - 112.
- Woldt, A.L. & Ingersoll, R.E. (1991) Where in the Yang has the Yin Gone in Gestalt Therapy?,

British Gestalt Journal, 2,1-9.

PUBLISHED BOOKS:

- Ingersoll, R.E., & Rak, C. (2016). *Psychopharmacology for mental health professionals: An integrative approach*. Pacific Grove, CA: Cengage.
- Ingersoll, R.E., & Marquis, A. (2013). *Understanding Psychopathology: An integral exploration*. Upper Saddle NJ: Prentice.
- Ingersoll, R. E. & Zeitler, D. (2010). *Integral Psychotherapy: Inside Out/Outside in*. Albany, NY: SUNY.
- Ingersoll, R. E., & Rak, C. F. (2006). *Psychotropic medication for helping professionals: An integral approach*. Pacific Grove, CA: Brooks/Cole. **(We are currently revising this for a 2nd edition)**
- Welfel, E., & Ingersoll, R. E. (Eds) (2001). *The mental health desk reference: A sourcebook for counselors*. New York: Wiley.
- MacCluskie, K., & Ingersoll, R. E. (2001). *Becoming a 21st century agency counselor*. Pacific Grove, CA: Brooks Cole.
- Faiver, C. M., Ingersoll, R. E., O'Brien, E., & McNally, C. (2001). *Explorations in Counseling and Spirituality: Philosophical, practical, and personal reflections*. Pacific Grove, CA: Brooks Cole.

Book Chapters :

- Ingersoll, R. E. (2010). An integral understanding of the etiology of depression. In Esbjorn-Hargens, S. (Ed.) *Integral theory in action: Applied, theoretical and constructive perspectives on the aqal model*. (pp.149-174). Albany, NY: SUNY.
- Ingersoll, R. E., & Siebert, K. (2009). Practice in student affairs: Counseling. In Hoppe, S. L., & Speck, B. W. (Eds.). *Searching for Spirituality in Higher Education*. New York: Peter Lang
- Ingersoll, R. E. (2007). Spirituality and counseling: The dance of magic and effort. In O. Morgan (Ed.). *Counseling and spirituality: Views from the profession* (pp. 230-247). New York: Lakasha Press.
- Ingersoll, R. E. (2005). Gestalt therapy and spirituality. In A. Woldt & S. Toman (Eds). *Handbook of gestalt therapy* (pp. 133-150). New York: Sage.
- Faiver, C. M., & Ingersoll, R. E. (2005). Knowing one's limits. In Cashwell, C. S., & Young, S. C.

- (Eds.). *Spiritual and religious values in counseling: A guide to competent practice*, (pp. 155-184). Alexandria, VA: American Counseling Association.
- Ingersoll, R. E. (2003). Spiritual wellness in the workplace. In R. A. Giacalone & C. L. Jurkiewicz (Eds.), *The Handbook of Workplace Spirituality*, (pp. 289-299), Armonk, NY: M. E. Sharpe.
- Ingersoll, R. E., & Brennan, C. (2001). Positivism-plus: A constructivist approach to teaching psychopharmacology to counselors. In G. McAuliffe & K. Eriksen (Eds.), *Preparing counselors and therapists: Dynamic practices in mental health training*. Alexandria, VA: Association of Counselor Education and Supervision.
- Ingersoll, R. E. (2001). The Non-Medical Therapist's Role in Pharmacological Interventions with Adults. In E. Welfel & R. E. Ingersoll (Eds). *The mental health desk reference: A sourcebook for counselors* pp. 88-94. New York: Wiley.
- Ingersoll, R. E., & Previts, S. B. (2001). Prevalence of childhood disorders. In E. Welfel & R. E. Ingersoll (Eds). *The mental health desk reference: A sourcebook for counselors* pp. 155-162. New York: Wiley.
- Ingersoll, R. E., & Burns, L. (2001). Prevalence of adult disorders. In E. Welfel & R. E. Ingersoll (Eds). *The mental health desk reference: A sourcebook for counselors*, pp. 3-10. New York: Wiley.
- Ingersoll, R. E. (1995). Spirituality, religion, and counseling: Dimensions and relationships. In M. T. Burke & J. G. Miranti (Eds.) (1995). *Counseling: The spiritual dimension*. Alexandria, VA: American Counseling Association.

EDITORIAL BOARD EXPERIENCE

Editor: Counseling and values, 2001 to 2008.
 Editor: Essential Psychopharmacology. 2007-2010
 Editor: Journal of Integral Theory and Practice 2008-present

Guest Editor:

Counseling & Values; Special Issue on Client's Spiritual Experiences Summer 1999
Counseling & Values, Special Issue on Integral Theory (due out Fall 2006)

CERTIFICATION:

First certified scorer in the United States in the Sentence Completion Test Integral (SCTi)
 Certified by Cook-Greuter & Associates

Developmental Coach: Center for Leadership Maturity

PROFESSIONAL LICENSURE AND CERTIFICATION:

Professional Clinical Counselor (PCC); State of Ohio; license # E2369

Areas of Expertise: Religious or Spiritual Problems, Mood Disorders, Anxiety Disorders, Substance Use Disorders Schizophrenia, Sexual Disorders.

Psychologist; State of Ohio, license # 5263

TRAINER: Integral Institute (2004-2010): Developed and deliver training in Integral Psychotherapy in Boulder, CO.

ADMINISTRATIVE EXPERIENCE:

Cleveland State University, Department Chairperson 2000 to 2007; New term beginning 2016-present: Department of Counseling, Administration, Supervision, and Adult Learning.

Responsibilities:

- Faculty support/evaluation/supervision under an AAUP collective bargaining agreement
- Staff supervision and development under two collective bargaining agreements
- Department budget encompassing five graduate programs
- Course scheduling for five graduate programs and seven off-campus programs
- Dealt with personnel issues and conducted mediation when needed
- Managing accreditation reports including NCATE, CACREP, & ELCC. Began APA accreditation process with faculty.
- Lobbying at the state level regarding licensure issues
- Development of 7 satellite campus programs including weekend programming
- Promoting technology in teaching including web-based courses, IVDL instruction, and electronic teaching artifacts
- Balancing the need for student credit hours and revenue with program quality
- Providing support and consultation to area superintendents, principals, and other school personnel.
- Facilitating the creation and maintenance of partnerships with community and university groups

CURRENT TEACHING EXPERIENCE AT CLEVELAND STATE UNIVERSITY,

Professor, 2005-Present

Associate Professor with Tenure, 2001 to 2005

Assistant Professor, 1996-2001

PSYCHOPHARMACOLOGY FOR COUNSELORS: (ON-SITE & DISTANCE LEARNING COURSE) This course is an introduction to the most commonly used psychotropic medications in mental health treatment, related pharmacodynamics, pharmacokinetics, side effects, and client profiles.

PSYCHOPATHOLOGY FOR COUNSELORS: (ON-SITE & DISTANCE LEARNING COURSE) This course is an introduction to biopsychosocial approaches to understanding and conceptualizing psychopathology. Theories of etiology and treatment are presented from various

perspectives regarding DSM diagnostic categories.

USING THE CURRENT DSM: Post-master's level course focusing on the current diagnostic manual for mental and emotional disorders as well as differential diagnosis using the manual.

COUNSELING THEORIES AND TECHNIQUES: This three-credit course combines lecture material on current theories of counseling with practical techniques related to each theory.

COUNSELING PRACTICUM: The first of two practical experiences where counselor trainees are evaluated on their use of basic counseling skills.

GROUP COUNSELING: Master's level group counseling course covering theories and practice of group counseling.

CAREER DEVELOPMENT: Master's level course that introduces main theories and assessment measures in career counseling.

COMMUNITY/AGENCY COUNSELING: Introductory course in agency counseling focusing on agency structure, mechanisms like managed care, and serving diverse community populations.

CULTURAL FOUNDATIONS FOR COUNSELORS: Master's level course in the principles and techniques of multicultural counseling in a pluralistic society. Emphasis areas include gender, race/ethnicity, age, socio-economic status, ability/disability, spiritual tradition, and sexual orientation

INTRODUCTION TO APPRAISAL: The first master's level course in testing and assessment designed for school and agency counselors. Covers principles of test construction, test usage, ethical issues in testing and testing in a culturally diverse society. I designed this course for Cleveland State University

**CURRENT UNIVERSITY ACTIVITIES: Cleveland State University
Committees:**

Psychology Department Peer Review Committee
College of Education & Human Services Visiting Committee, 2000-present
College of Education & Human Services Executive Council, 2000-present
Continuing Education Program Review Committee, 2003-present
Doctoral Studies Committee, 2002-present
University Committee on Academic Space, 1996-1998
College of Ed. Committee on Grants and Extramural Funding, 1997-2003
College of Ed. Technology Committee, 1998-2003
12 search committees: 1996-2001
Level II Grievance Panel Summer 2013

Service:

President, Ohio Association for Spiritual, Ethical, Religious, and Value Issues in Counseling 2000-2001.

Chapter Advisor: Chi Sigma Iota, Chi Sigma Upsilon chapter, Cleveland State University, 2000-2002; 2003-2005; 2017 to present.

Admissions Coordinator, School and Agency Counseling Programs, 1997-present

Internship Coordinator, School and Agency Counseling Program, 1996-1999

Consultant: Cleveland City Schools (group counseling approaches)

Consultant: Gilmour Academy (group facilitation skills)

Dissertation Committees:

Chairperson of 9 committees

Co-chair of 1 committee

Member of 12 committees

Thesis Committees

Chairperson of 7 committees

Member of 11 committees

PREVIOUS TEACHING EXPERIENCE:

JOHN CARROLL UNIVERSITY, 6-93 to 8-96.

RESEARCH METHODS IN EDUCATION: Master's level course covering research process, research design, descriptive and inferential statistics.

CRISIS INTERVENTION: Master's level course covering process of crisis intervention, types of crises, legal/ethical issues, and issues related to burn-out.

GROUP PROCESS: Master's level group counseling course covering theories and practice of group counseling.

COUNSELING THEORIES: Master's level counseling course covering introductions to the theories and some theory-related techniques of counseling.

COUNSELING INTERNSHIP: Master's level coordinator for field placement, meeting licensure requirements, supervising interns, and acting as liaison for site personnel.

KENT STATE UNIVERSITY, 8-89 to 8-96.

COUNSELING PROCEDURES: Masters level course training counseling students in basic microskills approach to counseling. Utilized behavioral criteria in rating students' skill levels.

COUNSELING PRACTICUM: Responsible for training and supervision of masters level counseling students, evaluation of counseling skills, and crisis intervention when necessary.

COUNSELING AND SPIRITUALITY: 2 credit seminar for graduate students discussing the spiritual aspects of the counseling relationship, operational definitions for relevant terms, current material on spiritual well-being assessment, and historical perspectives on the spiritual nature of the "healer" role.

INTRODUCTION TO PSYCHODRAMA: Master's-level workshop co-facilitated with a certified psychodramatist. Introduce students to clinical action methods, sociometry, and basic psychodramatic process.

HEALING HUMAN EVIL: A two-credit seminar for education and human services professionals. Focused on defining and addressing human evil as distinct from metaphysical or natural evil. Drew on the work of contemporary psychotherapy, educational philosophy, and philosophical sources

YOUNGSTOWN STATE UNIVERSITY, 9-85 to 8-87.

HUMAN RELATIONS TRAINING FOR ELEMENTARY SCHOOL TEACHERS: Covered techniques of interpersonal skills development, use of techniques regarding current issues in the field, and role playing to supplement student teaching experience.

PSYCHOTHERAPY AND COUNSELING EXPERIENCE

Psychologist, Professional Clinical Counselor 2006 to present, Integral ReSource Group with locations in Kent, Lakewood, Bedford, and Richfield.

Counselor, 1992-1996, Four Seasons Psychological Services, See clients under supervisor's license in individual and group counseling sessions. Conduct evaluations of nursing home residents and assess eligibility for intervention with psychotropic medication.

Counseling Experience Continued

Counselor, 1987-1990, Partial Hospitalization Program, Mercer County Mental Health. Group and individual therapy, substance abuse, crisis intervention, emergency assessment, community consultation. Assist clients with adjustments to psychotropic medications.

Caseworker, 1987, Mercer County Mental Health. Case management, crisis intervention, substance abuse, brief therapy.

Resource Developer, 1987-1988. Mahoning County Transitional Homes. Supervision and programming for local "Drop in Center" for mental health consumers.

Crisis Intervention/Suicide Prevention Worker, 1986, Help-Hot-Line Inc. Answered calls in phone room and worked on training team instructing volunteers in crisis intervention and suicide prevention techniques.

GRANTS, HONORS & AWARDS

Merit Pay, Cleveland State University: 2005, 2007, 2010, 2011, 2012, 2013; 2014; 2015; 2016:

2000 Ohio Campus Compact Grant (\$1000)

1999 Merit Bonus Pay for Technology in Teaching, Cleveland State University

1998 Technology Award, College of Education

1997 Faculty/Staff Professional Development Award with Dr. Elizabeth Welfel

1995 College of Education Student Leadership Award, Kent State University.

Association for Spiritual, Ethical, and Religious Values in Counseling, National Research Grant for Spiritual Well-Being Scale, 1994.

Kent State University College of Education Award for Scholarship, Leadership, and Service, May, 1992.

Professional Recognition Award, Kappa Sigma Upsilon Chapter of Chi Sigma Iota, 1993

Ross Foundation Scholarship Grant; Ross Foundation; Columbus, Ohio; 1992, 1993.

Chi Sigma Iota Scholarship Award, 1993.

Association for Counselor Education and Supervision; ACES National Conference Grant, 1992

Episcopal Church, Diocese of Northern Ohio. Continuing Education Grants, 1990 and 1991

PROFESSIONAL COMMITTEES

Board of Directors, Association for Spiritual, Ethical, Religious, & Value Issues in Counseling. 2005-2008.

President, Ohio Association for Spiritual, Ethical, Religious and Value Issues in Counseling (OASERVIC), 2000-2001

President-Elect, Ohio Association for Spiritual, Ethical, Religious and Value Issues in Counseling (OASERVIC), 1999-2000

Mission Committee, Association for Spiritual, Ethical, and Religious Issues in Counseling (ASERVIC)

PROGRAM AND CONFERENCE DESIGN/IMPLEMENTATION

Arts Holiday Performer/Facilitator, 1990-1998. Youngstown Area Arts Council, Youngstown, Ohio. Responsible for creating and performing/facilitating folk music program for first graders in Youngstown City Schools.

Colloquium-Chair, Graduate Student Senate, 1992, Kent State University. Responsible for student representation in administration, coordination of Graduate Student Research Colloquium and Awards Banquet, financial aid safety net committee, and advising Chairperson of the senate

Chair, Graduate Student Senate, 1991 Kent State University. Responsible for being official spokes-person and representative of the senate to the university administration, presiding over the senate, coordinating graduate student awards, university wide committees.

Chair Elect, Graduate Student Senate, 1990, Kent State University. Responsible for forming committees, facilitating and mediating dialogue, and mediating student concerns.

SELECTED PRESENTATIONS AND WORKSHOPS:

DSM-5 and ICD-9: Ethical Issues in Supervision. Fall and Spring Semesters; 2013, 2014, 2015, 2016

Psychedelics in the Treatment of PTSD. Fall Semester 2016.

A complimentary view of professional identity. Ohio Association of Counselor Educators, April 17, 2015, Columbus OH.

Psychotropic Medications for Children: Promises and Pitfalls: Cleveland State CE, 2015, 2016.

Cleveland Clinic Grand Rounds Psychiatric Lecture: DSM-5: Changes, Updates and Controversies, Feb 6, 2014

DSM-5 and Legal Issues: Lorain Community College, Sept 20 2013

DSM-5 and Supervision Issues: Centers for Families and Children, October 2012.

Understanding Psychopathology, the Integral Way: Pre-Conference Workshop; Integral Theory Conference; San Francisco, July 23rd 2013

Panel Member: Toward an Integral Research Agenda; Integral Theory Conference; San Francisco, July 23rd 2013

Ethics and Culture: The Promises and Pitfalls of an Evolutionary Framework. Integral Theory Conference; San Francisco, July 25th 2013

DSM-5 and Supervision Issues: Proposed Changes, Controversies and Supervision Issues; Cleveland State University, November 8, 2012

Psychotropic Medication Use with School-Aged Children; Cleveland State University, April 20, 2012

Integral Psychotherapy (I & II) John Carroll University, 2006

Spirituality and Supervision, John Carroll University, 2005

Spiritual Self Assessment for Counselors, John Carroll University, February 27th, 2004.

Children and Psychotropic Medications: An Integral Update. All Ohio Counseling Conference, Columbus, OH, November 5th, 2003.

Children and Psychopharmacology, An Overview, All Ohio Counseling Conference, Columbus, OH, November 6th, 2002.

Psychopharmacology of childhood symptoms, All Ohio Counseling Conference, Columbus, OH, November 8th, 2001.

Psychotropic Medications for School-Aged Children, Berea Public Schools, January 19th, 2001

Counseling for Spiritual Wellness, Portage Path Behavioral Health, Dec. 21st, 2000, Akron, OH.

Spirituality and Adolescents, Lakeland Area Counselors' Association, October 10th, 2000, Lakeland, OH.

Spiritual Self Assessment for Counselors, All Ohio Counseling Conference, November 2nd 2000, Columbus, OH

How Spirituality Informs Counseling Practice, All Ohio Counseling Conference, November 3rd, 2000, Columbus, OH
Spiritual Self-Assessment for Counselors. All Ohio Counseling Conference, Columbus OH, Nov. 2nd

OASERVIC Presents: Counseling Journey to Spiritual Practice. All Ohio Counseling Conference, Columbus OH, Nov. 3rd.

Spirituality as a resource for counseling adolescents. MetroHealth Medical Center, May 19th 2000.

ACA LEARNING INSTITUTE: "Spiritual Self-Assessment for Counselors." March 21st, 2000,

Washington, DC.

ACES PROFESSIONAL DEVELOPMENT INSTITUTE: "Examining our professional selves through the eye of spirit." ACES National Conference, Oct. 29, 2000, New Orleans, LA

Teaching Psychopharmacology to counselors. ACES National Conference, Oct. 30, 2000, New Orleans, LA.

The Pharmacology of alcohol and pharmacological approaches to treating alcohol dependence." Cleveland State University, June 22, 1999.

Counseling for Spiritual Wellness" John Carroll University, June 21st, 1999

Archethemes in Counseling and Spirituality." John Carroll University, June 16th, 1999.

Water through a sieve: Spirituality in Dialogue and Clinical Practice. Otterbein College, March 13th, 1999.

Psychopharmacology and Counseling, Kent State University, Continuing Education Seminar July, 1998.

Group Counseling: Updates and Techniques. Cleveland School Counselors' Guidance Institute, June 25, 1998.

Yoga for Wellness and Stress Reduction, John Carroll University, June 23, 1998

Using Computerized Sociometry, All-Ohio Counseling Conference, Columbus, OH, November, 1999

Post-Modern Wellness: Spiritual, Material, and Beyond, John Carroll University, May 12, 1997.

Men & Spirituality: Evolution, Evil, and Efficacy Cleveland State University, May 3, 1997

Spirituality and the Soul of Counseling, ACA International Conference, Orlando, Florida, April 5, 1997

ACA Invitational Summit on Spirituality, Charlotte, NC, October 20-22.

Spiritual Inquiry: A Postmodern Research Paradigm, Journal of Curriculum Theory Conference, 1995, Monteagle TN.

ACA Professional Development Institute -Spiritual Wellness in the Counseling Session, ACA National Convention, 1995, Denver CO.

Counselors and Consciousness: States, Fates, and Strange Bedmates, ACA National Convention,

1995, Denver CO.

What is Spiritual Wellness and its Relationship to Counseling? Mankato State Invitational Conference on Psychotherapy and Spirituality, Nov. 1994.

Mapping States of Consciousness: Expanding the Counseling Context, All Ohio Counselors' Conference, Columbus, Ohio, November, 1994.

Dimensions of Spirituality and Their Use in the Counseling Session John Carroll University, Chi Sigma Iota Research Conference, October, 1994.

Spiritual Wellness and Self Esteem: Relationships for Public School Personnel. Kent State University, July 26, 1994.

Uses of Sociometry for Counselors. John Carroll University, May 13, 1994.

Spiritual Well-Being: Research and Application for Counselors." ACA National Convention, Minneapolis MN.

Spiritual Well-Being: A Construct for Counselors.ACA National Convention, Atlanta, Georgia, 1993

Recruitment, Retention, and Issues of Diversity in Counselor Education Programs, ACES National Convention, San Antonio TX, Sept., 1992.

Yoga for Stress Reduction and Relaxation, Kent State University, November 30, 1992.

Partners in Pluralism: The Partnership of Spirituality and Counseling, ACES National Convention, San Antonio TX, September, 1992.

Spirituality in Counseling, All Ohio Counselor's Conference Columbus, Ohio November 1992.

Yin/Yang and the Counseling Process: A Metaphor in Action All Ohio Counselors Conference, Ohio, November 1992

The Book of Job For Counselors: Perspectives for Western Culture AACD National Convention, Baltimore MD. , 1992.

Sexual diversity and Biblical Perspectives for Anglicans, St, John's Church, Youngstown Ohio, 1991.

Counseling and the Spiritual Gap in Western Culture, All Ohio Counseling conference, Columbus, OH, 1991.

Gulf War Values: Counseling in Times of National Crisis, Sociodramatic Workshop, Kent State

University, 1991.

A Gathering of Human Spirit Kent State University, 1991.

Christianity and Mythology: Anglican Perspectives, St. John's Church, Youngstown Ohio, 1990.

Developing and Operating a Children's Hands-On Museum, National Education Conference, Lexington KY, 1986.

VOLUNTEER EXPERIENCE/COMMUNITY SERVICE

Facilitator, Human Sexuality Dialogues, 1993, Episcopal Diocese of Ohio. Responsible for facilitating six sessions of dialogue for parishioners prior to pastoral letter on the topic of sexuality.

Upward Bound Presenter, 1991 Kent State University. Did presentation on folk music for program participants.

Delegate to Annual Diocesan Convention, Episcopal Church, 1990-1991, Voting delegate both years to speak on resolutions, vote on related matters.

Licensed Chalice Bearer, Lector, 1990-present, St. John's Episcopal Church. Present Assist in celebration of Eucharist and liturgy.

Youth Group Advisor, 1989-1990 St. John's Episcopal Church. Conducted regular group meetings, "rap sessions", organize and conduct retreats and fund raising.

Help-Hot-Line Volunteer, 1985-1986, Performed crisis intervention and suicide prevention services in phone room.

PROFESSIONAL ORGANIZATIONS

American Counseling Association (ACA)

Association for Counselor Education and Supervision (ACES)

Association for Spiritual, Religious, and Ethical Values in Counseling (ASERVIC)

KATHRYN C. MACCLUSKIE

145 Columbia Avenue
Elyria, OH 44035
(440) 371-3321
kcm1223@mac.com

November 20, 2017

Business Address: Cleveland State University
Counseling, Administration, Supervision, and Adult Learning
Julka Hall Room 272
2121 Euclid Avenue
Cleveland, OH 44115
(216) 523-7147
k.maccluskie@csuohio.edu

Licensure: Psychologist, Ohio License #5029

Education:

West Virginia University, Doctor of Education, 1990

Major: Counseling Psychology

Dissertation: The Measurement of Intellectual Functioning
in Adults With Visual Impairment

Edinboro University of Pennsylvania, Master of Arts, 1983; Bachelor of Arts, 1981

Major: Rehabilitation Counseling; Psychology

PROFESSIONAL EXPERIENCE

Professor

1994-Present

Cleveland State University

Cleveland, OH

RESPONSIBILITIES:

Counseling Program Internship Coordinator (2014 - 2017)

Chair, Peer Review Committee, COEHS (2011 - 2016)

Graduate Affairs Council 2009 - 2011 (Chair, 2010 - 2011)

Section Coordinator, Counselor Education, 2002 - 2008

Chair, CSU Institutional Review Board for Human Subjects 2004 - 2008

Committee Member, CSU Institutional Review Board for Human Subjects

(Presidential Appointment) 2002 - 2004

Chair of Faculty Affairs Council for College of Education 1998-1999; 2003 - 2005

Chair, Counselor Education Search Committee, 2002-2003, 2005-2006, 2010-2011

College of Education Representative to Faculty Senate 1998-2000

Secretary for the College of Education for academic year 1997-1998

Faculty Senate Subcommittee on Academic Space 1998-1999

COURSES TAUGHT:

CNS 611 Appraisal in Counseling

CNS 620 Laboratory in Counseling Skills

CNS 622 Individual Counseling: Theory and Process

CNS 623 Group Process and Practice

CNS 629 Community Agency Counseling

CNS 685,686, 687 Counseling Internship

CNS 701 Assessment for Counselors

CNS 730 Comparative Theories in Counseling

CNS 777 Individual Intelligence Testing

CNS 781 Advanced Internship in Counseling
 CNS 782 Advanced Internship in Diagnosis and Assessment

UNIVERSITY SERVICE:

University Task Force on Family Friendly Practices, 2016
 AAUP Contract Negotiation Team, 2014 - 2015
 Peer Review Committee (Chair since 2012), COEHS (2011 - 2016)
 Graduate Affairs Council 2009 - 2011 (Chair, 2010 - 2011)
 Section Coordinator, Counselor Education, 2002 – 2008
 Chair, CSU Institutional Review Board for Human Subjects 2004 - 2008
 Committee Member, CSU Institutional Review Board for Human Subjects
 (Presidential Appointment) 2002 - 2008
 Chair, Faculty Affairs Council for College of Education 1998-1999; 2003 - 2005
 Chair, Counselor Education Search Committee, 2016, 2010 - 2011, 2005-2006, 2002-2003
 College of Education Representative to Faculty Senate 1998-2000
 Secretary for the College of Education for academic year 1997-1998
 Faculty Senate Subcommittee on Academic Space 1998-1999

PUBLICATIONS

BOOKS

- McHenry, W., MacCluskie, K.C. & McHenry, J. (Eds.) (scheduled for 2018, currently in press) *Tests and Assessments in Therapy: A case by case process*. New York NY: Routledge
- Perera-Diltz, D. & MacCluskie, K.C. (Eds.) (2011). *The Counselor Educators' Survival Guide Designing and Teaching Outstanding Courses in Clinical Mental Health Counseling and School Counseling*. New York, NY: Routledge.
- MacCluskie, K. C. (2010). *Acquiring Counseling Skills: Integrating Theory, Multiculturalism, and Self-Awareness*. Pearson Merrill Prentice-Hall.
- MacCluskie, K. C. and Ingersoll, E. (2001). *Becoming a 21st century agency counselor: Personal and professional exploration*. Pacific Grove, CA: Brooks Cole.
- MacCluskie, K. C., Welfel, E. R., & Toman, S. T. (2002). *Using test data in clinical practice: A handbook for mental health professionals*. Thousand Oaks, CA: Sage.

BOOK CHAPTERS

- Leichtman, R. & MacCluskie, K. C. (scheduled for 2018, currently in press). Mental status examinations and intake assessments.. In McHenry, MacCluskie, & MacCluskie (eds.), *Tests and Assessment in Therapy: A case by case process*. New York NY: Routledge.
- MacCluskie, K. C. (scheduled for 2018, currently in press). Measurement concepts. In McHenry, MacCluskie, & MacCluskie (eds.), *Tests and Assessment in Therapy: A case by case process*. New York NY: Roudledge.
- MacCluskie, K.C., Drcar, S.J., & Robinson, D. L. (2015). The role of technology in legal and ethical issues. In Sartor, T.A., McHenry, W., & McHenry, J. (Eds.), *Ethical and Legal Issues in Counseling Children and Adolescents*. New York: Taylor & Francis/Routledge.
- MacCluskie, K.C. & Tkac, D. (scheduled for 2018, currently in press). Suicide assessment. In McHenry, MacCluskie, & MacCluskie (eds.), *Tests and Assessment in Therapy: A case by case process*. New York NY: Roudledge.

MacCluskie, K. C. (2011). Introduction: Foundations of Instructional Strategies for Counselor Educators. In *The Counselor Educators' Survival Guide: Designing and Teaching Outstanding Courses in Clinical Mental Health Counseling and School Counseling*. pp 1 - 13. New York: Routledge.

Rak, C. F, Perera-Diltz, D. M., & **MacCluskie, K. C.** (2011). Psychopharmacology across the life span: Psychotropics are quite complicated on many levels. In *The Counselor Educators' Survival Guide: Designing and Teaching Outstanding Courses in Clinical Mental Health Counseling and School Counseling*, pp. 261-272. New York: Routledge.

PEER REVIEWED JOURNAL ARTICLES

MacCluskie, K.C. & Heinlen, K.T. (2016). Mindsight: Clinical and personal self-care practice. *The Ohio Psychologist*, 63, 23 - 25.

MacCluskie, K. C. (2011). Commentary on freedom, or, maybe integration is not just for counseling anymore. *Counselor Education and Supervision*, 50, 393-401.

Perera-Diltz, D. M., **MacCluskie, K. C.**, Brennan, M. C., Britton, P. J., Coulter, S., Danzinger, P... & Welfel, E. R. (2011). Highlights on teaching counselor education: Decision points and pearls of wisdom for teaching counselor education coursework. In G. R. Walz, J. C. Bleuer, and R. K. Yep (Eds.), *Compelling Counseling Images: The Best of VISTAS 2011*. Alexandria, VA: Counseling Outfitters.

Barlow, T., Toman, S. M., & **MacCluskie, K. C.** (2003). Student perceptions of exit requirements in Master's in Counseling Programs. *Dimensions of Counseling: Research, Theory, and Practice*, 31, 1 - 8.

Rak, C. R., **MacCluskie, K. C.**, Toman, S. M., Patterson, L. E., & Culotta, S. (2003) . The process of development among counselor interns: Qualitative and quantitative perspectives. *Canadian Journal of Counselling*. 37, 135 - 150.

MacCluskie, K., Toman, S., & Barlow, T. (2000). A national survey of exit requirements for students in Master's in Counseling programs. *Dimensions of Counseling: Research, Theory, and Practice*, 28, 18 – 24.

MacCluskie, K. C. (1999). Dual Model Group Supervision: Simultaneous Use of Cognitive Behavioral and Dynamic Approaches. *California Association of Counseling and Development Journal*, 19, 53 - 59.

MacCluskie, K. C. (1998). A review of Eye Movement Desensitization and Reprocessing (EMDR): Research findings and implications for counsellors. *Canadian Journal of Counseling*, 32, 116 - 137.

MacCluskie, K. C., Tunick, R. H., Dial, J. G., and Paul, D.S. (1998). The role of vision in the development of abstraction ability. *Journal of Visual Impairment and Blindness*, 92, 189 - 199.

MacCluskie, K. C. (1990). A comparison of intelligence among adults who are blind. *Dissertation Abstracts International*, 51-06, Section B, 3181.

PRESENTATIONS

"Personal Meaning and Self-Awareness for Enhancement of Learning": **MacCluskie, K.C.**, Paper presented at the International Conference on College Teaching and Learning, April 2013.

"Encouraging Resilience: Counselor Educators' Role in Educating Novice Counselors on Burnout": **Williams, T.** & **MacCluskie, K.** Roundtable presentation at the National Career Development Association, July, 2013.

"The Forgotten Dimension: Counseling and Assessment of Gifted Youth and Families": Rakow, S. & MacCluskie, K.C., Paper presented at the American Counseling Association National Conference, March, 2013.

"Designing and Teaching Counselor Education Courses": MacCluskie, K.C. & Perera-Dltz, D. M. Panel presentation presented at the Association for Counselor Education and Supervision National Conference, October, 2011.

CLINICAL EXPERIENCE

Psychological Supervisor 2001 - 2017
Pathways Counseling Center
Elyria, OH

RESPONSIBILITIES

1. Clinical supervision of psychology trainees
2. Provision of therapy

Psychological Supervisor 2005 - 2007
Parmadale Children's Home
Parma, Ohio

RESPONSIBILITIES

1. Clinical supervision of Alberta Manzi, Ph.D. and Kathleen Heinlein, M.A.

AWARDS

CSU Merit Awards granted in 2016, 2015, 2014, 2013, 2012, 2011

Distinguished Faculty Award in Teaching, Cleveland State University, 2013.

PROFESSIONAL CREDENTIALS

Licensed Psychologist in the State of Ohio (1994 - Present)

Editorial Reviewer, *The Ohio Psychologist* (2008 - Present)

MEMBERSHIPS

American Counseling Association

Ohio Counseling Association

Association of Counselor Educators and Supervisors

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

- 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. (2017). The Trauma-Informed School. Presented to Warrensville City Schools, Warrensville, Ohio.

King-White, D. (2017). Mental Health Considerations when Working with Students with Disabilities. Presented to Warrensville City Schools, Warrensville, Ohio.

King-White, D. (2017). The Impact of Trauma on Minority Children and Effective Strategies to Help them to Succeed. Presented at the Black Coalition of Health Conference, Beachwood, Ohio.

King-White, D. (2017). Developing Mental Health Models in Schools. Presented to East Cleveland City Schools, East Cleveland, Ohio.

King-White, D. (2016). Mental health in the community. Presented to community members and local professionals, Cleveland, Ohio.

Matthew, C. & King-White, D. (2006). Simba's sojourn: A school-based educational grief group. Presented at the All Ohio Counselor Conference, Columbus, Ohio.

King-White, D. (2004). Ways to help children eliminate test anxiety. Presented at an in-service for Elyria City School staff, Elyria, Ohio.

King-White, D. (2004). Working with students with ADHD. Presented to the Elementary School Counselors, Elyria, 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

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

Stephanie S.J. DrCAR, Ph.D.
Cleveland State University · CASAL Department
2121 Euclid Avenue, Cleveland, Ohio 44115
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EDUCATION

- 2014 **Ph.D. in Counseling Psychology**
Collaborative Program in Counseling Psychology
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

PUBLICATIONS

- DrCAR, S.S.J. (in press). Psychological Testing. In B. McHenry, K. MacCluskie, & J. McHenry (Eds.). *Tests and assessments in counseling: A case by case exploration*. New York: Routledge.
- Rygh, L., Corrigan, J.M., & DrCAR, S.S.J. (2017). The impact of severe childhood illness on parental divorce: A cross-cultural exploration. *The Ohio Psychologist*, 64, 25-26.

- Drcar, S.S.J., & Orchowski, L.M. (2017).** Considering Graduate School in Psychology? Recommendations for Navigating the Application Process. In M.J. Sleigh, S. Iles & B. Cannon (Eds.), *An Eye on Graduate School: Guidance Through a Successful Application*. Chattanooga, TN.: Psi Chi, The International Honor Society in Psychology.
- MacCluskie, K.C., **Drcar, S.S.J.**, & Robinson, D. (2016). Technology: Relevance of Ethics to Minors. In T.A. Sartor, B. McHenry, & J. McHenry (Eds.), *The Ethics of Counseling Children and Adolescents* (pp. 134-149). New York: Routledge.
- Turchik, J., Hebenstreit, C., & **Judson, S.S.** (2016). An Examination of the Gender Inclusiveness of Current Theories of Sexual Violence in Adulthood: Recognizing Male Victims, Female Perpetrators, and Same Sex Violence. *Trauma, Violence, & Abuse*, 17(2), 133-148.
- Judson, S.S.**, Johnson, D.M., & Perez, A.L.U. (2013). Perceptions of Adult Sexual Coercion as a Function of Victim Gender. *Psychology of Men & Masculinity*, 14(4), 335-344.
- Judson, S.S.**, & Orchowski, L.M. (2010). Applying for graduate study in psychology: Recommendations for the next generation of psychologists. *Eye on Psi Chi*, 14(2), 31-33.

MANUSCRIPTS IN PROGRESS

- Drcar, S.S.J.**, Johnson, D.M., Roenigk, T.A., & Smith, R. (in progress) Conceptualizations of sexism and the contributions of the concept of gender microaggression.

CONFERENCE ACTIVITY

- Rygh, L., Corrigan, J.M., & **Drcar, S.S.J.** (2017). *The impact of severe childhood illness on parental divorce: A cross-cultural exploration*. Poster presented at the Annual Convention of the Ohio Psychological Association, Newark, OH.
- LaValey, C., & **Drcar, S.S.J.** (2016). *Animal assisted interventions and autism spectrum disorder*. Poster presented at the Annual Convention of the Ohio Psychological Association, Newark, OH.
- Johnson, I., & **Judson, S.S.** (2015). *A review of body-oriented psychotherapy interventions for the treatment of trauma disorders*. Poster presented at the Annual Convention of the Ohio Psychological Association, Newark, OH.
- Taton, V.M., & **Judson, S.S.** (2015). *Mental health concerns and body dissatisfaction within the competitive male fitness community: A review*. Poster presented at the Annual Convention of the Ohio Psychological Association, Newark, OH.

- Judson, S.S., & Johnson, D.N. (2013).** *Perceived sexist discrimination and gender microaggressions: Exploring current conceptualizations.* Poster presented at The Fifth Annual Graduate Committee for Research on Women and Gender Conferences, Akron, OH.
- Juran, R.M., Untied, A.S., Judson, S.S., McKay, D.A., Rife, G.L., & Lenz, K. (2012).** *From Contemplation to Application: A Guide to Graduate School in Psychology.* Workshop presented at the Annual Convention of the Ohio Psychological Association, Columbus, OH.
- Untied, A.S., Judson, S.S., Juran, R.M., & McKay, D.A. (2011).** *Graduate School in Psychology: Mastering the Application Process.* Workshop presented at the Annual Convention of the Ohio Psychological Association, Newark, OH.
- Judson, S.S., & Johnson, D.M. (2011).** *Adult Male Victims of Sexual Coercion: Perceptions and Implications.* Poster presented at The American Psychological Association's Annual Convention, Washington, D.C.
- Judson, S.S., & Untied, A.S. (2010).** *Graduate School is Psychology: Is it for you and how do you apply?* Workshop presented at the Annual Convention of the Ohio Psychological Association, Columbus, OH.
- Judson, S.S., & Johnson, D.M. (2010).** *The Role of Victim Gender in the Perceptions of Adult Sexual Coercion.* Poster presented at the Great Lakes Regional Counseling Psychology Conference, Akron, OH.
- Saling, A., Judson, S.S., & Orchowski, L.M. (2009).** *Graduate School in Psychology: Information about the Application Process.* Workshop presented at the Annual Convention of the Ohio Psychological Association, Columbus, OH.
- Judson, S.S., Saling, A., & Orchowski, L.M. (2008).** *Graduate School in Psychology: Navigating the Application Process.* Workshop presented at the Annual Convention of the Ohio Psychological Association, Columbus, OH.
- 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.
- Segula, J.T., Tyson, C.N, Orbon, S.R., Skrobot, S., & Judson, S.S. (2008).** *Barriers to psychological care among undergraduate students: The role of undergraduate mental health advocacy.* Poster presented at the Ohio University Student Research & Creative Activity Fair, Athens, OH.
- Turchik, J.A., Probst, D.R., Gidycz, C.A., & Judson, S.S. (2007).** *Characteristics associated with college men reporting sexual perpetration experiences.* Poster presented at the Annual Conference of the Association for Behavioral and Cognitive Therapy, Philadelphia, PA.
- Segula, J., Saling, A., Judson, S.S., Nebbia, J., Skrobot, S., Orchowski, L.M, & Ng, M. (2007).** *Students Overcoming Stigma (SOS): The Ohio University mental health*

peer advocate program. Poster presented at the annual meeting of the Ohio Psychological Association, Columbus, 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.

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 Donovanick, 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

2017-present	Association for Counselor Education and Supervision
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
 UMKC School of Education
 615 E. 52nd Street
 Kansas City, MO 64110
 816.235.2234
 perryjust@umkc.edu

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. (2017). The Trauma-Informed School. Presented to Warrensville City Schools, Warrensville, Ohio.

King-White, D. (2017). Mental Health Considerations when Working with Students with Disabilities. Presented to Warrensville City Schools, Warrensville, Ohio.

King-White, D. (2017). The Impact of Trauma on Minority Children and Effective Strategies to Help them to Succeed. Presented at the Black Coalition of Health Conference, Beachwood, Ohio.

King-White, D. (2017). Developing Mental Health Models in Schools. Presented to East Cleveland City Schools, East Cleveland, Ohio.

King-White, D. (2016). Mental health in the community. Presented to community members and local professionals, Cleveland, Ohio.

- Johnson, S. & King-White, D. (2015). Effective communication and multicultural considerations. Presented to staff and students at Lorain County Community College, Lorain, Ohio.
- King-White, D. (2015). Helping children to succeed in an academic setting. Presented to parents and guardians of Sandusky City Schools during the 2015 Parent Summit, Sandusky, Ohio.
- 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. (2014). The impact of stress. Presented to faculty and staff of Sandusky City School during the 2014-2015 waiver day presentations, Sandusky, 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.
- Lipford-Sanders, J., & King-White, D. (2007). Counseling children of incarcerated parents. Presented to a group of counselors, Columbus, Ohio.
- King-White, D., Bush, C. & Trent, J. (2007). The duties of an elementary counselor. Presented to the Sandusky City School's Board of Education, Sandusky, Ohio.
- King-White, D. (2007). The correlation of sex and self-Esteem: How premarital sex affects adolescents spiritually, mentally, physically, and emotionally. Presented to a youth group, Westlake, Ohio.
- King-White, D. (2006). Boosting self-esteem. Presented to a youth group from Elyria, Ohio, Sandusky, Ohio.
- King-White, D. (2006). The duties of an elementary school counselor. Presented to an Introduction of School Counseling class at Heidelberg University, Tiffin, Ohio.
- Lipford-Sanders, J. & King-White, D. (2006). Girl power: Empowerment group for adolescent females. Presented at the All Ohio Counselor Conference, Columbus, Ohio.

Matthew, C. & King-White, D. (2006). Simba's sojourn: A school-based educational grief group. Presented at the All Ohio Counselor Conference, Columbus, Ohio.

King-White, D. (2004). Ways to help children eliminate test anxiety. Presented at an in-service for Elyria City School staff, Elyria, Ohio.

King-White, D. (2004). Working with students with ADHD. Presented to the Elementary School Counselors, Elyria, 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

Kelly Yu-Hsin Liao, PH.D.

Department of Counseling, Administration, Supervision and Adult Learning
College of Education and Human Services
Cleveland State University
Mailing address: 2750 Hampshire Rd. #11, Cleveland Heights, OH, 44106
e-mail: y.liao54@csuohio.edu

EDUCATION

Ph.D. (Aug 2011) Iowa State University
Counseling Psychology

Pre-Doctoral Internship (Aug 2010 – Aug 2011): University of Missouri – Columbia
MU Counseling Center (APA Accredited)

Graduate Certificate in Quantitative Psychology (2010), Iowa State University

M.S. (2008) Iowa State University

National Taiwan University (2003-2005), enrolled in the Master's Clinical Psychology Program

B.S. (2002) University of Toronto
Research Specialist Program in Psychology. Graduated with honors.

PROFESSIONAL POSITION

Assistant Professor Cleveland State University, Department of Counseling, Administration,
Supervision and Adult Learning (2016-present)

Graduate Faculty Level 1. Cleveland State University, Department of Counseling, Administration,
Supervision and Adult Learning (2016-2021)

Licensed Psychologist, MO, #2011037842

Research Scientist University of Houston, Culture & Health Research Center, Department of
Psychology (2015 - 2016)

Assistant Professor CACREP-accredited counseling program in the Department of Counseling and
Family Therapy, University of Missouri- St Louis (2011 – 2015)

RESEARCH

Publications:

**Liao, K.Y.-H., & Weng, C-Y. (2017) Gratefulness and subjective well-being: Social connectedness
and meaning in life as mediators. *Journal of Counseling Psychology*.**

- Liao, K. Y.-H., Yeung, N., Wong, C., & Warmoth, K., & Lu, Q. (2017). Fear of cancer recurrence and physical well-being among Chinese cancer survivors: The role of conscientiousness, positive reappraisal and hopelessness. *Supportive Care in Cancer*, 25, 1141–1149
- Wong, C.C.Y., Mak, W.W.S., & Liao, K.Y.-H. (2016). Self-compassion: A potential buffer against affiliate stigma experienced by parents of children with autism spectrum disorders, *Mindfulness*, 7, 1385–1395.
- Liao, K. Y.-H., Henceroth, M., Lu, Q. & LeRoy, A. (2016) Cultural differences in pain experience among four ethnic groups: A qualitative pilot study. *Journal of Behavioral Health*, 5, 75-81.
- Liao, K. Y.-H., Weng, C.-Y., & West, L. (2016). Social connectedness and intolerance of uncertainty as moderators between racial microaggressions and anxiety among Black individuals. *Journal of Counseling Psychology*, 63, 240-246.
- Lowinger, R. J., Kuo, B.C.H., Song, H.-A., Mahadevan, L., Kim, E., Liao, K. Y.-H., ... & Han, S. (2016). Predictors of academic procrastination in Asian international college students. *Journal of Student Affairs Research and Practice*, 53, 90-104.
- Liao, K. Y.-H., & Wei, M. (2015). Insecure attachment and depressive symptoms: Forgiveness of self and others as moderators. *Personal Relationships*, 22, 216-229.
- Liao, K.Y.-H. & Kashubeck-West, S. Weng, C.-Y., & Dietz, C. (2015). Testing a mediation framework for the link between perceived discrimination and psychological distress among sexual minority individuals. *Journal of Counseling Psychology*, 62, 226-241.
- Shen, F., Liao, K.Y.-H., & W. Abraham, T., & Weng, C.-Y. (2014). Parental pressure and support toward Asian Americans' self-efficacy, outcome expectations, and interests in stereotypical occupations: Living up to parental expectations and internalized stereotyping as mediators. *Journal of Counseling Psychology*, 61, 241-252.
- Liao, K. Y.-H. & Wei, M. (2014). Academic stress and positive affect: Asian value and self worth contingency as moderators among Chinese international students. *Cultural Diversity and Ethnic Minority Psychology*, 20, 107-115.
- Liao, K. Y.-H. & Wei, M., Russell, D. W., & Abraham, W. T. (2012). Experiential self-focus writing as a facilitator of processing an interpersonal Hurt. *Journal of Clinical Psychology*, 68, 1089-1110.
- Wei, M., Ku, T.-Y., Chen, K., Wade, N., Liao, K. Y.-H., & Guo, L. (2012). Chinese Christians in America: Attachment to God, stress, and well-being. *Counseling and Values*, 57, 162-180.
- Wei, M., Liao, K. Y.-H., Heppner, P. P., Chao, R. C. Ku, T.-Y. (2012). Forbearance coping, identification with heritage culture, acculturative stress, and psychological distress among Chinese international students. *Journal of Counseling Psychology*, 59, 97-106.
- Liao, K. Y.-H. & Wei, M. (2011). Intolerance of uncertainty, depression and anxiety: The moderating and mediating roles of rumination. *Journal of Clinical Psychology*, 67, 1220-1239.
- Wei, M., Liao, K. Y.-H., Ku, T.-Y., & Shaffer, P. A. (2011). Attachment, self-compassion, empathy, and subjective well-being among college students and community adults. *Journal of Personality*, 79, 191-221.

- Wei, M., Ku, T.-Y., & Liao, K. Y.-H. (2011). Minority stress and college persistence attitudes among African American, Asian American, and Latino students: Perception of university environment as a mediator. *Cultural Diversity and Ethnic Minority Psychology, 17*, 195-203
- Keleher, J., Wei, M., & Liao, K. Y.-H. (2010). Attachment, positive feelings about being a lesbian, perceived general support, and well-being. *Journal of Social and Clinical Psychology, 29*, 847-73.
- Wei, M., Liao, K. Y.-H., Chao, R. C., Mallinckrodt, B., Tsai, P.-C., & Botello-Zamarron, R. (2010). Minority stress, perceived bicultural competence, and depressive symptoms among ethnic minority college students. *Journal of Counseling Psychology, 57*, 411-422.
- Wei, M., Heppner, P. P., Ku, T.-Y., & Liao, K. Y.-H. (2010). Racial discrimination stress, coping, and depressive symptoms among Asian Americans: A moderation analysis. *Asian American Journal of Psychology, 1*, 136-150.
- Green, M. A., Scott, N. A., Cross, S. E., Liao, K. Y.-H., Hallengren, J. J., Davis, C. M., ... & Jepson, A. J. (2009). Eating disorders behaviors and depression: A minimal relationship beyond social comparison, self-esteem, and body dissatisfaction. *Journal of Clinical Psychology, 65*, 989-999.
- Wade, N. G., Vogel, D. L., Liao, K. Y.-H., & Goldman, D. B. (2008). Measuring state-specific rumination: Development of the rumination about an Interpersonal Offense Scale. *Journal of Counseling Psychology, 55*, 419-426.
- Wei, M., Ku, T. -Y., Russell, D. W., Mallinckrodt, B., & Liao, K. Y.-H. (2008). Moderating effects of three coping strategies and self-esteem on perceived discrimination and depressive symptoms: A minority stress model for Asian international students. *Journal of Counseling Psychology, 55*, 451-462.
- Liao, K. Y.-H. (2007). Forsaken Females: Global violence against women (book review). *Psychology of Women Quarterly, 31*, 322-330.
- Wei, M., Heppner, P. P., Mallen, M., Ku, T.-Y., Liao, K. Y. -H., & Wu, T. -F. (2007). Acculturative stress, perfectionism, years in the United States, and depression among Chinese international students. *Journal of Counseling Psychology, 54*, 385-394.

In Preparation for Publications

- Liao, K.Y.-H., & Shen, F. Issues affecting Asian American men's body image.
- Liao, K.Y.-H., & Shen, F. Asian American females' body image concerns.
- Liao, K.Y.-H., Lu, Q., Ho, J., & Wong, C.Y.Y. Social constraint, social support, and perceived burden among Chinese Cancer Survivors: A mediation model.
- Liao, K.Y.-H. & Lu, Q. Difference in pain across four ethnic groups: An experimental study.
- Liao, K. Y.-H., & Weng, C.-Y. Gratitude as a buffer for acculturative stress among Asian international students.
- Liao, K. Y.-H., & Wei, M. Forbearance and rumination as mediators for acculturative stress among Chinese international students.

National and International Conference Presentations

Liao, K.Y.-H., Weng, C-Y., Wong, C., & Whiteman, E. (2017). *Intolerance of Uncertainty, Acculturative Stress, and Gratitude: A Moderated Mediation Model.* Poster accepted for presentation at 125th Annual Convention of the American Psychological Association, Washington, D.C.

Liao, K.Y.-H., & Weng, C-Y. (2017). *Gratitude, Social Connectedness, and Meaning in Life: A longitudinal Study.* Poster accepted for presentation at 125th Annual Convention of the American Psychological Association, Washington, D.C.

Liao, K.Y.-H., Lu, Q., Ho, J., & Wong, C.Y.Y. (2017). *Social constraint, social support, and perceived burden among Chinese Cancer Survivors: A mediation model.* Poster presentation at 38th Annual Meeting and Scientific Sessions of the Society of Behavioral Medicine, Washington, D.C.

Liao, K.Y.-H., Lu, Q., Yeung, N., & Wong, C.Y.Y. (2016). *Personality and adjustment outcomes in Chinese breast cancer survivors: Positive reappraisal and hopelessness as mediators.* Poster accepted for presentation at 37th Annual Meeting and Scientific Sessions of the Society of Behavioral Medicine, Washington, D.C.

Liao, K.Y.-H., Shen, F.C., Sievers, B., Werner, B., Cox, A., Miller, A., & Goldsborough, R. (2014, August). *Asian American female's body image issues.* Presentation at Asian American Psychological Association, Washington, D.C.

Lowinger, R. J., Ben C. H. Guo B.C.H., Mahadevan, L. **Liao, K. Y.-H., Kim, E., Kwon K.-A., Chang, C., To Y., Han. S., & Song, H. (2014).** *The Impact of Acculturation Difficulties, Cross-Cultural Coping, Academic Self-Efficacy and Language Abilities on Procrastination Behavior in Asian International Students.* Symposium presentation at 22nd Congress of International Association for Cross-Cultural Psychology, Reims, France.

Lowinger, R.J., Song, H., Bolin, J., **Liao, K. Y.-H., To, Y., & Chang, Mei. (2014).** *Factors Diverting Asian American Students from Majors in STEM Fields.* Paper presentation at 22nd Congress of International Association for Cross-Cultural Psychology, Reims, France.

Liao, K.Y.-H., Shen, F.C., Sievers, B., Werner, B., Cox, A., Miller, A., & Goldsborough, R. (2013, August). *Asian American men's body image issues.* Presentation at the 2013 121st Annual Convention of the American Psychological Association, Honolulu, Hawaii.

Shen, F., **Liao, K.Y.-H., & W. Abraham, T.** *Internalized Stereotyping and Living up to Parental Expectations Mediate the Impact of Parental Pressure and Support on Asian Americans' Career Development.* Presentation at the 2013 Asian American Psychological Association, Honolulu, Hawaii.

Liao, K.Y.-H., Kashubeck-West, S., & Dietz, C. (2013, August). *Sexual minority stigma and psychological distress: A mediational model.* Presentation at the 2013 121st Annual Convention of the American Psychological Association, Honolulu, Hawaii.

Liao, K. Y.-H. & Wei, M. (2012, August). *Asian cultural values and contingency of self-worth as moderators for academic stress in Chinese international students.* Presentation at the 2012 120th Annual Convention of the American Psychological Association, Orlando, Florida.

Shen, F., Chun-Chung, C., Wang, Y-W., Amin, A., Stephens, M.H., **Liao, K.Y.-H., & Shah, S. (2010, August).** *Overcoming cultural barriers faced by interns and young professionals.* Symposium

Presentation at the 2010 Annual Convention of the Asian American Psychological Association, San Diego.

Wei, M., Liao, K. Y.-H., Chao, R.C., Mallinckrodt, B., Tsai, P.-C., & Botello-Zamarron, R. (2010, August). *Minority Stress, Bicultural Self-Efficacy, and Depressive Symptoms*. Poster presented at the 118th annual convention of the American Psychological Association, San Diego, CA.

Liao, K. Y.-H., & Wei, M. (2009, August). *Experiential writing as a facilitator of recovery from interpersonal hurt*. Poster presented at the 116th Annual Convention of the American Psychological Association, Toronto, Canada.

Liao, K. Y.-H., Wei, M., & Ku, T. -Y. (2009, August). *Attachment, self-compassion, empathy, and well-being across students and community adults*. Poster presented at the 116th Annual Convention of the American Psychological Association, Toronto, Canada.

Wei, M., Liao, K. Y.-H., Ku, T.-Y., & Schmidt, R. (2009, August). *Coping resources for acculturative stress among Chinese international students*. In J. Chang (Chair), *The interplay of culture, coping, and psychological well-being*. Symposium presented at the 117th annual convention of the American Psychological Association, Toronto, Canada.

Keleher, J., Wei, M., & Liao, K. Y.-H. (2009, August). *Attachment, support from self and others, and well-being among Lesbians*. Poster presented at the 117th annual convention of the American Psychological Association, Toronto, Canada.

Ku, T.-Y., Wei, M., & Liao, K. Y. -H. (2009, August). *Minority stress, university environment, and college persistence among minority students*. Poster presented at the 117th annual convention of the American Psychological Association, Toronto, Canada.

Ku, T.-Y., Wei, M., Heppner, P. P., & Liao, K. Y.-H. (2009, August). *Interference from racial discrimination, coping, and depression among Asian Americans*. Poster presented at the 116th Annual Convention of the American Psychological Association, Toronto, Canada.

Liao, K. Y.-H., & Wei, M. (2008, July). *Forgiveness of self and others as ways to improve interpersonal relationships for individuals with insecure attachment styles*. Poster presented at XXIX International Congress of Psychology, Berlin, Germany.

Wei, M., Ku, T.-Y., & Liao, K. Y.-H. (2007, August). *Attachment, empathy to self and others, and subjective well-being*. Poster presented at the 115th annual convention of the American Psychological Association, San Francisco, CA.

Wei, M., Heppner, P. P., Mallen, M., Ku, T.-Y., Liao, K. Y.-H., & Wu, T.-F. (2007, August). *Acculturative stress, perfectionism, years in U.S., and depression*. Poster presented at the 115th annual convention of the American Psychological Association, San Francisco, CA.

Wei, M., Liao, K. Y.-H., & Ku, T.-Y. (2007, June). *Attachment, self-defeating patterns, coping, and depression*. Poster presented at the 38th annual conference of the Society for Psychotherapy Research, Madison, WI.

Liao, K. Y.-H. & Wei, M. (2006, November). *Exploring the relationships among intolerance of uncertainty, perceived control and rumination in depression*. Poster presented at the 40th Annual Convention of the Association for Behavioral and Cognitive Therapies, Chicago, IL.

Liao, K. Y.-H., Wei, M., Ku, T.-Y., & Wu, T.- F. (2006, August). *Attachment, self-defeating patterns, self-esteem, social self-efficacy, and distress*. Poster presented at the 114th Annual Convention of the American Psychological Association, New Orleans, LA.

Wei, M., Ku, T.-Y., Heppner, P. P., Zakalik, R. A., Liao, K. Y.-H., & Wu, T.- F. (2006, August). *Perceived discrimination, western and eastern ways of coping, and depression*. Poster presented at the 114th Annual Convention of the American Psychological Association, New Orleans, LA.

Wei, M., Russell, D. W., Mallinckrodt, B., Vogel, D. L., Shaffer, P. A., Young S. K., Wu, T.- F., & Liao, K. Y.-H. (2006, August). *The short version of Experiences in Close Relationship Scale*. Poster presented at the 114th Annual Convention of the American Psychological Association, New Orleans, LA.

Liao, K. Y.-H., Peterson, J.P., & Matthew, S. (2005, July). *Does the level of interest in a given topic influence the amount of talking for that given topic among extroverts and introverts?* Poster presented at the 9th European Congress of Psychology, Granada, Spain.

Liao, K. Y.-H., Chen, S.H., & Yu, S.-H. (2004, August). *Depression and Rumination: Do depressive people ruminate more in the evening?* Poster presented at the 28th International Congress of Psychology, Beijing, China

Research Grants

Funded:

Faculty Scholar Initiative Award (\$7456.00), Received research funding from University Research Council to conduct a study entitled "A Self-Compassion Writing Intervention to Reduce Internalized Racism among African American Students". Cleveland State University, (2017-2018).

Travel Fund (2016-2017) (\$2000), College of Education and Human Services, Cleveland State University.

International Studies Fellow (\$2000), Received research funding to conduct research in Taiwan, (2013-2014)

Junior Faculty Travel Grant (\$1000) College of Education, University of Missouri – St. Louis (Nov. 2013)

Junior Faculty Travel Grant (\$1000) College of Education, University of Missouri – St. Louis (Nov. 2012)

International Studies Fellow (2012) (\$2000), Received research funding to conduct research in Taiwan.

International Travel and Mentoring Grant (\$2000), sponsored by American Psychological Association Office of International Affairs, US National Committee for Psychological Science and National Science Foundation to attend the 30th International Congress of Psychology (ICP2012) in Cape Town, South Africa on July 22-27 (Jan. 2012)

2011 Innovation Grant – iPads in the classroom, University of Missouri – St. Louis (Jan. 2012)

Junior Faculty Travel Grant (\$2000) College of Education, University of Missouri – St. Louis (Nov. 2011)

Graduate Student Enhancement Grant for Master's Thesis (\$300), Department of Psychology, Iowa State University (June 2008)

Professional Advancement Research Grant (\$500), Graduate and Professional Student Senate, Iowa State University (January 2007)

Professional Advancement Research Grant (\$500), Graduate and Professional Student Senate, Iowa State University (March 2006)

Research Scholarship (\$500), Archilife Research Foundation, Taiwan (October 2004)

Submitted:

American Cancer Society (2015): Co-PI: Reducing Fear of Cancer Recurrence among Chinese speaking breast cancer survivors (\$792,000).

Patient-Centered Outcomes Research Institute (2015): Co-PI: Lean on Me: A peer mentor support program combined with a culturally sensitive educational program on DVD (\$1,950,000).

Not-funded:

UMSL Research Award (2014). PI: How does Perceived Stigma from Healthcare Professionals Contribute to Physical and Mental Health Disparities in LGBT populations?

Williams Institute Small Research Grants Program (2013). PI: How does Perceived Stigma from Healthcare Providers Contribute to Physical and Mental Health Disparities among LGBTQ individuals?

UMSL Research Award (2013). PI: How Do Intolerance of Uncertainty and Cognitive Reframe Influence the Association between Acculturative Stress and Depression among Chinese International Students?

UM Research Board (2012). PI: Cognitive and social mediators of gratitude: A three-wave longitudinal study.

Templeton Foundation (2012). PI: Mindfulness, meaning of life, and cognitive reappraisal as mechanisms of gratitude.

HONORS AND AWARDS

Merit Recognition Award for Research, Scholarship, and Creative Activity. (2016-2017). Cleveland State University, College of Education and Human Services.

Citation Abstract Winner (2016) for the submission "*Mediators in the Personality-Adjustment link among Chinese Cancer Survivors*". Society of Behavioral Medicine's 37th Annual Meeting Washington, D.C.

Graduate Student Travel Award (\$300), American Psychological Association (May 2009)

David Campbell/Fred Borgen Psychology Graduate Student International Travel Fund (\$2500), Iowa State University (April 2008)

Graduate Student Travel Award (\$300) American Psychological Association (May 2006)

Graduate Student Travel Award (\$500), Foundation for the Advancement of Outstanding Scholarship, National Taiwan University (August 2004)

Recognition Award, Distress Center of Toronto (January 2000)

Duke of Edinburgh's Award: Young Canadians Challenge (Gold level) (August 1998)

TEACHING EXPERIENCE

Instructor, Research and Evaluation in Counseling (CNS 888)
Cleveland State University, CASAL Department, 2017

Instructor, Doctoral Practicum II (CNS 781)
Cleveland State University, CASAL Department, 2016-2017

Instructor, Social and Cultural Foundations (CNS 604/504)
Cleveland State University, CASAL Department, 2016-2017

Instructor, Multicultural Counseling
University of Missouri – St. Louis, Department of Counseling and Family Therapy, 2012-2015

Instructor, Clinical Mental Health Practicum
University of Missouri – St. Louis, Department of Counseling and Family Therapy, 2011-2015

Instructor, Individual Inventory, CNS-ED 6050
University of Missouri – St. Louis, Department of Counseling and Family Therapy, 2011-2015

Instructor, Counseling Psychology Research Seminar, CNS-ED 7020
University of Missouri – St. Louis, Department of Counseling and Family Therapy, 2014-2015

Instructor, Psychology 301 – Research Design and Methodology
Iowa State University, Department of Psychology, Ames, IA, August 2009 – May 2010

Instructor, Psychology 440 – Psychological Measurement Discussion Lab (2 sections)
Iowa State University, Department of Psychology, Ames, IA, August 2009 – May 2010

Instructor, Psychology 346 – Psychology of Women
Iowa State University, Department of Psychology, Ames, IA, May 2009 – July 2009

Instructor, Psychology 422L – Counseling Theories & Techniques Lab (2 sections)
Iowa State University, Department of Psychology, Ames, IA, August 2005 – December 2005

SERVICES

Department Service

Search Committee (CSU, 2016): Member, Counseling Psychology Specialization Search for Assistant Professor

Faculty Advisor (CSU, 2017-2018): Serve as an advisor to approximately 33 master's level students in Clinical Mental Health Counseling Program

Dissertation Chair (CSU, 2017-2018): Chair of 1 doctoral student's Dissertation Committee

Dissertation Committee Members (CSU, 2017-2018): Member of 3 doctoral students' Dissertation Committee member

College Service

Doctoral Studies Committee (CSU, 2017): Member, representative for the Counseling Psychology Specialization.

Technology Committee (CSU, 2016-current): Member, representative for the CASAL Department.

Committee for Program Quality (University of Missouri-St. Louis, 2012-2015): Member, representative for the Counseling Department.

Institutional Research Board Committee (University of Missouri-St. Louis, 2012-2015): Member, representative for the Counseling Department.

Social Justice Committee (University of Missouri-St. Louis, 2013): Member, representative for the Counseling Department.

University Service

Taiwanese Student Organization (University of Missouri-St. Louis, 2013-2015): Faculty Advisor of the student organization.

National Service

Asian American Psychological Association-Division on Practice (2016-current): Treasurer

Asian American Psychological Association (2013-2015): Finance Officer

APA Division 17 (Society of Counseling Psychology) (International Counseling Psychology Section, 2013): Member of a task group for connecting with international counseling psychologists.

APA Division 17 (Section for Ethnic and Racial Diversity (SERD) (2017-2018): Membership Coordinator.

American Psychological Association of Graduate Students (APAGS) (2007-2008): student campus representative for Iowa State University

International Service

Taiwan Psychology Network (2017-2018): Public Relations Officer.

Istanbul 2013 World Congress of Psychological Counselling and Guidance (2013). Member of the Scientific Committee.

Taiwan Psychology Network Meeting (Toronto, Canada, 2009): Social Event Coordinator.

EDITORIAL SERVICE

Associate Editor

Frontiers in Psychology: Clinical and Health Psychology Section (Impact factor rating: 2.32) (2017-current): Associate Editor.

Editorial Board

The Counseling Psychologist (Impact factor rating: 1.18) (2016-2019). Member of the Editorial Board.

Asia-Pacific Journal of Psychology and Counseling (2017-current). Member of the Editorial Board.

Ad Hoc Reviewer

British Journal of Clinical Psychology (current)
Scandinavian Journal of Psychology (current)
Anxiety, Stress, & Coping (current)
Cultural Diversity and Ethnic Minority Psychology (current)
Emotion (current)
International Journal of Transgenderism (current)
Assessment (current)
International Journal of Intercultural Relations (current)
Society for the Psychology of Women poster session reviewer (2011)
Self and identity (2016)

Conference Reviews

Asian American Psychological Association Annual Conference (2015, 2016): Reviewer for conference proposals 2015, 2016.

APA Division 45 (Society for the Psychological Study of Ethnic Minority Issues) (2010): Student Reviewer for conference proposals.

Asian American Psychological Association (AAPA) (2007, 2008, 2009, 2010): Student Reviewer for conference proposals.

Association for Psychological Science (APS) (2007): Student Reviewer for conference proposals.

Stacey Diane A. Litam

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Westlake, Ohio 44145
440-552-6387
slitam@kent.edu

Education

- 2017
(Anticipated) **Kent State University, Kent, Ohio**
Doctor of Philosophy (Ph D) in Counselor Education and Supervision
All requirements completed but dissertation Expected graduation date 1
2017
Dissertation Title "An examination of whether labels and counselor age
race/ethnicity, gender, work experience, and education predict empathy
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

- Spring 2017 **Instructor of Record, Group Process and Practice**
Cleveland State University, Cleveland, Ohio
Design and implement course materials and experiential activities to support
student learning of group dynamics, group leadership, group procedure
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
Design and implement course materials and experiential activities to support
student understanding of the philosophy, process, and technique of the
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 ac support student learning of principles, concepts, and research to provi foundation of social and cultural issues. Scored and interpreted forma 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 instru material and presented counseling theory topics including Cognitive B Therapy, Rational Emotive Behavioral Therapy, Feminist Theory, Lif Stages, Reality Therapy, Behavior Therapy, and Solution Focused Th

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 i technology and student-centered pedagogy. Scored and interpreted for summative student assessments

Adjunct Instructor

Fall 2017

Spring 2016

Adjunct Instructor, Foundations of Clinical Medicine II

Northeast Ohio Medical University, Rootstown, Ohio

Collaborated with instructor of record to design and implement instruc material to support and evaluate first year medical students during the Ambulatory Care Experiences (PACE). Completed summative and for 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 instruc materials and evaluated first year medical students' empathic commun skills during medical interviews. Completed summative and formative 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 clinic 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 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 creatively 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

- Avadhanam, R., & Litam, S. (June, 2017). *Translating Bollywood: Exploring culture and sexual expression of South Asian American second generation immigrants*. Content session at the American Association of Sexuality Educators, Counselors, and Therapists 49th Annual Conference, Las Vegas, NV
- Litam, S. & Freund, R. (June, 2017). *Incorporating humor into pedagogy*. Content session at the 2017 Association for Humanistic Counseling Conference, Syracuse, New York
- Litam, S., & Moore, M. (June, 2017). *Sex trafficking in America: Implications for counselors*. 90-minute content session at the 2017 Association for Humanistic Counseling Conference, Syracuse, New York
- Tuazon, V., & Litam, S. (June, 2017). *Empowering clients through posttraumatic growth*. Content session at the 2017 Association for Humanistic Counseling Conference, Syracuse, New York
- Ford, D., & Litam, S. (May, 2017). *Understanding the Historical Context of Traditions Marginalizing Bible Passages: Helping LGBTQ Clients Navigate the Intersection of Religion and Sexual Identity*. Roundtable session at the 2017 Bridging the Gap Symposium, Atlanta, Georgia
- Litam, S. (2017, March). *How Clients Become Trafficked and How Counselors Can Help*. Content session at the 2017 American Counseling Association Conference & Exposition, San Francisco, CA
- Avadhanam, R., & Litam, S. (February, 2017). *Measuring grief competency levels in counseling education master's programs: School, mental health, and family counseling*. Presentation at the 2017 American Association of Colleges for Teacher Education Conference, Tampa, Florida
- Litam, S. (2016, September). *Show and Tell: Using Trauma-Sensitive Creative Interventions with Survivors of Sex Trafficking*. Content session at the 13th Annual International Trafficking & Social Justice Conference, Toledo, Ohio
- Bach, J., & Litam, S. (2016, September). *Commercial sex advertisements and the 2015 game*. Content session at the 13th Annual International Human Trafficking & Social Justice Conference, Toledo, Ohio

- Litam, S., & Band, M. P. (2016, July). "Fresh off the Boat": The Influence of Inter-Stereotypes and Intraethnic-othering on Asian American Adult Identity Dev. Education session accepted at the 2016 Association for Adult Development Conference, New York, NY.
- Band, M. P., & Litam, S. (2016, July). *Bridging Community Relations with Law Through Addressing Spiritual and Religious Development as Prote.* Roundtable session accepted at the 2016 Association of Adulthood Conference, New York, NY.
- Litam, S. (2016, June) *Human Trafficking 101: What Counselors Need to Know* Ed session at the 2016 Association for Humanistic Counselors Conference, Port
- Chan, C., Litam, S., Band, M., & Liu, X. (2016, June) *Intimate Partner Violence American Families.* Education session at the 2016 Association for Counselors Conference, Portland, OR.
- Moore, M., & Litam, S. (2016, March) *Embracing Change in the Family System* Education session at the 2016 biennial International Association of Marriage Counselors, New Orleans, LA.
- Litam, S., Band, M., & Moore, M. (2016, March). *Exploring Internalized Stereotypes and Cultural Considerations Through A Family Systems Approach with Asian Americans* session at the 2016 biennial International Association of Marriage and Family World Conference, New Orleans, LA.
- Chan, C., Litam, S., Xi, L., Band, M., & Moore, M. (2016, March) *Decolonizing the Minority Stereotype: A Critical Lens on Intimate Partner Violence among Asian Americans.* Education session at the 2016 biennial International Association of Marriage and Family Counselors World Conference, New Orleans, LA.
- Litam, S., Britton, P., Giegerich, V., & Moore, M. (2016, March) "Selfies": The Relationship Between Young Adults and the Desire to Feel Liked, Poster Session at the 2016 Counseling Association Annual Convention, Montreal, QC, Canada
- Litam, S. (2016, March) *Exploring the Use of Lingual Semantics on Counselors Report of Empathy with Survivors of Human Sex Trafficking.* Poster presentation at the American Association of Colleges for Teacher Education Conference, Las Vegas
- Litam, S. (2015, October) *Global Communities: Developing Multicultural Competencies Promoting International Awareness.* Content session at the 2015 ACES Conference Philadelphia, PA.
- McKinney, R., & Litam, S., (2015, October) *Multicultural Therapeutic Play: Promoting Creativity within Diverse Groups,* Content session at the 2015 ACES Conference Philadelphia, PA.
- Litam, S., & McKinney, R. (2015, June). *Multicultural Play Therapy: A Trauma Sensitive Approach.* Content Session at the 2015 Association for Humanistic Counseling Conference, Cleveland, Ohio

- Mostade, J., & Litam, S. (2015, June) *Gray and Gay: Identifying Barriers for Cou Older Gays and Lesbians*. Content Session at the 2015 Association for Hum Counseling Conference, Cleveland, Ohio
- Litam, S., Kress, V. (2015, June) *Resolving Child and Adolescent Traumatic Grief Techniques and Interventions*. Poster presentation at the 2015 Association for Humanistic Counseling Conference, Cleveland, Ohio.
- Litam, S., McKinney, R., & Akbar, N J. (2015, February). *The Business of Diversity Education: From Rhetoric to Reality*. Diversity Panel Speaker at the 2015 Association of Colleges for Teacher Education Conference, Atlanta, Georgia
- Litam, S. (2015, February). "It's Because You Are Asian": *An Exploration of Cross Supervision in Counseling*. Poster presentation at the 2015 American Association of Colleges for Teacher Education Conference, Atlanta, Georgia
- Litam, S., & Britton, P. (2014, April) *Integration of Counseling into Community Outreach: A Salutogenic Approach*. Poster presentation at the 2014 American Counseling Annual Convention, Honolulu, Hawaii

Regional and State

- Litam, S., & Moore, M. (2016, November) *Trauma-sensitive interventions with sexual violence survivors*. Content session at the 2016 All Ohio Counselors Conference, Columbus, Ohio
- Britton, P. & Litam, S. (2016, November) *The art of companioning with survivors of sexual violence*. All Day Workshop presentation at the 2016 All Ohio Counselors Conference, Columbus, Ohio
- Litam, S., McKinney, R., & Fye, M. (2015, April) *Multicultural Therapeutic Play: Fostering Creativity within Diverse Groups*. Presentation at the 30th Annual Graduate Research Symposium, Kent State University, Kent, Ohio
- Litam, S., Moore, M. (2015, November). *Evidence-Based Treatment for Work with Human Trafficking Clients*. Content session at the 2015 All Ohio Counselors Conference, Columbus, Ohio
- Britton, P., Giegerich, V., & Litam, S. (2015, November). *The Ethical Implications of Clinical Practice and Supervision*. Content session at the 2015 All Ohio Counselors Conference, Columbus, Ohio
- Britton, P., & Litam, S. (2014, November). *The Supervisory Relationship: Relational, Cultural Influences, and Ethical Challenges*. Pre-conference All Day Workshop presentation at the 2014 All Ohio Counselors Conference, Columbus, Ohio
- Litam, S. (2014, November). *Don't Text, Talk To Me! A Structured Communication Approach for the Savvy Student*. Presentation at the 2014 All Ohio Counselors Conference, Columbus, Ohio

Invited Presentations and Workshops

- Litam, S. (2017, June), *Integrating humor into counseling and counselor education*. Talk at the 2017 Association for Humanistic Counselors Conference, Syracuse, NY.
- Litam, S. (April, 2017) *Understanding sexual and romantic orientations: The clinical implications of empowering clients with diverse sexualities*. 3-hour workshop at the Path Behavioral Health, Akron, Ohio
- 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, September) *Human Trafficking 101: What Mental Health Professionals Need to Know*. 3-hour workshop, Cleveland State University, Cleveland, Ohio
- Litam, S. (2016, October) *Sex Trafficking 101: What Mental Health Counselors Need to Know*. 3-hour workshop, Kent State University, Kent, Ohio
- Litam, S. (2016, October) *When Clients Identify As Cisgender Demisexual Panromantic: Understanding Sexual and Romantic Orientations*. 3-hour workshop, Cleveland State University, Cleveland, Ohio
- Litam, S. (2016, November). "You don't matter, money matters": *Understanding the implications of counseling sex trafficked clients*. 3-hour workshop, John Carr Center for Public Safety, University Heights, Ohio
- Litam, S. (2016, March) *Human Trafficking 101: What Mental Health Professionals Need to Know*. 3-hour workshop, Cleveland State University, Cleveland, Ohio
- Litam, S., & Bach, J. (2016, January) *An Appetite for Innocence: The Typologies and Recruitment Techniques of Convicted Sex Traffickers*. Human Trafficking Awareness Week, Heidelberg University, Ohio
- Bach, J., & Litam, S. (2016, January) *Labor Trafficking: How a Simple Purchase Initiates a Cycle of Oppression*. Human Trafficking Awareness Week, Heidelberg University, Ohio
- Litam, S. (2015, August). *Trauma Counseling*. 1-hour workshop for Moore Counselor Services, Inc., Euclid, Ohio

Accepted Presentations

- Litam, S., Avadanam, R., & Band, M. P. (October, 2017) *Mail-order brides no more: Deconstructing Sexual Stereotypes of East and South Asian Women*. Education and Supervision Conference, the 2017 Association for Counselor Education and Supervision Conference, Chicago, Illinois

- Litam, S., & Bach, J. (In progress) Commercial Sex Advertisements for Black Trans Females During the 2015 All-Star Game: An Exploration of the Intersection Between Race, Gender, and Sexual Identity. *Journal of Mental Health Counseling*
- Litam, S., & Storlie, C. (In progress) Ending on a Creative Note: The Use of Creative Interventions. *Journal of Creativity and Mental Health*
- Bach, J., Tsagaris, G., Buddner, C., & Litam, S. (in progress) "What I wanted was t Heroin as a method of control in a case study on sex trafficking. *Journal of Trafficking*
- Chan, C. D., & Litam, S. (In progress) Mapping the barriers of older LGBT Asian A Utilizing intersectionality to deconstruct relationships among ageism, hetero: racism. *Journal of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling*
- Ford, D. J., Litam, S., Friday, A. R., Walker, B., Sutherlin, T. D., & Band, M. (accepted publication) Reframing Biblical history when working with LGBTQ client: the deep south. *Research on queer studies and LGBTQ lives in the Southeast NC*. Information Age Publishing

Clinical Experience

August 2016 - Present	Practicum and Internship Student Supervisor, Cleveland State University, Cleveland, Ohio Provide counseling supervision to master level students enrolled in clinical practicum and internship sites. Integrate evidence-based and strength supervision interventions under supervision of an LPCC-s
October 2014 - Present	Mental Health Counselor, Moore Counseling & Mediation Services, Cleveland, Ohio Provide individual and group counseling services for clients, Maintain documentation and clinical records, Collaborate with the Cleveland County Courts to facilitate the Specialized Human Trafficking Docket
January 2015 - May 2016	Practicum Student Supervisor, Counseling and Human Development, Kent State University, Kent, Ohio Provided clinical counseling supervision to three master level student 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, Kent State University, Kent, Ohio Conducted diagnostic assessments and provided individual counseling. 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
Co-facilitated intense outpatient groups for substance abuse, anxiety
management. Assisted in needle exchange program for self-harm re

December 2012 -
September 2013

Adult Support Professional, Monarch Adult Autism Program
University Heights, Ohio
Provided individualized services to adults diagnosed with Autism Sp
Disorder at a vocational day habilitation program. Conducted outdoor
to track treatment plan progress. Utilized concept driven language, v
supports, and technology to maximize clients' independence, taught
daily living skills (ADLs). Utilized Therapeutic Crisis Intervention (t
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 implemen
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 Counsel

Collaborate with co-chair to identify four outstanding graduate studer
new professional who demonstrate leadership within the field of coun
Develop mentorship program and support mentees through service, re
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 Holm
Scholars Program who engages in meaningful advocacy, legislation, r
and service to higher education

July 2015 -
March 2016

**World Conference Chair, International Association of Marriage a
Counselors**
New Orleans, LA
Net \$28,525 in conference registration revenue. Developed, planned, a
facilitated the biennial 2016 International Association of Marriage and
Counselors Conference. Completed proposal selection process. Chair
volunteer committee

November 2015 -

ACA Expo Committee Chair, Association for Humanistic Counsel

- Present *Kent, Ohio*
Maintain records of the Executive Committee minutes, Send annual reports to Chi Sigma Iota Headquarters, Write correspondences from
- January 2015 - April 2015 **Fundraising Committee Chair, Kappa Sigma Upsilon**
Kent, Ohio
Organized, planned, and facilitated fundraising projects, Collaborate Businesses to develop Kent State Counseling apparel, Developed on 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 University counseling program, Facilitate monthly correspondences 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 national level, Present research at the AACTE annual meetings, Adv 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 donations toward the Philippines Red Cross relief after the tsunami, (educational workshops and professional development opportunities, Promoted cohort cohesion

Research Projects

- January 2015 - May 2016 **Qualitative Documentary Analysis of Individuals Convicted of Ju Trafficking in Northeast Ohio**
Collaborated with instructor-of-record to design and conduct a qualita documentary analysis using court files obtained from Pacer gov to de feminist case studies outlining instances of child sex trafficking in No Ohio.
- September 2014 - March 2015 **A Phenomenological Approach of Asian American Experiences in Cultural Supervision.**
Collaborated with instructor-of-record to design and implement a qual study that explored the experiences of Asian American supervisees wi cultural supervisors within the counseling relationship
- June 2014 - March 2016 **The Science of "Selfies": The Relationship of Social Media and Se Among Young Adults**
Designed, implemented and presented on the relationship of "Selfie" r behavior on participants' reported self-efficacy and demographic infor

National Awards and Fellowships

- February 2017 **Mary Smith Arnold Anti-Oppression Award, Counselors for Social Justice**
Honors professional counselors and counselor educators who have a record of challenging multiple oppressions in the counseling profession 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 des promote effective, culturally competent counselors that provide serv 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 Haw 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 2015 Association for Humanistic Counseling Conference in Cleveland

State and Regional Awards

- August 2017 **Lillian Friedman Scholarship, Kent State University**
Awarded to an outstanding graduate student studying in the area of marriage and is intended to encourage outstanding scholarship and research projects. Award amount \$1000
- November 2016 **Graduate Student Award, Ohio Counseling Association**
Recognizes a counseling graduate student who has excelled in service 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 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, and 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 service to their community"

Appendix 2

Programs of Study

Program of Study Intended for (Check One): Degree and License Degree Only License Only

Complete this Program of Study with your faculty advisor during your first term of admission/acceptance in the program. Your faculty advisor will then forward it through the proper channels for final approval. Your copy will be returned when all approvals have been obtained. If you have submitted a program change form to the ESSC, JH 170, a Program of Study for the new program will be sent to you and should be completed with your advisor as soon as possible.

Name: _____ CSU ID: _____
Address: _____ Home Phone: _____ Other Phone: _____
City/State/Zip: _____ E-Mail: _____

I. COLLEGE/PROGRAM CORE (*Courses marked with an asterisk may be taken on a non-degree basis)

Table with columns: Credits, Course Prerequisites, If Required, Enter substitute course # or waived if appor. by petition, Total Hrs. Required. Rows include Educational Research and Technology, Social Foundations, and Human Development.

II. SPECIALIZATION

Table with columns: Credits, Course Prerequisites, If Required, Enter substitute course # or waived if appor. by petition, Total Hrs. Required. Rows include CNS 523, CNS 620, CNS 622, CNS 623, CNS 650, CNS 629, *CNS 611, CNS 706, *CNS 624, CNS 712, and CNS 709.

SELECT AT LEAST ONE OF THE FOLLOWING:

Table with columns: Credits, Course Prerequisites, If Required, Enter substitute course # or waived if appor. by petition, Total Hrs. Required. Rows include CNS 701, CNS 702, and CNS 703.

III. CLINICAL AND FIELD-BASED EXPERIENCE

Table with columns: Credits, Course Prerequisites, If Required, Enter substitute course # or waived if appor. by petition, Total Hrs. Required. Rows include CNS 680, CNS 686, and **CNS 687.

IV. ELECTIVES (Select 6 credit hours - If pursuing PCC licensure, use clinical course offerings in counseling)

Table with columns: Credits, Course Prerequisites, If Required, Enter substitute course # or waived if appor. by petition, Total Hrs. Required.

V. TRANSFERABLE CREDITS FROM ANOTHER INSTITUTION (See Item 2 on back for additional information)

(A Graduate Credit Transfer Form needs to be completed for the courses listed below and submitted to your advisor for approval and forwarding to the ESSC)
Note: Maximum of 9 sem. hrs. of letter-graded, graduate-level coursework; must have received a "B" or better in any transferred course.

Table with columns: Course #, Institution, Credits, CSU Equivalent, Comments.

VI. CULMINATING EXPERIENCE/EXIT REQUIREMENT (See item 1 on back for additional information)

Table with columns: Check Option, Credits, Comments. Rows include Nat'l Counselor Exam, Comp Exam, Project (EDA 698), and Thesis (EDA 699).

DEGREE TOTALS (Minimum 60 sem. hrs.)



ALL STUDENTS MUST READ THE BACK OF THIS CHECKLIST BEFORE SIGNING BELOW

Student _____ Date _____ Faculty Advisor _____ Date _____
Dept. Chair _____ Date _____ Associate Dean _____ Date _____

Counselor Education - School Counseling

(Teaching credential no longer required as of January, 2003)

Program of Study Intended for (Check One): Degree and License License Only

Complete this Program of Study with your faculty advisor during your first term of admission/acceptance in the program. Your faculty advisor will then forward it through the proper channels for final approval. Your copy will be returned when all approvals have been obtained. If you have submitted a program change form to the ESSC, JH 170, a Program of Study for the new program will be sent to you and should be completed with your advisor as soon as possible.

Name _____ CSU ID: _____

Address: _____ Home Phone: _____ Other Phone: _____

City/State/Zip: _____ E-Mail: _____

A. DEGREE REQUIREMENTS

I. COLLEGE/PROGRAM CORE (*Courses marked with an asterisk may be taken on a non-degree basis)

	Credits	Course Prerequisites	If Required	Enter substitute course # or waived if appr. by petition	Total Hrs. Required
Educational Research and Technology					
*EDB 601 Educational Research	3	None	<input type="checkbox"/>		<input style="width: 40px;" type="text"/>
	3				
Social Foundations					
*CNS 604 Cultural & Social Fnds in Counseling (credits changed fr 2 to 3 eff F13)	3	None	<input type="checkbox"/>		<input style="width: 40px;" type="text"/>
*CNS 617 Ethical and Legal Issues in Counseling	3	None	<input type="checkbox"/>		<input style="width: 40px;" type="text"/>
	6				
Human Development					
*ALD 603 Lifespan Development	3	None	<input type="checkbox"/>		<input style="width: 40px;" type="text"/>
	3				

II. SPECIALIZATION

*CNS 523 Small Group Laboratory (Must be taken during 1st semester)	1	None	<input type="checkbox"/>		<input style="width: 40px;" type="text"/>
CNS 620 Counseling Lab	3	CNS 523	<input type="checkbox"/>		<input style="width: 40px;" type="text"/>
CNS 678 Foundations of School Counseling	3	Admission to Counseling Program	<input type="checkbox"/>		<input style="width: 40px;" type="text"/>
CNS 622 Individual Counseling: Theory and Process	3	Admission to Counseling Program	<input type="checkbox"/>		<input style="width: 40px;" type="text"/>
CNS 623 Group Process and Practice	3	CNS 620, CNS 622	<input type="checkbox"/>		<input style="width: 40px;" type="text"/>
*CNS 611 Appraisal in Counseling	2	None	<input type="checkbox"/>		<input style="width: 40px;" type="text"/>
CNS 706 Psychopathology and Diagnosis for Counselors	3	CNS 622 or equivalent	<input type="checkbox"/>		<input style="width: 40px;" type="text"/>
*CNS 624 Career Development & Information Services	3	None	<input type="checkbox"/>		<input style="width: 40px;" type="text"/>
CNS 679 Techniques in School Counseling	3	CNS 678	<input type="checkbox"/>		<input style="width: 40px;" type="text"/>
CNS 679 Counseling Children and Adolescents	3	CNS 622 or equivalent	<input type="checkbox"/>		<input style="width: 40px;" type="text"/>
CNS 680 Counseling Practicum	3	CNS 617, 620, 622	<input type="checkbox"/>		<input style="width: 40px;" type="text"/>
**CNS 685 School Counseling Internship (2 semesters, 3 cr. hrs. each)	6	CNS 604, 679, 680, 706	<input type="checkbox"/>		<input style="width: 40px;" type="text"/>
**(if using the Pearson OAE as your exit requirement, you must take/pass and submit the results to the ESSC during your internship in CNS 685)					36

IV. TRANSFERABLE CREDITS FROM ANOTHER INSTITUTION (See Item 2 on back for additional information)

(A Graduate Credit Transfer Form needs to be completed for the courses listed below and submitted to your advisor for approval and forwarding to the ESSC)
 Note: Maximum of 9 sem. hrs. of letter-graded, graduate-level coursework; must have received a "B" or better in any transferred course.

Course #	Institution	Credits	CSU Equivalent	Comments

V. CULMINATING EXPERIENCE/EXIT REQUIREMENT (See Item 1 on back for additional information)

Check Option	Credits	Description	
<input type="checkbox"/> OAE Content exam (see Item 1 on back for more info)	0	(Must be submitted to the ESSC during your internship in CNS 685)	
<input type="checkbox"/> Comp Exam (register for EDB 691 if no other course(s) being taken)	0	(Must be registered for at least 1 graduate hour during term taken)	<input style="width: 40px;" type="text"/>
<input type="checkbox"/> Project (EDA 698)	1-4	(Must be registered for at least 1 graduate hour during term completed)	<input style="width: 40px;" type="text"/>
<input type="checkbox"/> Thesis (EDA 699)	1-4	(Must be registered for at least 1 graduate hour during term completed)	<input style="width: 40px;" type="text"/>

TOTALS (Min. 48 sem. hrs. for degree)

B. LICENSURE REQUIREMENTS

Eligibility: Candidates for the School Counselor license must hold a master's degree in Counseling.

When to apply: Upon successful completion of all coursework listed under Part A. (or their equivalents) and passage of the Pearson OAE School Counselor Exam (see below). You must cite Cleveland State as your education preparation institution each time you register for the OAE as CSU will need to have a copy on file to award your degree and approve your on-line license application.

Pearson OAE:	State/Association Licensure Area	Test Code	Test Name	Qualifying Score
	School Counselor	040	School Counselor	220

How to apply: See item 4 on back



ALL STUDENTS MUST READ AND COMPLETE THE BACK OF THIS CHECKLIST BEFORE SIGNING BELOW

Student _____ Date _____ Faculty Advisor _____ Date _____

Dept. Chair _____ Date _____ ESSC _____ Date _____

Appendix 3

Student Statement of Understanding



Cleveland State University

engagedlearning™

College of Education and Human Services
Counseling, Administration, Supervision and Adult Learning

Counselor Education Program

I understand that the successful completion of the Counselor Education Program is dependent upon the development of personal and professional characteristics and skills required for effective interventions in counseling settings. These personal and professional characteristics include attitudes and behaviors that promote a positive therapeutic alliance between counselor and client and that are consistent with the ethical standards of the profession. I acknowledge that it is possible to do great harm to others if I meet my own needs, or act out my own unresolved issues, in counseling sessions.

I acknowledge that the program faculty have an ethical responsibility to monitor my progress and to inform me when my skills, knowledge, attitudes or behaviors are below the standards expected for graduate students in Counselor Education.

If upon consultation with other faculty, faculty members deem my performance in any of the above areas are deficient, I will be invited to a concerned person conference. At that conference I may be directed to one or more of the following: personal counseling, writing or speech courses, withdrawal from specific courses, desisting temporarily from continuing course work, performing voluntary or paid work in a school or agency, repeat courses, or withdraw from the program permanently. I understand that if I am dismissed from the program for any of the above reasons, I can no longer take courses in the Counseling program for the period of the dismissal and pending re-application process.

In addition, upon admittance to the counseling program, I understand it is my responsibility to read the Masters in Education in Clinical Mental Health and School Counseling Student Handbook, which can be found at: http://www.csuohio.edu/cehs/departments/CASAL/cms_handbook.html. My signature below attests that I agree to thoroughly read and abide by the policies and procedures outlined in the student handbook and have addressed any questions or concerns with a faculty advisor.

As a student, I have the right to appeal any of the decisions made by faculty. I agree to follow faculty directives and to notify them if I intend to appeal.

Student Signature

Date

Student Name (please print) & CSU ID Number

Faculty/Witness Signature

Date

Mailing Address: 2121 Euclid Avenue, JH 275, Cleveland, Ohio 44115
Campus Location: Julka Hall 275, 2485 Euclid Ave., Cleveland, Ohio
P: 216-687-4613 F: 216-687-5378

Appendix 4

Behavioral and Interpersonal Rubric

Counselor Education Non-academic Criteria Student Rating Form

Student Name _____

	0	1	2	3
Empathy	Absence of ability to accurately identify feelings in clients	Inaccurate or narrow feeling vocabulary "stressed out"	Accurate most of the time, moderately broad feeling vocabulary	Advanced, consistently accurate; extensive feeling vocabulary
Insight	Lack of awareness of any relationship between emotions and behavior	Concrete awareness of relationship	Able to recognize or expand upon someone else's identification of emotion/behavior relationship	Initiates awareness of relationships between emotional experience and behavior
Self-Awareness	externalizes responsibility	Underaware of dynamic cycle	Able to acknowledge examples of dynamic relationship	Can provide concrete examples of dynamic cycle of interaction
Self-Reflection and Countertransference	Denial of any hot spots	Minimal ability or only identifies limited, concrete examples	Self-identification (with prompts) of emotionally charged topics	Readily able to identify own emotionally charged topics
Openness to feedback	Arguing or completely denying	Defensive or minimizing	Moderately congruent - congruence in one of the three - verbal, paraverbal, nonverbal	Demonstrates congruent verbal, paraverbal, and non-verbal openness to constructive criticism

Course Performance: Check one: _____620 _____680 _____685 _____686 _____687

Place an asterisk in the cell that best represents the observed student behavior for each row. **For any ratings of 0 or 1, please provide behavioral examples on the final page.**

Counselor Education Non-academic Criteria Student Rating Form

Student Name _____

	0	1	2	3
Ability to effectively integrate supervisory feedback	No behavior changes identifiable	Minimal evidence of effort; more instances of undesired behavior than instances of approximating desired behavior	Moderate evidence; some reversions to previous but clearly making effort to approximate desired behaviors	Significant evidence of modified behavior among targeted areas
Emotional stability	Consistent inability to participate in a full class meeting	class behavior is noticeably affected by emotional concerns on more than one occasion	Moderate ability - class behavior noticeably affected on one occasion	Ability to bracket own emotional/personal challenges to perform in class
Self-assessment accuracy	Accurate self-assessment $\leq 30\%$ of the time	Accurate self-assessment in 30 - 44% of taped sessions	Accurate self-assessment in 45 - 89% of taped sessions	Accurate self-assessment in $\geq 90\%$ of taped sessions
Professional commitment	Two or more from adjacent column	Late consistently Unprepared Late submission OR Poor planning in clarifying assignment expectations OR assignments done wrong	Prepared for class Occasionally late - >2 times	Prepared for class On time for class <2 times tardy Initiates questions about assignments prior to due date Assignments turned in on time

Course Performance: Check one: _____620 _____680 _____685 _____686 _____687

Place an asterisk in the cell that best represents the observed student behavior for each row. **For any ratings of 0 or 1, please provide behavioral examples on the final page.**

Counselor Education Non-academic Criteria Student Rating Form

Student Name _____

Behavioral examples:

Course Performance: Check one: _____620 _____680 _____685 _____686 _____687

Place an asterisk in the cell that best represents the observed student behavior for each row. **For any ratings of 0 or 1, please provide behavioral examples on the final page.**

Appendix 5

Sample Letter of Acceptance



College of Education & Human Services

October 4, 2016 EDUCATION STUDENT SERVICES CENTER

[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

LEVEL: Graduate Certificate

Welcome to the Graduate Certificate Program in the College of Education and Human Services at Cleveland State University. A faculty advisor has been assigned to you for the duration of your program (see below). Please meet with your assigned faculty advisor to discuss any concerns or questions you may have regarding your program of study and for assistance with scheduling courses.

ADVISOR:	Dr. Elliott Ingersoll	E-MAIL: r.ingersoll@csuohio.edu
ROOM NO:	JH 278	OFFICE PHONE: (216) 687-4582
DEPARTMENT:	CASAL	DEPT. PHONE: (216) 687-4611
PROGRAM:	Grad Certificate in Chemical Dependency Counseling	

IMPORTANT!! PLEASE READ:

- Program of Study.** The enclosed *Program of Study* **must** be completed as soon as possible. You should meet with your faculty advisor to complete this form. Your faculty advisor will sign and forward your program of study to the Education Student Services Center (ESSC) who, in turn, will return a copy to you and maintain the original for use in determining your certificate requirements. **In order for the ESSC to process your petitions or certificate, IMMEDIATE submission of your program of study is required.**
- Summer Advising.** Faculty advisors are normally not available for advising during the summer term. We recommend that you contact your advisor prior to the summer term for assistance. General advising is available during the summer from the ESSC, Julka Hall (JH), Room 170, Monday through Thursday from 9:00a.m. to Noon and 1:00p.m. to 4:00p.m.
- Program Completion.** At the beginning of your final semester in the certificate program, you will need to complete the top portion of the enclosed *Graduate Certificate Completion Form* and submit it to your faculty advisor. Your faculty advisor will either attach a copy of your program of study to this form or complete the Program Director portion of the form and submit it to the ESSC for processing. Certificates are normally awarded to students within six weeks of the end of the completion term.
- Name or Address Changes.** The ESSC must be notified of all name or address changes. Name and address change forms are available in the ESSC, JH 170.

Should you have any questions or concerns regarding this process, please contact your faculty advisor or the ESSC at (216) 687-4625.

Sincerely,

Education Student Services Center

Encl: Program of Study/Graduate Certificate Completion Form

cc: ESSC File
Faculty Advisor

COLLEGE OF EDUCATION & HUMAN SERVICES
Education Student Services Center
2121 Euclid Avenue, JH 170
Cleveland, Ohio 44115-2214

Campus Location
Julka Hall, Room 170
2485 Euclid Avenue
Cleveland, Ohio

T 216.687.4625
F 216.687.9284
W csuohio.edu/cehs/essc

Appendix 6

Counseling Student Handbook

Clinical and School Counseling

Student Handbook

Revised 2017

Introduction

Welcome to the M.Ed. program in Clinical Mental Health Counseling and/or School Counseling in the department of Counseling, Administration, Supervision, and Adult Learning (CASAL) at Cleveland State University. We are pleased to have you join us to pursue your academic and career goals. In addition to the information in this handbook, please consider joining us on our Facebook page at <https://www.facebook.com/groups/155927444425507/>

This Graduate Student Handbook provides necessary information to successfully plan, implement and complete the required program of studies for the degree you are pursuing. Please use this handbook with your academic advisor as a planning guide and a place to record your progress. For your convenience, at the back of this handbook you will find semester planning guides, the master schedule for counseling classes, advising session worksheets, a list of course pre-requisites, and sample departmental and university forms. The website for the counseling programs is <http://www.csuohio.edu/cehs/departments/CASAL/ced.html>. This site contains information about the program, faculty, interviews with former students, internship information, and class schedules, and other things.

MISSION STATEMENT OF CSU COUNSELING PROGRAM FACULTY

The mission of the counseling programs at Cleveland State University is to train master's-level counselors to work providing mental health care and holistic wellness education in schools and in mental health settings across the country. We emphasize generalist training with regard to treating a diverse population in issues ranging from problems of daily living to more pronounced problems that manifest as symptoms of psychopathology. While school counselors do not diagnose pathology, we aim to equip them with a generalist's knowledge

of the etiology and treatment of mental disorders as well as a general understanding of the types of psychotropic medications increasingly prescribed for school-aged children. School counseling students are trained to create programs and deliver services following the American School Counselor Association (ASCA) model. Our philosophy of training clinical mental health counselors requires expertise in the diagnosis mental disorders. In an era of shifting policies about mental health diagnosis, our students learn to use each of the following diagnostic manuals:

- *The Diagnostic and Statistical Manual of Mental Disorders (DSM-5)*
- *The ICD-10 Classification of Mental and Behavioural Disorders*
- *Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood,*

Our curriculum also emphasizes treatment planning and the American Psychological Association's Level One curriculum on psychotropic medication for non-medical mental health professionals. Our program also has the first Chemical Dependency Counseling Specialization approved by the Ohio Chemical Dependency Professionals Board as well as a specialization in Early Childhood Mental Health.

How Does Counseling Relate to Other Mental Health Professions?

Counseling is one of several mental health professions in the United States.

Cleveland State University offers programs in School Counseling and in Clinical Mental Health Counseling. The American Counseling Association has crafted the following definition of professional counseling:

Counseling is a professional relationship that empowers diverse individuals, families and groups to accomplish mental health, wellness, education and career goals.

Our School and Clinical Mental Health Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The mental health professions include counseling, clinical social work, clinical and counseling psychology, marriage and family therapy, substance abuse counseling, and psychiatry. Psychiatry is a medical specialization whereas the rest are non-medical mental health professions. Each state decides how to license or certify each of the therapeutic professions. Although similar in their applied settings, each mental health discipline differs in the training model employed. The counseling training model has been described as an "educator-practitioner" model. This model focuses more on clinical skills than research and encompasses treatment of psychopathology and facilitation of wellness. Psychiatry is based in the medical model with a bias toward the biological bases of mental and emotional disorders. Social work uses an ecological model that focuses on client advocacy within small and large systems and psychology uses variations on the scientist-practitioner model (the Boulder and Vail Models) that tries to balance training in research and clinical skills.

Specializations across the mental health disciplines include Chemical Dependency Counseling and Marriage and Family Therapy. The state of Ohio issues 5 levels of certification or licensure in Chemical Dependency Counseling plus a supervision endorsement in Chemical Dependency Counseling. As noted, the CSU Counselor Education program (in partnership with the School of Social Work) has an accredited chemical dependency counseling sequence. Our counseling programs at CSU do not have a specialization in marriage and family therapy. Counseling and social work are master's level professions whereas licensure as a psychologist requires a doctoral degree and licensure as a psychiatrist requires a medical degree. A person should take into consideration their

temperament and professional goals when trying to decide between different mental health professions and training models.

Screening Courses

In order to be fully admitted to the School or Clinical Mental Health Counseling programs, students must pass both CNS 523: Small Group Lab and CNS 620 Lab in Counseling Skills. These are screening classes to make sure students possess the skills necessary to learn interviewing and small group facilitation. These two classes, along with CNS 617: Ethical and Legal Issues and CNS 622: Theories of Individual Counseling are also pre-requisites for CNS 680: Practicum.

Counseling, Administration, Supervision, and Adult Learning (CASAL) Office

The CASAL office is in Room 275 of Julka Hall which houses the College of Education and Human Services. Office hours are from 9 a.m. until 5 p.m., Monday through Friday. The CASAL office telephone number is 687-4613, or extension 4613 if you are using a campus phone. If you need assistance when the office is closed, you may leave a message on the phone-mail system and someone will return your call as soon as possible. If you have a question for a faculty member that requires an immediate answer email the faculty member or the department chairperson and counseling program coordinator Dr. Ingersoll at r.ingersoll@csuohio.edu.

The Program Models

Both the clinical and school counseling programs have guiding models that you will see on all of your syllabi.

The Clinical Mental Health Counseling Program Model

The Clinical Mental Health Counseling program model is: The Counselor as

facilitator of human development and adaptive functioning in emotional, social, and career domains. This model is designed to reinforce training that is holistic. On the theoretical continuum from pathology to wellness, CSU faculty seek to integrate research and clinical practice spanning the continuum.

The Mission of the Clinical Mental Health Counseling Program

The Clinical Mental Health Counseling program at Cleveland State University, established in 1984, has evolved in a rich human environment and it brings together a diverse student body with a vast array of professional aspirations. It aims at reaching adult learners who are employed in educational and human service settings and therefore offers degrees on a part-time as well as full-time basis and with late afternoon and weekend course offerings. The program integrates a core counseling curriculum with rigorous clinical coursework, practica and internships that prepare graduates to sit for the state counseling exam in Ohio (the National Counselor Exam, or "NCE") and ultimately obtain the Professional Clinical Counselor (PCC) license in Ohio. Graduates from this program go on to work independently, at agencies in the community, or continue their education pursuing doctoral studies. Because students are the faculty's highest priority, teaching, mentoring, advising, and advocating are emphasized to facilitate the development of responsible, competent and engaged counselors skilled in clinical practice. What makes the CSU program unique? Its commitment to educating clinical counselors with highly developed knowledge base and skills in diagnosis, testing, and psychopharmacology, its success in recruiting culturally diverse students, and its excellent record of involving Master's and Doctoral students in faculty research, publication and conference presentations.

Clinical Mental Health Counseling Specialization

The Clinical Mental Health Counseling specialization at CSU is a 60-semester-hour program leading to a Master of Education degree in Clinical Mental Health Counseling. Graduates who have successfully met all educational requirements are eligible to sit for the National Counselor Examination (NCE). Students may choose to use the NCE as their exit requirement. To obtain licensure in the state of Ohio, you must first pass this exam. Following successful completion of the exam you are eligible to receive the Professional Counselor (PC) license. The PC requires that you be supervised and cannot independently diagnose or treat people with mental or emotional disorders. To become eligible for the Professional Clinical Counselor (PCC) license, and thus function as an independent provider of mental health services, you must complete two years of supervised experience in counseling (at 1500 hours per year for a total of 3000 hours) under the supervision of a PCC with the Supervisory endorsement (PCC-s). You may take longer than two years to accumulate this experience but the total must be 3000 hours of supervised work experience. This experience must be completed after the award of the master's degree. After obtaining the PC, you are not obliged to pursue the PCC. If you choose to remain a PC you must have ongoing supervision.

Goals and Objectives of the Clinical Mental Health Counseling Program

1. Education of counseling students
 - ◆ To educate community counselors who meet all state standards for licensing
 - ◆ To educate counselors who provide effective direct services to community clients
 - ◆ To provide training in individual, group and career counseling strategies, assessment practices, consultation with other professionals and family members, and understanding and conducting applied research and systemic evaluation of their interventions

- ◆ To educate counselors who have a thorough understanding of issues of cultural diversity in urban communities and thereby, are equipped to meet the needs of urban clients

2. Advancement of program excellence

- ◆ To maintain our CACREP accreditation for community counseling program and to maintain the national visibility of the program
- ◆ To advance knowledge in community counseling, with special emphasis on scholarly contributions in counseling techniques (particularly methods aimed at diverse and urban populations), in legal and ethical issues in counseling, emerging areas like psychopharmacology, and in adapting traditional counseling services to the changing needs of an urban population across the life span
- ◆ To expand short courses and specialized offerings for continuing education requirements of certified and licensed counselors in Ohio

3. Community Service

- ◆ To provide practicum students and interns for agencies in Northeast Ohio.(In any given year, we average about 30 Clinical Mental Health Counseling interns in placement in community agencies)
- ◆ To share expertise of faculty and graduate students with agencies to help them upgrade and expand services
- ◆ To conduct applied research and engage in consultations to field settings that will help agencies provide better service to clients and assist them in becoming models for effective counseling services for other urban areas.

The School Counseling Program Model

The School Counseling program model is: The School Counselor as Facilitator of

Human Development and as a Professional Program Manager. Again, CSU faculty integrate findings from research and clinical practice in school settings across the wellness spectrum.

We recognize that the unique setting of the school often calls for program management on a variety of levels in addition to individual and group counseling and guidance.

The Mission of the School Counseling Program

The CSU School Counseling Program is a master's level graduate program that prepares teachers to become counselors at the elementary, middle, and high school levels. Our conceptual framework envisions the school counselor's role as having two facets:

1. A Facilitator of Human Development
2. A Professional Program Manager

We believe that to be effective facilitators of human development, counselors must have a broad academic background that includes an understanding of guidance philosophy, human growth and development, counseling theory and practice, counseling interventions such as psychological and educational testing and group approaches, educational development, personal development, and career development. To be a professional program manager, the school counselor needs skills in assessing, developing, improving, and managing a counseling program. Our ultimate goal is for our graduates to assist all students to develop toward their potential in the academic, career, and personal/social domains (Perusse & Goodnough, 2004; American School Counselor Association, 2005; Cobia & Henderson, 2007).

We believe that to be effective, school counselors must provide an array of developmental, preventive, and remedial activities (Baker, 2000; Lambi & Rokatani, 2002; Trevisan & Hubert, 2001; Whiston & Quimby, 2009).

School Counseling Specialization

The School Counseling specialization at CSU is a 48 semester hour concentration leading to a Master of Education degree in School Counseling. In the state of Ohio you no longer need a provisional or professional teaching license or two years teaching experience to become a school counselor. The following lists what is required to obtain a school counselor license, depending on whether an individual is already a licensed teacher.

Previous Teaching License

If you hold a teacher's license in the state of Ohio and have taught successfully for two years with either the provisional or professional license, your licensure requirements will be:

- Completion of the Masters degree in School Counseling including a 600 hour internship in a school
- A passing score on the Ohio Assessment for Educators (OAE) School Counselor Exam
- Endorsement by the College of Education.

No Previous Teaching License

- Completion of the Master's degree in School Counseling including 600 hour internship
- Passing the OAE
- Completion of an "induction year" for the first year of employment as a school counselor, under the supervision and mentorship of a licensed school counselor who has held the school counselor license for a minimum of 2 years.

Goals and Objectives of the School Counseling Program

1. Education of counseling students

- ◆ To educate school counselors who meet all state standards for licensing
- ◆ To educate counselors who provide effective direct services to K-12 students and their families and provide consultation to other educators

- ◆ To provide training in individual, group and career counseling strategies, in assessment practices, in consultation with other professionals and family members, and in understanding and conducting applied research and systemic evaluation of their interventions
- ◆ To educate counselors who have a thorough understanding of issues of cultural diversity in urban communities and thereby, are equipped to meet the needs of urban clients

2. Advancement of program excellence

- ◆ To maintain CACREP accreditation for the school counseling program by and maintain national visibility for the program
- ◆ To advance knowledge in school counseling, with special emphasis on scholarly contributions in counseling techniques (particularly methods aimed at diverse and urban populations), in legal and ethical issues in counseling, and in adapting traditional counseling services in schools to the changing needs of an urban population across the life span
- ◆ To expand short courses and specialized offerings for continuing education requirements of certified and licensed counselors in Ohio

3. Community Service

- ◆ To provide practicum students and interns for schools in Northeast Ohio (Our average number of School Counseling interns is approximately 30 students on internship placements per year)
- ◆ To share expertise of faculty and graduate students with schools to help them upgrade and expand services to students
- ◆ To conduct applied research and engage in consultations to field settings that will help

schools provide better service to clients and assist them in becoming models for effective counseling services for other urban areas

- ◆ To expand collaborative relationships with the Cleveland Public School and other school districts in the region

School Counselor Licensure

At the end of their program, all school counseling students must apply for endorsement with the College of Education. This entails submitting the following materials in one envelope to Educational Student Services Center, Julka Hall 170:

- A completed application from the Education Student Services Center
- A check for \$40 made payable to Ohio TEC
- A copy of your teaching certificate
- A copy of your OAE score

*****Make sure that you retain a copy of your transcript when you take the exam.**

Advising

Once a person has been accepted to either the School Counseling or Clinical Mental Health Counseling programs, an advisor will be assigned by the Educational Student Services Center (ESSC). Students who have advising questions prior to having an advisor assigned may consult Dr. Elliott Ingersoll (r.ingersoll@csuohio.edu) or any full time faculty member. Meeting regularly with your advisor to develop a good working relationship is essential. This allows your advisor to get to know you so as to assist you in achieving your academic and professional goals. All faculty keep regular office hours to facilitate meeting individually with advisees. To schedule an appointment, call your advisor directly, or contact the CASAL office at (216) 687-4613.

Program Planning

As mentioned above, it is crucial to work closely with your academic advisor in planning your program of studies. The Program of Study (POS) for School Counselor students and the Prog for Clinical Mental Health Counseling students are available on the respective web sites of each program. The main program page <http://www.csuohio.edu/cehs/casal/counselor-education-graduate-programs> lists the links to both the School Counseling and Clinical Counseling web sites. The POS forms outline the requirements of the programs including the course work in the professional counselor sequence. Please refer to the appropriate guides for details about prerequisites, sequence of required courses, and possible elective options. The prerequisites are particularly important and students should review the prerequisite list at the end of this handbook to plan appropriately. While planning your program, be sure to allow for a proper balance between your work and school course load, especially during the Practicum and Internship sequence. There is a Master Schedule at the end of this handbook. This schedule identifies which courses will be offered on specific nights each semester. This schedule should enable you to plan the majority of your scheduling far in advance.

Class Attendance Policy

Students should prepare for each academic term by referring to the "academic calendar" located on the University Homepage to determine when classes start. Course attendance demonstrates professional behavior and is required in order for passing grades to be earned. Training to become a mental health or school counseling professional involves the ability to successfully perform the role while demonstrating responsible behaviors. Following is the CSU Counseling Programs Attendance Policy for all courses:

- 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 your chosen absence 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- (i.e., five points deducted).*
- 3) *If a student misses a third class (excused or unexcused), she or he will be deducted an entire final letter grade (i.e., 10 points deducted).*
- 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 late, walking into class after the start time (more than once), 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.*

If a student becomes aware that he or she will, or has already, missed the first class meeting, it is the student's responsibility to contact the instructor to obtain a copy of the syllabus and to

clarify the expectations for the course.

Plagiarism

The CSU Graduate College policy on plagiarism is:

Plagiarism is the act of presenting, as one's own the ideas, opinions, writings, or work of another person without appropriate scholarly attribution. This act is a form of academic dishonesty and is a serious incident of academic misconduct. Ideally, situations of plagiarism should be handled between the faculty member and the student. Any student who disagrees with the instructor's decisions should follow standard channels of communication, going first to the department chairperson and then, if still not satisfied, writing to the academic dean of the college in which the course is offered. The Review Committee of the Faculty Senate decides the matter if it cannot be settled within the college. The committee is composed of two faculty members of the University, nominated by the Faculty Senate Steering Committee and elected at large by the faculty, and one student member of the University Judiciary, elected by the members of the body. The decision of the Review Committee is final. If the student is found guilty, the instructor or the committee informs the appropriate academic dean. A record of the decision is placed in the student's academic file until the student graduates or separates from the University. A second infraction shall be cause for further action by the academic standards committee in the appropriate college.

Students with Disabilities

CSU aims to provide equal opportunity to all of its students. Services are available to those who might need some extra help because of a physical disability, communication impairment, or learning disability. This program is designed to address the personal and academic issues of physically handicapped students as they become oriented to campus. A full range of services, including braille writers, sign language interpreters, and specialized test administration, is offered. Students in this program may not need developmental courses, yet they may receive assistance until they graduate. The CSU campus is significantly barrier free. Interested students should consult the web site for the Office of Disability Services at

<http://www.csuohio.edu/disability/disability>

Grading System

After each academic semester of attendance at CSU, you will receive a Grade Report through the mail. The Grade Report indicates each course taken during the prior semester by department, course number, course title, semester hours, grade and quality points. An unofficial copy of your transcript is also available through Viking, the CSU data base for students. Your academic standing is expressed in a cumulative grade point average (GPA). Maintaining a 3.00 GPA during the Counseling program is a requirement of the Graduate College. Please note that if you are planning to apply to the Doctoral program in Urban Education: Counseling, a 3.25 GPA is required. The grading system in the CSU Graduate Catalogue is as follows:

- A** Superior graduate attainment. Valued at 4.0 quality points.
- A-** Valued at 3.7 quality points.
- B+** Valued at 3.3 quality points.
- B** Acceptable graduate attainment. Valued at 3.0 quality points.
- B-** Attainment below graduate standards. Valued at 2.7 quality points.
- C** Attainment below graduate standards. Valued at 2.0 quality points.
- F** Failure. Valued at zero quality points.
- U** Unsatisfactory performance by a graduate student in selected courses. Grades of U do not influence a student's grade-point average. However, a U grade may be used for a program's *optional* dismissal decision.
- I** Incomplete. A non-credit grade indicating course work has not been completed. An "I" grade must be removed within a maximum of one semester (by the last day of instruction of the next semester) or converts to a grade of F, whether or not the student enrolls the next term. An instructor may require

course

work to be completed earlier. Incomplete deadline dates are noted on the University Registrar's Web page.

An "I" grade may be assigned by the instructor when the following conditions are met:

1. The student has the potential to pass the course.
2. The student has not completed all requirements for reasons deemed justified by the instructor.

It is highly recommended that a contract be developed between the student and the instructor delineating when and how final course requirements will be met.

T Temporary non-credit grade. The T grade can be given only in courses for which the offering department and the Dean of the College of Graduate Studies have authorized its use. It is given for specialized training, independent study, or thesis/ dissertation research that is progressing satisfactorily. Work that is given a T grade must be validated by a subsequent grade to count for graduate credit. T grades are not included in the calculation of the grade point average.

S May be used only for courses authorized by the Dean of the College of Graduate Studies. S grades indicate satisfactory completion of a course at the grade level of B or better. Although credit is granted for all courses with an S grade, the S grade is not included in the calculation of the grade-point average.

N/C No Credit audit grade for graduate courses. Not included in the calculation of the grade point average.

NS Progress that is Not Satisfactory in a thesis, dissertation, or alternate exit project. This grade may be given only in courses authorized by the Dean of the College of Graduate Studies. NS is a permanent grade designation. No credit is given for this grade, and it is not included in the calculation of grade-point average. However, an NS grade may be used for a program's *optional* dismissal decision.

- W** Authorized Withdrawal. A grade of W is recorded when a student withdraws from a course following the University Registrar's procedures or those outlined in the Withdrawal Policy section below, during the period extending from the beginning of the third week of the semester to the final date for withdrawal.
- X** A grade assigned by an instructor when a student has not completed all assignments for reasons that cannot be determined. An X also will be assigned by the University Registrar when no grade is submitted by an instructor. If a grade change is not submitted by the end of the following semester, the X becomes an F.

Note: There is no grade of C+, C- or D for graduate (500 to 899) courses. However, a C+ or D is a possible grade for graduate students enrolled in courses numbered 100 through 499.

****On rare occasions** a student is unable to complete all the course assignments during the semester the course is taken. Students may request a grade of “I” (for incomplete) from an instructor **only if the majority of the work is complete (meaning there are only 1 or 2 outstanding assignments) AND the student can demonstrate that compelling circumstances beyond their control make it impossible for them to complete the course.** Please note: it is the instructor’s decision whether to assign an incomplete grade. If the instructor agrees, the student should bring the instructor an Incomplete Grade contract on which the instructor will draw up an agreement with the student about when the final work is due. Students not completing the work by the date specified on the contract will receive a grade of “F.” When the course assignments are completed, the instructor submits the final grade to the Registrar’s Office. The Registrar’s Office sets the latest cut-off date each semester by which all Incomplete grades from the previous semester must be completed. If the instructor has not submitted a grade change by the Registrar’s cut-off date, the Incomplete automatically reverts to an “F” grade.

Academic Retention and Dismissal

As stated in the Graduate Catalogue, students are not fully admitted to either the School or Clinical Mental Health Counseling programs until they have successfully completed both CNS 523 Small Group Laboratory (1 credit) and CNS 620, Laboratory in Counseling Techniques (3 credits). The CSU Graduate Catalogue policy on dismissal is as follows:

If, in 400- to 800-level courses, a student receives:

- a. two F grades, or
- b. accumulates a total of nine credit hours of B- or less grades and has a cumulative grade-point average below 3.0

Then the student will be dismissed automatically from the University by the Dean of the College of Graduate Studies. Students carrying a cumulative grade point average of below 2.0 may not enroll in more than 13 credit hours in any semester.

Action toward continuance in or academic dismissal from a program must be taken by the graduate program committee when a student receives:

1. one grade of F *or*
2. Two grades of less than B, *or*
3. Two grades of NS

The recommendation from this committee is forwarded to the Graduate Dean.

The Graduate Bulletin states that dismissal is mandatory “if a student:

- a. receives a second grade of F, or
- b. accumulates a total of 9-credit hours of less than B grades and has a cumulative grade-point average below 3.00.”

Grade Policy for Practicum and Internship

Students who have two grades of B- on their transcript will not be approved for practicum or internship until they have submitted a statement to their advisor discussing two topics:

1. what factors contributed to the B- grades, and
2. what the student's plan is for addressing those factors to ensure that they do not continue to impinge on the student's professional functioning during the field placement.

Furthermore, any student who is dismissed from her or his internship site can be dismissed from the program.

Developmental Assessment of Counseling Students

In addition to the regular review of students who are having difficulty in academic or clinical instruction, the faculty discuss the progress of ALL non-degree, degree-seeking and “license only” counseling students at least once per semester and develop a plan of action for any student who is not meeting his or her potential. If a student is in need of remediation, the first step in is a meeting with the course instructor or advisor. If that meeting is not productive a “Concerned Student Conference” will be held with 2-3 faculty members in attendance and a specific plan of action will be developed. The three faculty members are usually the advisor, instructor, and the department chairperson or counseling section coordinator.

Policy on Student Dismissal Related to Behavioral and Other Non-Academic Issues

Student development is evaluated on 2 criteria:

1. Skills required for effective counseling
2. Potential to fulfill the appropriate professional roles and functions of counselors

Criterion 2 is in part assessed by your ability to consistently demonstrate conduct consistent with the American Counseling Association Code of Ethics and Standards of Practice. You are also assessed in your ability to demonstrate competence in the following areas:

- Capacity for empathy
- Capacity for insight
- Level of self-awareness in interactions with peers and clients
- Ability to engage in self-reflection and personal and professional growth
- Willingness to explore personal issues related to the practice of

counseling (countertransference issues)

- Openness and receptivity to feedback
-
- Ability to integrate feedback into subsequent practice counseling sessions
- Sufficient emotional stability to consistently attend to the needs of the clients
- Ability to accurately assess your own strengths and weaknesses
- Commitment to the profession

When a Concerned Student Conference is requested, the meeting will include specific behavioral examples of the source of faculty concern, and specific steps/conditions the faculty is requesting for remediation. Students can be dismissed from the program if a significant problem continues without satisfactory attention to and modification of the problem areas.

Endorsement Policy for Counseling License

Students in the School Counseling program are endorsed for licensure when the endorsement materials described above are sent from the College of Education to the Ohio Department of Education. Students in the Clinical Mental Health Counseling Program are endorsed for licensure when their official transcripts are sent to the State Counselor and Social Worker Board. Beyond this, students may request the recommendation of professors in the program when they are seeking other credentials or employment. Faculty reserve the right to refuse such requests when they believe they are unfamiliar with the students work and skills or when they have reason to believe the student should not be endorsed for credentials or employment for particular reasons. Should a concern arise about a student's suitability for the profession while that student is taking a course, the course instructor is obliged to hold a Concerned Student Conference. If the instructor is a part-time faculty member, they should report their concern to the coordinator of the counseling programs or department chairperson

and set up a meeting with the coordinator and the student in question.

Grade Policy for Professional Counseling License

Please note that the Graduate College policy is maintenance of a 3.0 overall grade point average. Therefore, it would be mathematically possible for a student to earn a C and still meet the University grade standards. However, the Ohio Counseling, Social Work, and Marriage and Family Therapy Board requires that Professional Counselor applicants have transcripts with no grades lower than a B-. Therefore, if a student has a C on his or her transcript, the Board will require the student to re-take the course before the student is granted permission to take the licensure exam.

Registration

Refer to your respective Program of Study to select courses from the core curriculum, specialization areas and suggested electives. Be aware that all courses are not offered each semester, but follow a rotation schedule. Summer courses are only offered if there is sufficient enrollment. Generally speaking, any summer course with enrollment below 15 students will be cancelled. Graduate School Bulletins for an upcoming semester are posted in advance of registration for that semester. These bulletins list the courses being offered in the upcoming semester as well as provide information about when you should register. Students may register by telephone, fax, or in person at the Office of the Registrar, 1414 Keith Building. *Please note that occasionally specific registration procedures change, so be sure to read all material sent from the Registrar's Office to stay informed.*

If you are experiencing financial difficulties, you may be able to arrange a Budget Payment Plan, which disperses payment over the course of the academic semester. Consult with a representative from the Bursar's Office for further information.

Add/Drop and Withdrawal

The CSU Graduate Catalogue polices on Adding, Dropping or Withdrawing from classes is as follows:

Add/Late Add

Adding classes can be done through [CampusNet](#) through the first week of the term. See the [academic calendar](#) for the exact dates for each academic term. All subsequent adding must be done with the appropriate [late add form](#) and must have confirmation of payment from the [Office of Treasury Services](#). Please follow all directions and deadlines stated on the appropriate late add form.

Drop/Withdrawal

Dropping/Withdrawing from classes can be done via [CampusNet](#) through the established deadline reflected in the [academic calendar](#). Non-attendance does NOT constitute an official withdrawal from classes. Questions regarding the [refund schedule](#) for classes can be directed to the [Office of Treasury Services](#) at (216) 687-3615.

Medical Withdrawal

Students seeking a medical withdrawal from the university are strongly encouraged to consult with their college advising office before making any registration changes. Once they have withdrawn from classes, students need to consult with the [Office of Treasury Services](#).

Military Withdrawal

Students who are called to active military duty have two options for their class work. Students may:

- 1. Withdraw ("W") from ALL courses with a full refund of all tuition and fees; or*
- 2. Take and Incomplete ("I") for ALL courses with the understanding that the "I" would be extended until the student has had an opportunity to finish class requirements following his/her return to school after the completion of active duty status.*

Affected students need to present an official copy of the military orders to the Office of the University Registrar at Campus411 All-in-1 at the Main Classroom Building, Room 116 and to their instructors. The Office of the University Registrar will provide copies of the orders to

the Office of Treasury Services and Financial Aid Office. All questions about financial aid implications can be directed to the Financial Aid Office at (216) 687-3764.

Petitions/Appeals

If you wish to be exempt from program, University, or Graduate College requirements and/or regulations, you may petition for an exception. Some petitions may be at the level of the College of Education and Human Services while others may be at the level of the Graduate College. The Graduate College petition guidelines are as follows:

The following guidelines must be followed so that petitions can be presented in a way most likely to correctly inform the College of Graduate Studies Petitions Committee. This body conducts the final review of graduate petitions.

When referring to a course, include the course number, title, semester taken, and the instructor's name. Any petition requesting an exemption from a course requirement, a late withdrawal, or an extension of an incomplete grade must include an instructor's dated statement. The instructor's statement **MUST** include:

1. information on the student's attendance and performance in the course;
2. whether or not the student's request is supported by the instructor; and
3. the instructor's rationale for supporting, or not supporting, the petition.

All requests for action on the grounds of medical, personal, legal, or work-related difficulties, either previous or ongoing, **MUST** include written documentation of the situation and a dated and signed statement on official letterhead from the appropriate person (attorney, doctor, dentist, employer, etc.). The documentation provided **MUST** address directly how the difficulties noted had an adverse effect on the student's academic performance. Without this

information/documentation, petitions will be returned to the student without Petitions Committee action.

Please note that the University Graduate Council has determined that poor academic performance on a midterm examination or in other course requirements does not constitute sufficient grounds for granting a student a late withdrawal from a course.

If questions arise in preparing a petition, contact the College of Graduate Studies at (216) 687-9370. All other petitions are likely handled at the College of Education and Human Services (COEHS) level. The college's Education Student Services Center has compiled the following chart to guide you in which petition form to use.

Type of Request	Petition to Use
Change a grade that has gone from an Incomplete, NA, or X to an F	GRAD COLLEGE PETITION (must also include a CHANGE OF GRADE form signed by course instructor, department chair, and associate dean of college)
Exit requirement request (relating to Comprehensive Exam, Thesis, Project, Dissertation)	CEHS PETITION
Extend 6 year Statute of Limitation for Completing Master's program	CEHS PETITION (must also include Course Relevancy form for each course beyond 6-yr. limit; in addition, Graduate Credit Transfer form must be completed if courses beyond limit are from another

	institution)	
Extend an Incomplete deadline after the deadline has passed	GRAD COLLEGE PETITION	
Late Add/Register/Re-Register after Friday of second week of term	GRAD COLLEGE PETITION	
Late Withdrawal from a course after 9 th week of term	GRAD COLLEGE PETITION	
Practicum request (e.g., waive, late application, special placement)	CEHS PETITION	
Student Teaching request (e.g., waive, late application, special placement, take course during student teaching, repeat student teaching)	CEHS PETITION	
Substitute a course for a course required in your program	CEHS PETITION	
Waive a course required in your program	CEHS PETITION	

Waive a Graduate College Requirement		GRAD COLLEGE PETITION
Waive College of Education Requirement		CEHS PETITION
Other		See Academic Advisor JH 170

Grade Appeal Procedures

Once the Office of the University Registrar receives a letter grade, a faculty member may change the grade

1. because of an error in computation;
2. due to a recording error; or
3. because of circumstances he or she deems "extraordinary" which bears on the appropriateness of the grade awarded.

A change of grade request for a graduate course requires the approval of the Dean of the College of Graduate Studies.

Grade Dispute Procedures

In disputing a course grade, the burden is on the student to demonstrate that an error has occurred or that a non-uniform standard was applied in the assignment of the course grade.

If a student feels that an instructor's assignment of a course grade is improper, the student should discuss the matter with the instructor within forty-five days following completion of the semester in which the course was taken.

If resolution does not result from this meeting, the student should promptly write to the chairperson of the instructor's department (or an appropriately designated substitute), stating the nature of the dispute and its justification. The chairperson will provide the course instructor with a copy of the student's statement and any additional documents submitted. The instructor should promptly respond, in writing, and a copy must be provided to the student. Further statements and documentation may be collected, if necessary, by the chairperson.

Once the written record is complete, the chairperson meets with the student (and instructor if possible in a three-way conference) to try to resolve the dispute. Any student who is not satisfied with the outcome of the meeting with the instructor and the department chairperson may continue the dispute by petitioning the College of Graduate Studies Grade Dispute Committee. In such cases, the chairperson must promptly transmit a copy (paper or electronic) of all submitted documents, including the chair's recommendation concerning the dispute, to the College of Graduate Studies Grade Dispute Committee. The Committee will:

1. inform both the student and the instructor of the Committee's membership;
2. send both parties copies of all written documents received and any additional materials gathered by the Committee;
3. allow both parties to respond in writing to any new materials assembled; and

4. schedule a hearing inviting both the student and instructor to present their positions on the dispute. Both the student and the involved faculty member are expected to be present at the hearing.

The recommendation of the College of Graduate Studies Grade Dispute Committee, along with a copy of the entire grade dispute file, is forwarded for final decision to the University Admissions and Standards Committee, which limits its review to the determination of the following of due process. The decision of the University Admissions and Standards Committee is transmitted in writing to both the student and the instructor. There is no further appeal within the University from the Admissions and Standards Committee's decision.

Transfer Credit

Transfer credit is subject to departmental regulations and is not permitted without the approval of the Graduate Program Committee concerned. Departments may limit transfer credit to less than the maximum permitted by the College of Graduate Studies.

1. All transfer credit must be earned at an accredited graduate college or university and not have been utilized to fulfill a requirement for any other degree.
2. Transfer credit cannot exceed nine graduate hours for master's degree students, and one-third of the total graduate hours required for certificate, licensure, and doctoral degree students. Requests for an extension of the limit on transfer credit must be approved by the department/program graduate committee. Such requests do not require review and approval by the College of Graduate Studies Petitions Committee.

3. All credits requested for transfer must carry a letter grade of A, A-, B+, or B in graduate courses. No S/F graded courses may be transferred. Petitions are not considered for an exemption from this requirement.
4. All transfer credit must be within the six-year statute of limitations on course work applicable to fulfillment of graduate degree, certificate, or licensure requirements at the time of program completion. Requests for an extension of the six-year limit on transfer credit must be approved by the departmental/program graduate committee. Transfer credits taken ten or more years previous to the anticipated point of degree completion also must be reviewed and approved by the College of Graduate Studies Petitions Committee.
5. Students seeking transfer credit must have Regular Graduate Student Status and be in good academic standing at both Cleveland State University and the school at which the credits were earned.
6. Students admitted to Cleveland State must receive prior approval to take courses elsewhere as Transient Students for transfer into their programs.
7. Credit awarded in transfer is not recorded on a transcript until the student has completed twelve hours of graduate (500- to 800-level) course work at Cleveland State University and has achieved a graduate grade point average of 3.0 or better.

Graduate Credit Transfer forms may be downloaded at <http://www.csuohio.edu/graduate-studies/current-students/graduate-students-downloadable-forms>. They are also available in the College of Graduate Studies and program offices.

Student and Professional Organizations

All regular students are encouraged to be actively involved in appropriate professional organizations including The American Counseling Association, The Ohio Counseling

Association, The American School Counseling Association, and the Ohio School Counseling Association. Details about professional (<http://www.csuohio.edu/cehs/casal/counselor-education-program-overview>)

Cleveland State University has an active chapter of Chi Sigma Iota (Chi Sigma Upsilon Chapter) and all School and Clinical Mental Health Counseling counseling students meeting membership criteria are encouraged to join. The details about Chi Sigma Iota are also on the Counseling Programs website at <http://www.csuohio.edu/cehs/casal/counselor-education-chi-sigma-upsilon>

Graduate Assistantships and Scholarships

CASAL offers several graduate assistantships for qualified graduate students. Assistantships consist of either tuition support with a stipend, or tuition support only. Responsibilities vary but may include administrative and/or research duties. Interested students should contact the CASAL office (Julka Hall 275, 687-4613) regarding the availability and requirements of these positions.

Another form of financial assistance available through the Counseling Programs is the David Lawrence Santoro Scholarship Award. This award was founded as a way to recognize master's level counseling who are committed to the profession and who have demonstrated leadership or leadership potential in this field. The application deadline is May 1 of each year,

and the award is \$1000 given the following academic year, with the money to be applied toward a counseling course. Finally, there is the Daniel D. Drake scholarship offered 1-2 times a year. Scholarship awards are money that can be applied to books or tuition.

Practicum (CNS 680) and Internship (CNS 686/687 for Clinical Mental Health Counseling and CNS 685 for School Counseling)

Prerequisites for practicum are CNS 523, 617, 620 and 622. Practicum should be a training experience that happens approximately mid-way through a student's degree program, and is a one semester, 100-hour field experience in a school or clinical setting. Internship comprises an intensive, two semester learning experience of supervised counseling at a field setting for Clinical Mental Health Counseling and School Counselor candidates. Internship should occur at the conclusion of a student's program. Prerequisites for both Practicum and Internship are listed in the Graduate Catalog and are strictly adhered to by the Counselor Education Faculty. Practicum is currently offered in Spring and Summer terms. The two-semester internship sequence is offered Fall/Spring only. Specific responsibilities for Practicum/Internship are listed in the Counseling Practicum or Learning Contract that are available on the department webpage.

All students intending to complete their Practicum or Internship must first attend the Practicum and Internship Orientation meeting. The Practicum Orientation meetings are regularly scheduled in the Fall semester for the students intending to do their practicum the following semester. For example, students planning to complete their practicum in the Spring or Summer 2009 semester would attend the Practicum Orientation meeting in Fall of 2008. For Internship, the Orientation meeting is always held early in March prior to Spring Break, for those students beginning their internship the following Fall. Please note that there will

only be a guaranteed seat in a section of practicum or internship for those students who submitted their application by the deadline and attended the orientation meeting.

There are specific requirements for the credentials and qualifications of the site supervisors who are supervising students on internship. School Counseling site supervisors must be Licensed School Counselors, who have a minimum of 2 years of experience as a School Counselor prior to supervising the intern. Clinical Mental Health Counseling site supervisors must hold a PCC license with the “Supervisor” endorsement (PCC-s) from the Ohio Counselor and Social Worker Board.

Liability Insurance

Students must obtain professional liability insurance before the start of Practicum or Internship. The American Counseling Association offers this insurance at a low cost to its members, and student rates are even lower. More information about liability insurance is provided both in CNS 620 and in the Practicum orientation meeting.

Certificate Programs

As of Fall Semester, 2008, there are two Graduate Certificate programs available; the Graduate Certificate in Early Childhood Mental Health Counseling, and the Chemical Dependency Certification. The Program Coordinator for the Chemical Dependency Counseling program is Dr. Stephanie Drcar (s.drkar@csuohio.edu) and the coordinator of Early Childhood Mental Health is Dr. Katie Wootton (k.wootton@csuohio.edu).

Early Childhood Mental Health Counseling

Early Child Mental Health Services are supportive interventions designed to strengthen the optimal development of a young child within the context of the family and community. Young children and families served

include premature, underweight, medically fragile or chronically ill babies; young children with identified disabilities or developmental delays; adolescent parents; depressed parents; parents who are unprepared or overwhelmed by the care of a baby/child; and parents at social or emotional risk in the care-giving role. This program is designed to be delivered in an online and weekend intensive format to draw students from across the state of Ohio.

Certificate Requirements

(16 credit hours)

Core Courses

CNS 510	Early Childhood Development & Mental Health (3 credit hours)
CNS 511	Families and Early Childhood (3 credits hours)
CNS 512	Early Childhood Assessment (3 credit hours)
CNS 513	Techniques and Interventions for Early Childhood Mental Health Professionals (3 credit hours)
CNS 514	Internship in Early Childhood Mental Health and Behavioral Consultation (4 credit hours)

Chemical Dependency Certification

Cleveland State University is now offering a Chemical Dependency Counseling Certificate offered jointly between the Counseling and Social Work programs. The program is the first in the state of Ohio to be accredited by the Ohio Chemical Dependency Professionals Board. All students holding a master's in counseling or social work OR current students are eligible for the certificate program. The 5 courses in this program (15 credits total) prepare master's level students in counseling or social work for all the academic requirements necessary for all levels of chemical dependency licensure. Students must also complete

experiential hours that can be done in practica, internships, or in the field. These courses can also be used by school counselors seeking updated information on Substance Abuse Prevention.

Undergraduate seniors in a behavioral science program or graduates from a Bachelor's program in behavioral science who want to pursue licensure can take the five courses but will need an additional hours 100 contact hours for the academic training portion. These 100 hours are infused in the Counseling and Social Work curricula. The courses for the certificate are designed to meet the academic credential for all three levels of Chemical Dependency Counseling issued by the Ohio Chemical Dependency Professionals Board (OCDPB).

Licensed Chemical Dependency Counselor II (LCDC-II)

Licensed Chemical Dependency Counselor III (LCDC-III)

Licensed Independent Chemical Dependency Counselor (LICDC)

The entire certificate will be offered fall and spring (and sometimes summer) of every year. The courses are as follows:

SWK 694 Theories & Procedures in Addictions Treatment

CNS 501 Chemical Dependency Assessment, Prevention, Treatment

CNS 502: Pharmacology of Addiction

CNS 503: Legal/Ethical Issues in Addictions

CNS 623: Group Work (Includes addictions modules)

Ohio Licensure and NBCC Certification

The M.Ed. in Clinical Mental Health Counseling fulfills the **academic** requirements for students to sit for the National Counselor Examination (NCE) that leads to the PC license.

After two years, paid supervised experience, graduates can take the National Clinical Mental Health Counselor Exam (NCMHCE). Ensuring that all requirements are fulfilled during and after completion of the Counselor program is your responsibility. Consult with your advisor regarding the specifics of licensure requirements, or contact the State of Ohio Counselor and Social Worker Board, 77 S. High St., 16th Floor, Columbus, Ohio 43266-0340, (614) 466-0912. The Counselor Education faculty runs review courses for the NCE, OAE and NCMHCE each year in fall or spring semesters through Continuing Education.

You may also access the Counselor and Social Worker website at <http://www.cswmft.ohio.gov/>

The M.Ed. program in School Counseling meets the **academic** requirements for the State of Ohio Professional Pupil Services License for School Counseling. They can use the Ohio Assessment for Counselors (OAE) exam as their graduation exit requirement. Graduates of the M. Ed. Consult with your advisor regarding the specifics of licensure requirements. More information may be obtained at the State Department of Education website at <http://www.ode.state.oh.us/>

Ohio Assessment for Educators (School Counselor) Exam

Successful completion of the OAE School Counselor examination is required for School Counselor licensure. Contact the College of Education/Education Students Service Center (Julka Hall 170) or the university testing services (UC 253B, 687-2272) for information about when and where the OAE is offered. *****BE SURE TO SAVE SEVERAL COPIES OF YOUR OAE TEST TRANSCRIPT WHEN YOU PASS THE EXAM.**

Program Exit Requirements

The program exit requirement exists as the final academic activity students must satisfactorily complete in order to earn their Master's degree. Students have 3 exit requirement options:

1. passing score on OAE or NCE
2. Thesis or research project
3. Comprehensive Examination

Students can take their OAE at any time they wish, but many take it during their internship year. The advantage of taking OAE at the beginning of internship is that the coursework is mostly completed, and there is ample time leeway if there were any problems on testing day (car trouble, illness, etc.) to reschedule the test. The disadvantage of using the NCE for the Clinical Mental Health Counseling students is that permission is not usually given by the state board to take the NCE until the student is within about a month of finishing internship. If the student does not pass the NCE and is using the NCE as the exit requirement, then the student will not be able to have his or her Master's degree conferred until the NCE is passed.

The Comprehensive Exam ("comps") is a three and a half-hour essay exam is given once a semester. Normally, students complete the comprehensive exam during the last semester in which they are taking coursework. Once you have filed for graduation at the graduation office (UC 400), your name will automatically be placed on the comprehensive examination list. You should check with your advisor as to the test date, format, and preparation tips.

You also have the option to choose a thesis or an exit project to fulfill the counseling program requirements. Both options entail an in-depth investigation of a topic and the formation of a committee to guide the planning and progress of the work. A thesis usually counts for four graduate credits. These credits substitute for electives in the program. To initiate the thesis/project option, pick up a Thesis Proposal Approval Form from the CASAL

office or from the Education Student Service Center (RT 1401) and complete it with input from your advisor.

Program Exit Survey

Students are asked to complete an exit survey at the end of their academic program. This provides the faculty with important, valuable feedback about the student perspectives of the strengths and needs of the program.

Graduation/Commencement

A graduation application must be on file for the term the student intends to graduate for the posting of the degree to occur. There is no backdating of degrees. An application received after a term ends will be processed for the next term and the student is responsible for adhering to all requirements of the final term of graduation. In general, degree candidates should apply for graduation two semesters before their expected graduation date. Specific graduation application deadline dates may be found at <http://www.csuohio.edu/enrollmentservices/registrar/graduation.html>. Graduation applications can be obtained from Campus411.

The University holds a Commencement ceremony in May for individuals who have completed all degree requirements by the end of the spring semester, and in December for those who have completed all degree requirements by the end of the summer and fall semesters.

Students are encouraged and expected to attend Commencement. In order for a Master's Degree student to participate in the University commencement ceremony, he or she must have completed all course work required to fulfill degree requirements and have defended the thesis or completed any required exit project, capstone course, or other exit requirement for the degree.

COMPLETION OF CERTIFICATE AND LICENSURE PROGRAMS

1. A student has a period of six years from date of entry into the College of Graduate Studies to complete requirements for a graduate certificate or graduate licensure program. Only course work, including transfer credit and credit by examination, completed within the immediate past six-year period will apply toward program completion.
2. A maximum of one-third of graduate certificate or graduate licensure program requirements may be satisfied with Cleveland State University course work taken at the 400-level. Only 400-level courses taken from a department or program other than the one awarding the certificate or licensure may be used to meet completion requirements. No 400-level courses taken by a student as an undergraduate may be used to meet graduate certificate or licensure requirements.
3. Subject to departmental/program approval, a maximum of one-third of the requirements for a certificate or licensure program may be satisfied via transfer credit. (See the Transfer Credit Policy earlier in this section of the Catalog.)
4. Subject to departmental/program approval, not more than one-third of the requirements for a graduate certificate or licensure program may be satisfied via Credit by Examination. (See the Credit by Examination Policy earlier in this section of the Catalog.)
5. No 400-or-above-level course work with a grade of C may be used to meet graduate certificate program requirements. A maximum of six credits of 400-or-above-level course work with a grade of C may be used to meet licensure program requirements.
6. Not more than 50 percent of the required credits for a graduate certificate or licensure program can be satisfied by a combination of:
 - a. 400-level courses;
 - b. graduate transfer credit; and

- c. credit by examination for 500-and-above-level courses.
- 7. No course work taken on an S/F, S/U, or audit basis may be used to satisfy graduate certificate or licensure program requirements.
- 8. A minimum grade-point average of 3.0 for all 400-and-above-level work is required to satisfy licensure program requirements. A minimum grade-point average of 2.75 is required to be awarded a graduate certificate. Individual graduate certificate programs, however, may set the minimum GPA requirement at a higher level for the completion of their particular graduate certificate programs.

Counselor Education Program
Master Schedule
Beginning Fall 2018
(Revised as of 7/10/2017)

The following courses are typically offered during the semesters indicated. We cannot guarantee which days summer courses will be offered since they are flexibly scheduled. Please note there may be variations due to budget and enrollment fluctuations particularly in the summer. All classes can be canceled because of low enrollment.

Fall= F, Spring= SP, Summer= SMR

Curriculum:

COURSE NUMBER	COURSE TITLE	CREDITS	SEMESTERS OFFERED	FALL DAY	SPRING DAY	SMR
ALD 603	LIFESPAN DEV	3	F,SP,SMR	M or online	W or online	II T/TH
CNS 504 (previously 604)	CULT FNDTAN	3	F,SP,SMR	M	T	I M/W
CNS 505 (Previously CNS 611)	APPRAISAL	2	F,SP,SMR	T/ OR WEB	M/ OR WEB	I M/W
CNS 517 (Previously CNS 617)	ETHICS	3	F, SP,SMR	M	W	I T/TH
CNS 523	SMALL GROUP LAB (9 week course)	1	F,SP,SMR	H	W	I T/TH
CNS 524 (Previously CNS 624)	CAREER	3	F,SP,SMR	TH or WEB	M or WEB	II WEB
CNS 529 (Previously CNS 629)	INTRO CLINICAL	3	SP, SMR		W or WEB	I M/W
CNS 578 (previously CNS 678)	FNDATION GUID	3	F, SMR	T		I T/TH OR WEB
CNS 620	LAB	3	F,SP, SMR	W	TH	II T/TH
CNS 622	THEORY	3	F,SP	TH	T	6W2 M&W
CNS 623	GROUP	3	SP,SMR	x	M	I T/TH
CNS 634	COUNS & SPIR	2	SMR –			II M/W
CNS 644	Counseling LGBT Clients	3	SMR			II M & W
CNS 650	CASE STUDIES	3	F, SP	W	W	

CNS 670	COUNS CHILDREN	3	F,SMR	H		II M/W
CNS 679	PROGAM PLANNING	3	SP, SMR		T	II M/W OR WEB
CNS 680	CLINICAL PRACTICUM	3	SP, SMR		T	12 Week (2 sections) M or W
CNS 685	SCH INTNSP	3	F,SP	M&W 2 sections	M&W 2 sections	
CNS 686	CLINICAL INT 1	3	F	M (4 sections)		
CNS 687	CLINICAL INT 2	3	SP		M (4 sections)	
CNS 701	ADV APPRAISAL	3	SP		TH	
CNS 702	INDVDL INTELLIGENCE TESTING	3	SP ODD YEARS		M	
CNS 703	PERS TESTING	3	F	T		
CNS 706	PSYCHOPATH	3	F,SP	W	TH	
CNS 709	PSYCOPHARM	3	SP		T	
CNS 712	THEORY PERS	3	SP		W	
CNS 738	FAMILY	3	SP even years		M	M

Certificate programs (all clinical electives)

Chemical Dependency

Course Number	Course Title	Credits	Semesters Offered	Day	Time	Online
CNS 501	Chemical Dependency: Assess, Treat, Prevent	4	F, SP, SU-M&W 5-9:10pm	Saturday	9:00 AM- 12:50 PM	No
CNS 502	Pharmacology of Addiction	1	F, SP, SU	3 Saturdays (first month of the semester)	1:00 PM- 5:10 PM	No
CNS 503	Legal Ethical Issues in Substance Dependence	1	F, SP, SU	3 Saturdays (second month of the semester)	1:00 PM- 5:10 PM	No

Early Childhood Mental Health

CNS 510	Early Childhood Development & Mental Health	3	F	Saturday (3-4 face to face meetings, the rest	9:00 AM- 12:30 PM	Hybrid
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				web-based)		
CNS 511	Families and Early Childhood	3	F	Saturday (3-4 face to face meetings, the rest web-based)	1:00 PM-430PM	Hybrid
CNS 512	Early Childhood Assessment	3	SP	Saturday (3-4 face to face meetings, the rest web-based)	9:00 AM-12:30 PM	Hybrid
CNS 513	Techniques and Interventions for Early Childhood Mental Health Professionals	3	SP	Saturday (3-4 face to face meetings, the rest web-based)	1:00 PM – 430PM	Hybrid
CNS 514	Internship in Early Childhood Mental Health and Behavioral Consultation	4	AS NEEDED	Saturday (3-4 face to face meetings, the rest web-based)	9:00 AM-1:30 PM	Hybrid

Clinical Coursework Requirements

Students are required by law to have 20 semester hours in clinical coursework spread across the four area indicated in the law (OHIO REVISED CODE 4757-13-01e) Each area of the Ohio law pertaining to the clinical training of Professional Clinical Counselors is outlines below along with the CSU courses offered that meet each are of the law. Course descriptions of each course can be found in the graduate catalogue.

AREA 1: PSYCHOPATHOLOGY- This includes courses in abnormal behavior, personality disorders, and psychopathological conditions specific to developmental phases in the life span.

CNS 712: Theories of Personality and Counseling (3 credits)

CNS 510: Early Childhood Development and Mental Health (3 credits)

AREA 2: EVALUATION OF MENTAL AND EMOTIONAL STATUS- Includes the use of assessments procedures for diagnosis and treatment planning and focuses on administering and interpreting individual and group standardized tests of mental ability and assessment.

CNS 701: Assessment for counselors (3 credits)

CNS 702: Individual Intelligence Testing (3 credits) Prerequisite-admission into counseling program

CNS 703: Personality Assessment (3 credits) Prerequisite-admission into counseling program

CNS 512: Early Childhood Assessment (3 credits)

CNS 501: Chemical Dependency: Assessment, Prevention, Treatment (4 credits) This course also counts under area #4 but students clinical course work totals must be 20, meaning you can't count these hours twice but can apply them across the two areas.

AREA 3: DIAGNOSIS OF MENTAL AND EMOTIONAL DISORDERS- This includes the use of the current Diagnostic and Statistical Manual of the American Psychiatric Association and an understanding of the current ICD. Includes the use mental status exams, symptom identification, etiology and psychodynamics of mental and emotional disorders.

CNS 706: Psychopathology and Diagnosis for Counselors (3 credits)

AREA 4: METHODS OF INTERVENTION AND PREVENTION OF MENTAL AND EMOTIONAL DISORDERS & TREATMENT OF MENTAL AND EMOTIONAL DISORDERS- This Area includes several specialty courses with regard to diagnosis, client population, and methods of intervention as well as developing and implementing a treatment plan, reporting and assessing progress in treatment, appropriate referral procedures, formulation of timelines and knowledge of psychotropic medications on clients. SPECIAL NOTE: under the old law this area was actually two areas, areas four and five. Under the new law the two are combined.

CNS 501: Chemical Dependency: Assessment, Prevention, Treatment (4 credits) This course also counts under area #2 but students clinical course work totals must be 20, meaning you can't count these hours twice but can apply them across the two areas.

CNS 502: Pharmacology of Addiction (1 Credit)

CNS 503: Legal /Ethical Issues Treating Drug Dependence (1 Credit)

CNS 511: Families and Early Childhood (3 Credits)

CNS 513: Techniques and Interventions for Early Childhood Mental Health Professionals (3 Credits)

CNS 514: Internship in Early Childhood Mental Health & Behavioral Consultation (4 Credits)

CNS 650: Case Studies (3 Credits)

CNS 634: Counseling and Spirituality (2 Credits)

CNS 670: Counseling Children and Adolescents (3 Credits)

CNS 709: Psychopharmacology for Counselors (3 Credits) Prerequisite EDE 731)

CNS 738 Family Counseling (3 Credits)

Appendix 7

Master Schedule

Counselor Education Program
Master Schedule
Beginning Fall 2018
(Revised as of 7/10/2017)

The following courses are typically offered during the semesters indicated. We cannot guarantee which days summer courses will be offered since they are flexibly scheduled. Please note there may be variations due to budget and enrollment fluctuations particularly in the summer. All classes can be canceled because of low enrollment.

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CNS 505 (Previously CNS 611)	APPRAISAL	2	F,SP,SMR	T/ OR WEB	M/ OR WEB	I M/W
CNS 517 (Previously CNS 617)	ETHICS	3	F, SP,SMR	M	W	I T/TH
CNS 523	SMALL GROUP LAB (9 week course)	1	F,SP,SMR	H	W	I T/TH
CNS 524 (Previously CNS 624)	CAREER	3	F,SP,SMR	TH or WEB	M or WEB	II WEB
CNS 529 (Previously CNS 629)	INTRO CLINICAL	3	SP, SMR		W or WEB	I M/W
CNS 578 (previously CNS 678)	FNDATION GUID	3	F, SMR	T		I T/TH OR WEB
CNS 620	LAB	3	F,SP, SMR	W	TH	II T/TH
CNS 622	THEORY	3	F,SP	TH	T	6W2 M&W
CNS 623	GROUP	3	SP,SMR	x	M	I T/TH
CNS 634	COUNS & SPIR	2	SMR –			II M/W
CNS 644	Counseling LGBT Clients	3	SMR			II M & W
CNS 650	CASE STUDIES	3	F, SP	W	W	
CNS 670	COUNS CHILDREN	3	F,SMR	H		II M/W
CNS 679	PROGAM PLANNING	3	SP, SMR		TH	II M/W OR WEB

CNS 680	CLINICAL PRACTICUM	3	SP, SMR		T	12 Week (2 sections) M or W
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CNS 687	CLINICAL INT 2	3	SP		M (4 sections)	
CNS 701	ADV APPRAISAL	3	SP		TH	
CNS 702	INDVDL INTELLIGENCE TESTING	3	SP ODD YEARS		M	
CNS 703	PERS TESTING	3	F	T		
CNS 706	PSYCHOPATH	3	F,SP	W	TH	
CNS 709	PSYCOPHARM	3	SP		T	
CNS 712	THEORY PERS	3	SP		W	
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Certificate programs (all clinical electives)

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CNS 513	Techniques and Interventions for Early	3	SP	Saturday (3-4 face to face	1:00 PM – 4:30PM	Hybrid

	Childhood Mental Health Professionals			meetings, the rest web-based)		
CNS 514	Internship in Early Childhood Mental Health and Behavioral Consultation	4	AS NEEDED	Saturday (3-4 face to face meetings, the rest web-based)	9:00 AM-1:30 PM	Hybrid

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CNS 510: Early Childhood Development and Mental Health (3 credits)

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CNS 512: Early Childhood Assessment (3 credits)

CNS 501: Chemical Dependency: Assessment, Prevention, Treatment (4 credits) This course also counts under area #4 but students clinical course work totals must be 20, meaning you can't count there hours twice but can apply them across the two areas.

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CNS 706: Psychopathology and Diagnosis for Counselors (3 credits)

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CNS 503: Legal /Ethical Issues Treating Drug Dependence (1 Credit)

CNS 511: Families and Early Childhood (3 Credits)

CNS 513: Techniques and Interventions for Early Childhood Mental Health Professionals (3 Credits)

CNS 514: Internship in Early Childhood Mental Health & Behavioral Consultation (4 Credits)

CNS 632: Seminar in Counseling: Human Sexuality

CNS 650: Case Studies (3 Credits)

CNS 634: Counseling and Spirituality (2 Credits)

CNS 670: Counseling Children and Adolescents (3 Credits)

CNS 709: Psychopharmacology for Counselors (3 Credits) Prerequisite EDE 731)

CNS 738 Family Counseling (3 Credits)