

Shippensburg University Department of
Counseling & College Student Personnel

PROGRAM HANDBOOK

2017-2018

DOCTORAL DEGREE PROGRAM
COUNSELOR EDUCATION AND
SUPERVISION



Department of Counseling & CSP
717-477-1668/counsel@ship.edu
www.ship.edu/counsel

February 2018

SHIPPENSBURG UNIVERSITY
DEPARTMENT OF COUNSELING AND HUMAN SERVICES
STUDENT HANDBOOK ACKNOWLEDGEMENT FORM

The Department of Counseling and College Student Personnel requires that all doctoral counseling students acknowledge in writing that they have read this handbook and agree to abide by the policies, procedures, and ethical standards of the Doctoral Counselor Education and Supervision Program. The Department of Counseling and College Student Personnel at Shippensburg University reserves the right to make amendments to this handbook and to the rules, requirements and procedures at any time. If material changes are made, students will be notified by appropriate means. The policies and procedures here compliment and are in addition to those in the Shippensburg University Graduate Catalog. When appropriate, students should consult the Graduate Catalog for further information or clarification.

I acknowledge that I have read the 2017-2018 Doctoral Program Student Handbook and I understand that I am responsible for knowing and abiding by the information and policies in the Handbook, as well as regulations stipulated by the School of Education and Graduate School. I understand that the faculty will review my progress through the program on a regular basis and will use the criteria for evaluation as stipulated in the Handbook, along with GPA, professionalism, dispositions, as the primary vehicle for doing so. I am assured timely notification and full due process if the faculty have concerns about my progress.

I agree to all of the above statements.

 PRINT STUDENT NAME

DATE

 STUDENT SIGNATURE

DATE

 SIGNATURE OF FACULTY ADVISOR

DATE

Introduction

Greetings Doctoral Students,

Welcome to Shippensburg University's Doctoral Program in Counselor Education and Supervision. After many years of discussion and planning we are proud to offer this doctorate in counselor education. This program was designed to serve students interested in providing exceptional clinical supervision, leadership in agencies and hospital based programs, and provide instructional theory and counselor education for those interested in teaching. The Doctoral Program in Counselor Education and Supervision (Ed.D.) follows CACREP guidelines by providing high-quality instruction, supervision, along with significant instruction in research methods and advanced statistics, and providing the needed training and skill development to be a leader and advocate in the mental health field. The faculty have spent a significant amount of time in the planning, development, and implementation of the program that awaits you. We look forward to working with each of you in achieving your educational and career goals.

Your decision to pursue a doctoral degree affords you the opportunity to be a member of a community of scholars who will learn together in preparation for the challenges of counselor education, leadership, and advocacy. This is accomplished through dynamic instruction, supervised internships, and the preparation needed for solid clinical supervision and educational leadership. This cohort-driven experience comes with the high expectations and assumptions that graduate education is rigorous and will likely impact the way in which each of you view supervision, research and scholarship, and instructional processes. Each of the faculty will work side-by-side with each of you as you challenge yourself throughout your educational pursuits. As a cohort you will have the support of each other as you journey through the doctoral program. You will not be alone as you pursue what will be one of the most significant professional experiences of your life as you complete your coursework and dissertation.

This Doctoral Program Handbook was designed and developed to help you understand the expectations and responsibilities of being a doctoral student in our Counselor Education and Supervision Program. This handbook outlines the doctoral program, department policies, and professional development opportunities for students. Note that the policies stated here are consistent with those in the Shippensburg University Graduate Catalog. The faculty has created a program that seeks to meet students' professional and developmental needs. This

program handbook, plus ongoing consultation and guidance from faculty and the department secretary, will provide the majority of information needed to be successful in the program and achieve your goals. Although we expect you to be responsible for all program timelines and requirements within this handbook and the associated catalogs, you will find excellent resources to help you fulfill those obligations. If you have any questions, please talk to your advisor to assist you. Again, welcome to the Shippensburg University Doctoral Program in Counselor Education and Supervision. We look forward to working with you and the other members of your cohort and pledge to offer you a wonderful, blended learning experience that suits the needs of working professionals!

Welcome!

The Faculty and Staff of the Counseling and College Student Personnel
Department



Historical Background

For over half a century, Shippensburg University has offered the master's degree in counseling, concentrating on the preparation of school counselors, clinical mental health counselors, college counselors and college student personnel professionals. Over the last eight (8) years, we have provided off-campus post master's letter programs in couples and family counseling as well as in drug and alcohol counseling. In addition, the department serves post master's students seeking additional endorsements (i.e., licensed professional counselor [LPC], school counseling certification [PDE], the behavioral health/institute of medicine [IOM], and the school counseling supervisor endorsement [PDE] offered in conjunction with Shippensburg University's Educational Leadership program). The need for this doctoral program is driven by the projected growth of counseling professionals of 14% or higher according to the U.S. Bureau of Labor Statistics. In order for this state and country to produce more counseling professionals, there is a need for trained supervisors during the master's level pre-licensure phase therefore more practitioners are needed who possess a doctorate that emphasizes counselor education and supervision.

Shippensburg University remains a leader in providing educational opportunities to support the citizens of central Pennsylvania for over a century. Started in the mid-1800s, Shippensburg University began an Academy, transitioned to be a Normal School, and the evolved to be a State College and most recently attain University status.

Shippensburg University was established in 1871 as the Cumberland Valley Normal School. The institution was later purchased by the Commonwealth of Pennsylvania in 1917. It became the first normal school in Pennsylvania to be chartered as a State Teachers College. Subsequent expansion produced the Masters of Education degree, the Arts and Sciences Curriculum, and the Bachelor of Science in Business Administration. By 1967, following several name changes, the institution became Shippensburg State College. The establishment of the State System of Higher Education (PASSHE) in 1982 situated 14 state universities located in various geographical positions throughout the Commonwealth, including Shippensburg University of Pennsylvania.

The University is accredited by the Middle States Commission on Higher Education, CACREP (counseling), AACSB (business), CSWE (social work) and CAEP (NCATE) including National Recognition in programs in educational

leadership, early childhood education, mid-level education, English, social studies, foreign language, mathematics and science.

Context for the Doctoral Program in Counselor Education and Supervision

In April 2005, the presidential teams of the American Counseling Association (ACA) and the American Association of State Counseling Boards (AASCB) convened a multi-organizational taskforce to advance the future of professional counseling. This began an 8 year, intensive, collaborative effort of 30+ participating educational, mental health, and State licensure and certification board organizations and professional associations. The work of this taskforce known as the 20/20: A Vision for the Future of Counseling and this doctoral degree bring the Department a contemporary and in-depth understanding of the growth trajectory of the profession of counseling – not solely for the Commonwealth, but nationally as well. Shippensburg University's Department of Counseling and College Student Personnel's doctoral program, is designed to elevate the 20/20's seven consensus areas to advance the counseling profession. These include:

- Strengthening counselor identity
- Presenting counseling as one profession
- Improving public perception and advocating for professional issues
- Creating licensure portability
- Expanding and promoting the research base of professional counseling
- Focusing on students and prospective students
- Promoting client welfare and advocacy.

Our doctoral program significantly strengthens professional counselor identity within the well-documented, rapidly growing area of clinical mental health regionally, nationally, and internationally, as well as across the allied mental health service professions. Our doctoral degree program advocates for and provides advanced services to those persons who consume the wide-ranging services of professional counselors and student affairs professionals. Graduates (and interns) of our degree program will narrow the gulf between those in need of service and those who can provide service locally and beyond. As an applied academic and professional development degree, Shippensburg University will contribute to the expanding need for research in professional counseling.

An overarching goal of this doctoral program is to directly aid and improve client welfare in the Commonwealth and throughout the nation by providing advanced scholars with a cohesive, professional doctoral degree balanced across a rigorous core curriculum, advanced clinical practice under faculty supervision, and advanced development in clinical and administrative supervision, as well as through production of relevant research to forward the profession.

In addition, the strategic location of Shippensburg University provides an unparalleled opportunity for doctoral students to progress with easy access to rural, suburban, and urban environments; to benefit from immersion in diverse cultures and economies; and, to serve within reach of decision-makers in both the Commonwealth and Federal seats of government. Overall, the mission of this doctoral program is in alignment with the contemporary vision of the counseling profession, continues our proud tradition of CACREP accreditation, and is built upon our 53 year foundation of excellence in educating counselors and student affairs professionals.

Summary of the Doctoral Program in Counselor Education and Supervision

The doctorate in counselor education provides licensed and license-eligible professional counselors with the advanced knowledge, skills, and abilities to successfully supervise, design and develop clinical and administrative programs, and provide supervision in a variety of settings. Our doctoral program is uniquely designed to prepare career professionals to provide clinical supervision, engage in program development and enhancement, and deliver advanced clinical practice. Clinical supervision is a cornerstone in the training and development of ethical and competent professional counselors. Throughout their advanced education, each doctoral candidate works in collaboration with department faculty, a team of field-based expert practitioners, and employer mentors, to study and advance ways in which the profession of counseling empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. The program emphasizes counselor education, advanced counseling, clinical supervision, leadership and advocacy in the profession of counseling (regionally, nationally, and internationally). Graduates of our doctoral program will be prepared through the CACREP standards to serve in a variety of educational, clinical, and administrative settings and provide competent care including crisis and disaster response and trauma informed care. In addition, our consistent focus on advocacy and social justice as leaders in the counseling profession evidences the department's values and commitments placed upon these complex constructs and is an integral part of training. Resoundingly, our

geographic location provides our doctoral students with access to a host of agencies and organizations where doctoral student presence undoubtedly fills service gaps and thereby effects positive change at regional and national levels.

Our doctoral program requires successful completion of 60 graduate credits including course work, qualifying examination, competency examination, dissertation research, and advanced clinical internships built upon an already conferred master's degree in counseling or related field. Internships consist of a minimum of one 100 clock-hour practicum and two internships at 300 clock hours each. These educational opportunities with direct experience under faculty and site-based supervision are CACREP requirements which will increase local counseling and/or college student personnel services provided within the communities where doctoral-level internships take place. Coursework is delivered face-to-face (F2F) on the Shippensburg and/or Dixon University Center campuses in blended/online formats; all coursework integrates technological applications and delivery where appropriate

The program design allows for students to complete approximately six 3-credit courses per calendar year. In the students' first academic year, they will sit for a qualifying examination. Successful completion of this examination allows students to continue in the program. Matriculated students advance through their course work as a cohort. We anticipate the length of time required for successful completion of coursework, internship, comprehensive examinations, the dissertation and its defense will be 3.5 years to graduate. Three one-credit research seminars, which are taken in sequence over the three calendar years, prepare students to present their dissertation proposals in timely a fashion. Students, with their doctoral advisors' permission and recommendation to the Graduate Dean, may be granted transfer credit of recently earned, advanced post-master's coursework (500 level and above). In addition to this scenario, students who elect to take their 9-credits (cognate) at another PASSHE institution may be able to shorten the total time required to complete their degree.

Mission

The mission of the Department of Counseling and College Student Personnel, as an entity of Shippensburg University, its Graduate School, and the College of Education and Human Services, is to develop students' academic and personal potential through a comprehensive counselor education program for graduate counseling and college student personnel students.

The Department's mission integrates the principles of a meaningful learning environment, professionalism, and individual responsibility. It strives to be a respected leader in the promotion of dignity, acceptance, and collaboration within the Shippensburg University campus environment.

This doctoral program seeks to graduate highly skilled educators, practitioners, supervisors and researchers in counselor education by utilizing supervised experiences, significant research preparation and investigation and creative scholarly curiosity. As a faculty we strive to challenge the doctoral student to continue as lifelong learners, scholars, noble practitioners and supervisors, and leaders in the profession who embrace scientific inquiry, technology, and innovative practices. Through authentic relationships with invested faculty who model intentional practice grounded firmly in theory and cultural advocacy, students develop the knowledge and skills necessary to be purposeful, effective practitioners, supervisors, researchers, instructors and leaders with a strong sense of personal and professional counselor identity.

Program Objectives

- Leading students to assume leadership and advocacy roles in the profession of counseling across a broad range of professional specializations and settings.
- Utilizing the most current, ethical, and innovative technologies for supervision, counseling and education.
- Emphasizing contemporary competencies in all aspects of professional practice with the overarching goal of mitigating social injustices and inequities.
- Preparing advanced professionals to offer exceptional clinical supervision for counselors and student affairs professionals at all stages of their development.
- Generating new insights and developing innovative approaches in clinical supervision.
- Consulting with their academic advisor, students design a multi-disciplinary "cognate" focus to distinguish their academic program.

- Increasing the knowledge base of the counseling profession in both physical and virtual scholarly environments.
- Preparing a doctoral-level community of practitioner/scholars to create and disseminate results of scholarly practice and research.

OPPORTUNITIES FOR PROFESSIONAL INVOLVEMENT

Professional Organizations- Because the department mission intends that students embrace a professional identity, students must become a member of at least one professional organization. Note that these include state, regional, and national organizations. Also, students are urged to consult with faculty about other benefits of membership including applying for research grants, volunteer and leadership opportunities, obtaining professional liability insurance, and earning awards.

Professional Conference Attendance – Doctoral students are strongly encouraged to attend at least one professional conference per year. This may be a state, regional, or national association meeting. Students are encouraged to submit research proposal to conferences with other doctoral students or faculty in the department in order to further their development as professionals. Though students are generally responsible for any travel, registration, or accommodation expenses, the department does have a few resources to assist students, particularly if students are presenting or co-presenting. Dates of association conferences are listed in the Counselor's Clipboard and distributed twice a year. Conferences are also available on association web pages.

Scholarship (presenting, researching, publishing) – Doctoral students are prepared for professional scholarship through required course assignments, and are encouraged to adapt completed coursework for presentation at professional meetings. Faculty members provide mentoring and support for doctoral students who wish to propose and submit presentations at association meetings, and often include students as co-presenters. Department faculty members frequently invite student assistance with research projects, and may include students as co-researchers and/or co-authors.

Clinic- The department operates a free community clinic, with counseling services provided by qualified students under the supervision of faculty members. The clinic serves children, adolescents, and adults and addresses a wide range of mental

health concerns. Another program, Drew's Hope, allows students to practice skills and serve the community through student led support groups for grieving children and families. For more information about these programs and others visit http://www.ship.edu/Growing_Edges/.

Doctoral students interested in supervising master's level students or providing direct clinical care can use those hours as part of field internship.

Department Student Organizations & Leadership Opportunities -

Opportunities for student involvement in student organizations include the counseling honorary Chi Sigma Iota (CSI). The department chapter of CSI, Upsilon, has created a mentoring program to assist new students. If interested in becoming involved with CSI-Upsilon, contact its faculty advisor. Other ways to be involved include serving as a representative to the Grade Appeals Committee, the Student Advisory Committee, or the Graduate Student Association Board. Consult the student organizations link at www.ship.edu/counsel/student-organizations/ or contact the Department Chair for additional information or see additional information below.

Licensure- Information regarding certification and licensure is available on the department website at <http://www.ship.edu/counsel/>.

STUDENT RIGHTS, PROCEDURES AND EVALUATION

The Department of Counseling and College Student Personnel faculty actively supports the protection of students' academic and personal rights. Should informal consultation with professors not result in satisfactory resolution of a problem, students are encouraged to follow the formal grievance procedures established within Shippensburg University as described in this manual and in the Graduate Catalog.

Student Advisory Council

Students have a right to offer and have suggestions heard for benefiting the department. A Student Advisory Council comprised of at least four (4) interested students from the department meet once a semester. Its purpose is to serve in an advisory role making recommendations to the department. Students can address their thoughts or suggestions to members at any time. Students interested in serving on the Student Advisory Council should contact the Department Chair.

Appeal Procedure for Qualifying and Comprehensive Examinations

Students wishing to appeal their denial or hold on the qualifying examination or comprehensive examinations will be directed, in writing, to contact their advisor to obtain specific feedback. If they are not satisfied with the outcome of the conference they may request in writing to the Department Chairperson, a review before the Academic Appeals Committee. Request for an Appeals Committee review must be made within 10 working days after being notified of the department's decision. Upon receipt of the written request, the Department Chairperson will appoint a committee and notify the student in writing with the name of the Committee Chairperson. Arrangements must be made with the Chairperson for the review meeting within 10 working days of the date of the letter. The meeting will include the student, the student's advisor, and the Committee. Following the review session, the decision of the committee will be transmitted in writing to the student with a copy placed in the student's departmental file.

Grade Appeals

Grade appeals will be conducted according to the Graduate School policies. Please consult the current Graduate Catalog at <http://www.ship.edu/catalog/graduate/>. Note that grade appeal policies are specific and time sensitive. Consult this policy carefully as the department follows it closely.

Personal Appeals Procedures

In addition to providing training in academic and skill-oriented classes, The Department of Counseling and College Student Personnel faculty members also serve the highest ethical standard in their professor/student relationships. Faculty members should be aware of their inherently powerful position vis-a-vis students, in order to avoid exploiting student's trust and vulnerability. Faculty members are responsible for modelling and monitoring ethical relationships given the inherent complication of multiple roles with doctoral students (student, supervisee, advisee, and mentee as well as, in some cases, existing colleague relationships).

In the event that a student feels that a faculty member has behaved in a harmful or inappropriate way, the student is encouraged to address their concerns with the faculty member whose behavior is in question. If the student feels unable to address the faculty member directly, they are encouraged to ask another faculty member or the Department Chairperson to serve as a mediator in a three-way conference. Should the student wish to seek support or consult outside the department before, during or after speaking with department faculty, the following resources are available and confidential: the SU Women's Center, the SU Counseling Center. If a student has sought to remedy the situation with the faculty

member in question and/or through the department, and is not satisfied with the outcome, the following resources are available for remediation and/or reporting: the Dean of the College of Education and Human Services, SU Office of Social Equity, or Professional Ethics Boards. Expectations for relationships between counselor educators and students are outlined in the *2014 ACA Code of Ethics: Section F: Supervision, Training and Teaching*
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Sexual Harassment

The sexual harassment policy is noted in the Graduate Catalog. Concerns about sexual harassment shall be addressed by the Department Chair, any Faculty member, or the Women's Center. www.ship.edu/no_more/

Privacy

Policies regarding the privacy of and access to educational records are detailed in the Graduate Catalog found at <http://www.ship.edu/catalog/graduate/>.

Ongoing Admissions Evaluations

This initial admission to the Doctorate in Counselor Education approves the initial program of study until Practicum in Counseling when the qualifying examination will be conducted. The faculty of the department views the admission as one part of an ongoing process of evaluation which continues throughout the program. By the very nature of the counseling profession it is necessary to use a variety of criteria in addition to academic and professional performance.

Professional Performance Review (PPR)

As stated in the academic standards set forth in the Graduate Catalogue students are expected to conduct themselves in an ethical, responsible, and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the American Counseling Association (ACA). The general and specific standards for ethical practice are listed on the ACA website at www.counseling.org. At the outset of their academic program, students are directed to review these codes and seek any clarification needed from their respective advisors. This is an ongoing review each semester as well as other benchmark times.

The Professional Performance Standards:

Assessing student's progress in fulfilling these professional characteristics is reviewed by individual faculty during each class and by the department throughout the doctoral program. The standards include:

- Openness to new ideas
- Flexibility
- Cooperativeness with others
- Willingness to accept and use feedback
- Awareness of one's impact on others
- Ability to deal with conflict
- Ability to accept personal responsibility
- Ability to accept feelings effectively and appropriately
- Attention to ethical and legal considerations
- Initiative and dependability
- Effective communication

STUDENT RETENTION PROCEDURES

The faculty of the Department of Counseling and College Student Personnel willingly work with students toward maintaining steady and uninterrupted progress in their program. In a small number of cases, however, concerns arise regarding the suitability of a student for the counseling profession. In those situations, the Shippensburg University Department of Counseling and College Student Personnel (in compliance with the ACA Code of Ethics) abide by the following retention plan for students in the department. Because Counseling, Education and Supervision includes a variety of experiences in practicum, internship, supervision or instruction, the student's effectiveness and suitability for the program will be subject to an ongoing and broad-based evaluation by faculty and/or field supervisors. Decisions regarding continuance of studies will be predicated on a combination of factors such as demonstrated competencies, professionalism, ethical practice, and other relevant issues in addition to grades in course work.

Under certain conditions, a committee of the Department may ask doctoral students to do one or more of the following:

- Interrupt their program for a specified period of time
- Engage in a therapeutic relationship with a qualified mental health specialist for the purpose of decreasing those behaviors which detract from the ability to provide a constructive helping relationship with others

- Submit for review additional supportive evidence, such as recording of skills or live presentations of skills that demonstrate competence in the skill areas deemed deficient

If, however, in the professional judgment of a department faculty member, a student's behavior is deemed inappropriate and professionally unbecoming, the following steps are taken to assure that a student's right to due process has been followed:

INFORMAL REMEDIATION

1. The faculty member who has become aware of the problem meets with the student and offers suggestions for possible changes in the student's behavior.
2. The individual faculty member will notify the department faculty of informal remediation recommendations and obtain department input.
3. If student is unable to meet the informal remediation plan and/or additional concerns develop, department faculty will meet to develop a formal remediation plan in consultation with the student, to be provided to the student in writing
4. A Professional Performance Review form is completed by the faculty member to document the feedback given. Students who are under review (PPR) will continue to be monitored by the advisor and faculty for improvement in deficient areas.
5. If the student response continues to be insufficient and further action is appropriate, the faculty contacts the Department Chairperson and provides a written history of informal and/or formal remediation steps and responses. The faculty concurrently informs the student in writing that the Department Chairperson has been notified.
6. The Department Chairperson will convene a committee of three faculty members to further explore options and next steps with the student.
7. The faculty committee makes a recommendation to the entire faculty.
8. When the department faculty has acted on the recommendations of the committee, the Department Chairperson and the student's advisor will meet with the student to convey the department's decision. The Department Chairperson and the student's advisor subsequently monitor the student's progress in carrying out the department's recommendations for the student.

9. If the student is not satisfied with the decision of the department, he or she may subsequently appeal the department's decision to the Dean of the College of Education and Human Services.

Advisor

Students are assigned a doctoral advisor who will act as a resource person and academic guide throughout the program. It is highly recommended that doctoral students keep in contact with their advisor and informed of their progress through the program. The advisor can be a vital link in understanding the program and procedures, the impact of curricular changes, and other policy issues. However, the Advisor is not to be confused with the chair of a student's dissertation committee. The Advisor and Dissertation Chair may/may not be one in the same.

ACADEMIC GUIDELINES AND PROGRAM SUPPORTS

COGNATES

The department follows the Graduate School policy on transfer of credit from other colleges and universities. This policy states that "a maximum of nine semester hour credits of graduate work earned at another institution will be accepted provided the courses are appropriate for the program at Shippensburg University, and that the credits are received on an official transcript with grades of 'B' (3.0) or higher." In addition it states, "Credit earned more than five (5) years prior to the date you begin your graduate program at Shippensburg University does not qualify for transfer credit." The grades will not be used to determine Quality Point Average at Shippensburg. The courses are to be 500 level or higher for consideration. The courses need to fall into the realm of counselor education, education and practice and contribute to the student's professional goals. This is an advisor driven process so consult with your advisor to obtain approval.

An official copy of the graduate transcript should be sent to the Registrar's Office of Shippensburg University for any courses students want considered for transfer credit.

It is the student's responsibility to initiate and complete the transfer of credit process. The transfer of credit form is available on the department's website.

ACADEMIC INTEGRITY

It is the policy of Shippensburg University to encourage academic integrity and forbid academic dishonesty including plagiarism. Students who commit breaches of academic dishonesty will be subject to the various sanctions outlined in the Graduate Catalog found at <http://www.ship.edu/catalog/graduate/>. This policy applies to all students enrolled at Shippensburg University. Note that the Department of Counseling and College Student Personnel takes academic integrity very seriously and expects all students to abide by University academic integrity policies.

GRADES

Grades, including an incomplete, are given according to the guidelines established by the Registrar's Office.

Dismissal for "C" and "F" grades will follow the guidelines detailed in the Graduate Catalog. Graduate students receiving a grade of "F" will be dismissed. Graduate students receiving two "C" grades will be dismissed.

ETHICS

Students are expected, beginning the date of their admission to the program, to strictly adhere to The American Counseling Association Code of Ethics and Standards of Practice. There is a link to these on the department web page under Professional Associations at http://www.ship.edu/Counsel/Professional_Associations/.

PLAGIARISM

A form of academic dishonesty where your unacknowledged use of another writer's words or specific facts or propositions or materials in your own writing. Citations should be made and referenced according to American Psychological Association (APA-6th edition) formatting.

RESEARCH

Since all doctoral students in the program will be conducting research, the chair, dissertation committee, and the Institutional Review Board (IRB) will be supervising the process. Doctoral students must strictly adhere to the university's policy and procedure regarding such research and should seek consultation with their advisor. See <http://www.ship.edu/research/>.

FINANCIAL ASSISTANCE

Briefly, financial support for graduate students is available from a variety of sources. Compensation includes hourly wages and remission of tuition. Graduate assistants must be full time students.

A limited number of graduate assistantships (GAs) are available during the academic year and summer sessions (see http://www.ship.edu/Graduate/Assistantships/About_Graduate_Assistants_hips/). Graduate students are eligible for student employment by the university. Strict adherences to relevant state and federal guidelines are observed. Students may also apply for student loans.

COUNSELING CENTER SERVICES

Counseling services are available at no charge to all students in attendance at the university. Counseling is intended not only to provide help to students with clearly identified problems, but also to facilitate individual growth and development in a manner that will supplement the ongoing education process.

CAREER CENTER SERVICES

Shippensburg University students are entitled to use the services of the Office of Career Development and doctoral students who are also SU alumni can make use of Alumni Services. The following forms of assistance can be provided:

- Career planning – including job search
- Career resources and employer directories
- Computerized career development techniques such as “Focus 2”
- On-campus interview programs with employer representatives
- Referral to employment opportunities
- A Credential file which may be disseminated to prospective employers
- Participation in on-campus development activities provided to both undergraduates and graduates

Additional information on the employment rate of our graduates and examples of positions recent graduates hold can be found in the frequently asked question section of the department’s web page at

<http://www.ship.edu/Counsel/Prospective/FAQ/>.

Additional information on continual professional development can also be found on the webpage under the alumni link at <http://www.ship.edu/Counsel/Data/>

Doctoral Curriculum Course Descriptions

The complete 2016 CACREP Doctoral Standards are on the CACREP Website

CNS 700: Counseling Leadership and Advocacy (3 CRS.)

This course addresses the role of the counselor educator and supervisor in the areas of professional leadership and advocacy. This is one of five doctoral core areas identified as foundational knowledge for counselor education doctoral graduates in the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016). Students will apply course content to current issues, trends, and practices and will initiate a professional development portfolio.

CNS 705: Theories, Models and Practice of Clinical Supervision (3 CRS.)

Clinical supervision is an essential component for creating ethical and competent counselors. This course is designed to provide doctoral students with the theoretical and fundamental knowledge and skills of clinical supervision. This includes the exploration of theories, models, supervisory roles, evaluation methods, research, legal and ethical issues, and socio-cultural issues in supervision. An experiential component of providing individual supervision to Master's students will provide an opportunity for the supervised practice of clinical supervision in counseling.

CNS 710: Instructional Theories and Pedagogy (3 CRS.)

This course examines teaching, learning, curriculum, and how individuals develop and learn, as well as how organizational, social, and cultural contexts shape learning. Students are asked to draw from their own personal and professional experiences in education, work environments, and learning in general, and to use these experiences as a framework for exploring and testing current theories, models, the empirical literature, and present practices. Teaching-learning theories, models of development, and best practices will be explored, and roles and responsibilities will be clarified regarding teaching, supervising, facilitating, and assessing overall professional development within counselors and other professionals.

CNS 715: Advanced Group Leadership (3 CRS.)

This course is designed for doctoral students to explore in depth the process of facilitating group, the theoretical approaches with a variety of populations, the

developmental and multicultural issues in group development, and the nuances of co-facilitation.

CNS 720: Advanced Practice in Multicultural Counselor Education, Supervision, and Research (3CRS.)

This course is designed for doctoral students to study multicultural issues in counselor preparation programs, counseling supervision and counseling assessment. Students will further develop their multicultural competence along three dimensions including awareness, knowledge and skills in counseling, educating, researching, supervising, and advocating for and with diverse populations in community agencies/institutional settings. Through self-awareness, scholarly investigation, and course requirements such as review of the diverse needs of clients in counseling settings, exploring policies and procedures that impact access of service, assessing advocacy models, evaluating course curriculum, and reviewing current research and best practices in serving the needs of diverse populations, students will understand multicultural issues in counselor practice, counselor education, and counselor supervision; demonstrate the ability to assess areas for multicultural growth in students, supervisees, and clients; and implement effective strategies for client advocacy in access of services.

CNS 725: Developing, Leading and Evaluating Programs in the Mental Health System (3 CRS.)

This course provides doctoral student with exposure to leadership theories, skills and approaches as they apply to mental health leadership. The course will explore areas of leadership approaches within the mental health system, administrative supervision, budget and programmatic planning and development, outcome evaluation and needs assessment through extensive literature review. They will assess ethical balance of administrative, clinical and budgetary needs will be discussed and explored. Students will explore how current leaders utilize leadership and organizational change to impact the community, region and state.

CNS 760 Advanced Assessment and Evaluation (3 CRS.)

This course provides doctoral students opportunity to advance their already existing education in assessment and evaluation of clients as well as supervise master's level counselors who administer instruments to their clients. This course will provide the experience for test construction methods, supervision of those providing administration of assessment tools, and the legal and ethical bounds of test administration and supervision.

CNS 795: Qualitative Theories and Methodologies (3 CRS.)

This course provides doctoral students opportunity to examine and synthesize various qualitative methodological approaches in research inquiry. This course will explore issues of qualitative research, specifically addressing the students' epistemological frame, conceptual frameworks, research paradigms, advanced qualitative methodologies, various qualitative data analyses, issues of goodness, and ensuring high ethical standards in research inquiry.

CNS 780: Advanced Quantitative Research Methods and Statistics I (3 CRS.)

This course provides doctoral students with a review and an expansion of their current knowledge of research methodology as well as statistical concepts and operations used in quantitative research and scholarly writing. The course covers descriptive and inferential statistics including both parametric and non-parametric statistical theories and techniques. Students will demonstrate proficiency using SPSS to create and modify data files, run analyses, and provide accurate interpretations of outputs, including effect sizes. Foundational content in quantitative research methodology will address variables, constructs, causality, threats to internal and external validity, and reliability. Lastly, students review and expand their knowledge of research questions, hypotheses, and the chapters of dissertations. The course serves as the groundwork for the sequence of quantitative-themed methodology and statistics courses.

CNS 785: Advanced Quantitative Research Methods and Statistics II (3 CRS.)

This course further develops doctoral students' knowledge of quantitative research methodologies and statistics. Topics covered include new and expanded applications of univariate, bivariate, and covariate analyses, factor analysis, and selected multivariate analyses. Other content includes fixed effects, repeated measures, factorials, and nested designs. Students continue to use SPSS to create and modify data files, run statistical analyses, and provide interpretations of outputs. Paralleling the statistics content, students will explore experimental between and within-groups designs; quasi-experimental and time-series designs; and non-experimental designs that include the production and use of surveys. Lastly, the interplay between research questions, research designs, and statistical analyses is examined.

CNS 790: Advanced Quantitative Research Methods and Statistics III (3 CRS.)

This course is the final quantitative statistics course for the doctoral student bringing about review and application to dissertation development. Continuing

with interplay between research questions, research designs, and statistical analysis continue to be examined.

CNS 800: Doctoral Practicum in Counselor Education (3 CRS.)

This course is a supervised practice and application of counseling skills with clients. Students are required to complete 100 hours of which 40 hours are direct services with clients. This advanced practicum experience is designed to provide doctoral students with the opportunity to develop and assess their clinical counseling skills under supervised practice. Students will be given the opportunity to integrate theory with skills to advance their clinical expertise. Learning also takes place through observing and critiquing recorded sessions of fellow classmates. Practicum is a course with weekly group supervision and an hour of individual or triadic supervision from the faculty instructor along with an hour of supervision from the site supervisor. A fundamental premise of the course is that professional counselor education is best accomplished through a "self-knowledge" approach. This approach contends that the counselor-client relationship is a relational endeavor in which the growth and development of the client depends very much upon the concurrent growth and development of the counselor. Thus, students' willingness to reflect on their practice, to give feedback, and their openness to receive feedback during group supervision sessions are central to the achievement of the course goals.

CNS 801: Doctoral Internship in Counselor Education and Supervision I (3 CRS.)

Doctoral Internship I students are required to complete 300 hours. The 300 hours include a combination of at least three of the following areas: direct clinical work, assisting/co-teaching, instructing, supervising, or advocacy. During internship, the student receives an average of one hour per week of individual and/or triadic supervision from an approved supervisor with a doctorate in counselor education or a graduate degree and specialized expertise to advance the student's knowledge and skills. Group supervision is provided on a regular schedule with other students and supervised by a counselor education program faculty member.

CNS 802: Doctoral Internship in Counselor Education and Supervision II (3 CRS.)

Doctoral Internship I students are required to complete 300 hours. The 300 hours include a combination of at least three of the following areas: direct clinical work, assisting/co-teaching, instructing, supervising, or advocacy. During internship, the student receives an average of one hour per week of individual and/or triadic supervision from an approved supervisor with a doctorate in counselor education

or a graduate degree and specialized expertise to advance the student's knowledge and skills. Group supervision is provided on a regular schedule with other students and supervised by a counselor education program faculty member.

CNS 820: Research Seminar I (1 CR.)

Students will focus on the initial phases of a literature review and the process of identifying topical areas for dissertation research. This is a pass/fail course

CNS 821: Research Seminar II (1 CR.)

Students will focus on the creation of a proposal precise in preparation for the dissertation committee selection. This is a pass/fail course

CNS 822: Research Seminar III (1 CR.)

Students will finish their full proposal and make preparations to defend it with their dissertation committee. This is a pass/fail course

CNS 870: Dissertation I (3 CRS.)

CNS 871: Dissertation II (3 CRS.)

CNS 872: Dissertation III (if needed TBD 3 CRS.)

DOCTORAL REQUIREMENTS FOR PRACTICUM AND CLINICAL FIELD EXPERIENCES

The Department of Counseling and College Student Personnel considers the supervised field experiences of Practicum, Clinical Field Experience I, and Clinical Field Experience II, to be significantly important in the doctoral degree for counselor education. These laboratory and field based experiences are designed to sequentially integrate knowledge and skills from earlier work as well as to allow for the development of new skills. In addition, the field-based experiences serve as a vehicle for communication and networking, (i.e. serving as one important means of linking the student, the department, and field-based professionals in dialogue, feedback, and development of mutual interests). The importance of Practicum and Field placements cannot be over-stressed. For this reason, students must become familiar with the requirements and following them exactly as specified.

OVERALL REQUIREMENTS

There are specific requirements for Practicum and/or Clinical Field Experience. The Practicum and Clinical Field Experiences are separate experiences in the doctoral program and need to be taken in three separate terms. Sites selected for Practicum and Clinical Field Experience placement are expected to adhere to

nondiscriminatory practices in providing services to students/clientele. The department, being a unit within a state funded institution of higher learning, is in support of compliance with current federal and state laws and regulations.

PRACTICUM REQUIREMENTS

Doctoral-level PRACTICUM experience must take the form of direct counseling services (i.e. school or mental health counseling placement-40 of the 100 hours need to be direct service).

Final determination and selection of the site is subject to the approval of the advisor in consultation with the Internship Coordinator. Sites other than those listed by the department may be approved, provided they contact the Internship Coordinator.

Enrollment for Practicum is an ongoing commitment of ten (10) clock hours per week for the fifteen (15) week term. Students must receive a grade of “B” (3.0) or better. Direct hours are to involve clinical counseling with clients and supervision. Students also must meet weekly for group, individual faculty supervision, and supervision with the site supervisor.

The department expects that doctoral students seek placement in schools, colleges, and agencies that provide equal educational, employment, and economic opportunity for all persons without regard to race, sexual orientation, ancestry, veteran’s status, national origin, age, religion, memberships, gender, or disability. Students placed in approved sites are expected to experience and have direct contact with the full range of students/clientele representative of the sociocultural diversity of the geographical area served. While organizations may request approval as a placement site, the final decision regarding the suitability of placement sites for training purposes resides with the department.

Sites must also give permission for students to record their clinical work with clients.

In preparation for PRACTICUM AND FIELD REGISTRATION

1. Review the list of Practicum/Field Sites (by specialization) available on the department webpage at http://www.ship.edu/Counsel/Site_Directory/

- a. New sites may be approved in consultation with advisor and the department Internship Coordinator
2. Make preliminary list of about possible sites
3. Obtain advisor's permission to pursue the site after consultation.
4. Discuss any questions with the Field Coordinator for the department

Clearances for Practicum & Field Placements

Doctoral students are required to obtain child abuse clearances, criminal background checks, and FBI fingerprinting prior to their practicum. Students may also be required by the site to obtain a TB test. Check with the site for specifics. All documents are to be uploaded to CTM prior to practicum. Students only need to acquire these documents once while in the program but must be completed prior to practicum even though they may have clearances from their workplace. They must be completed while matriculated as a student and not prior to entry.

Clinical Field Experience Requirements

Doctoral Clinical Field experience is a combination of counseling, education, advocacy and supervision experiences. Clinical Field experience sites are selected with the advisor's approval from the department's listing in the same manner as the Practicum site. Prior approval is required for sites not on the department's list.

Clinical Field experience will consist of two, three (3) semester credit hour courses and together will require the completion of a minimum of 600 clock hours in the selected professional setting. Additional information regarding internships can be found on the department's web page at

http://www.ship.edu/Counsel/Practicum/Practicum_and_Field_Paperwork/.

In consultation with the advisor, hours for the internship can be a combination of direct clinical work, supervision of master's students, and teaching/assisting in coursework

Changing Sites after Submitting Registration Forms

When an advisor or the Internship Coordinator is notified that a student in Practicum or Clinical Field Experience wishes to change a site placement, the advisor and Internship Coordinator will inform the Practicum or Field Instructor in which the intern is enrolled. Acknowledgement by the site supervisor must be sent to the internship faculty member and the Internship Coordinator. The purpose of this notification is to ensure that the student has informed the supervisor of the wish to change sites and to ensure that the student works

cooperatively with the site supervisor in terminating clients, making referrals for clients, and completing the necessary paperwork.

New internship registration forms must be completed each semester, even if a student is conducting a subsequent internship at the same site. Registration forms are due every semester a student interns. These forms are to be signed and uploaded to CTM.

CONFIDENTIALITY POLICY

Because internship classes often include case discussion, reviews of recorded sessions, and role plays, care must be taken to follow the same legal and ethical guidelines with the supervision relationship and classroom setting as those used with clients in a counseling relationship. Below are measures to lessen the possibility of confidentiality breeches.

Each member of the class is to be informed about the principle of confidentiality and to agree to keep whatever occurs during the class strictly confidential. Interns are instructed that before recording counseling sessions they must obtain written permission from the student/client(s) and legal guardian as applicable. Written “permission to record” forms should specify precisely the purpose of the recording, how the recordings will be used, the time period for which this use will be authorized, and what will happen to the recordings at the end of the time period. Students must clearly explain to clients that they have the right to refuse to be recorded and students must not coerce clients into signing. Students must also give the client information about the purpose of recording and the confidentiality of the information on the recordings. Students should inform the client that the recording will only be shared with the supervisor and the class, that information will be kept confidential (see the paragraph below for how to keep client information confidential), and that the recordings will be erased by a specified date, no later than the end of the current semester. A sample form is provided on the department’s web page under forms, then practicum and field at http://www.ship.edu/Counsel/Forms/Informed_Consent_Sample/.

Interns are advised that when they discuss cases in class they must take measures to protect the identity of clients. Interns will discuss clients using standard identification of simply X or Z to describe clients or a pseudonym. Interns are also instructed that if speaking about the details of a case might reveal the identity of the individual, even without explicitly saying his or her name, the intern should discuss the case with the instructor before raising it in class. In such instances,

particular caution is required and on occasion it will be better not to discuss the case in class if confidentiality cannot be preserved. A similar situation exists if recorded therapy sessions would reveal a client's distinctive voice and the identity of that person might be known to others. Under such circumstances, the need to protect the client's confidentiality outweighs the educational benefits to the class. Students are instructed to put code numbers or pseudonyms rather than names on client notes.

Recordings of clients are solicited as part of the supervision process as well as during the candidacy process. These recordings will be stored in the faculty supervisor's or advisor's office in a locked file cabinet (i.e., password protected USB drive or equivalent) along with any client notes. After the candidacy meeting or after a supervision session, tapes will be returned to the student to be protected in accordance with agency policy. Faculty supervisors may keep supervision notes. Those who do will store these notes in a locked file cabinet in their office. When reviewing an intern's audio, videotape, or digital recording due care will be taken to protect the confidential information. Both will be played in a classroom behind a closed door, and in the case of videotapes, the video monitor will be faced away from windows and doors with windowpanes.

LIABILITY INSURANCE COVERAGE

Concern about the vulnerability of counselors in malpractice suits has increased drastically in recent years. As a result, the department specifies that graduate students enrolled in the Doctoral Practicum course and the Doctoral Clinical Field courses need to be protected in the event someone should bring legal action against them. Since many agencies, schools, services, or other placement sites used for Clinical Field Experiences do not provide for student liability coverage, it is required that students purchase their own professional liability insurance **BEFORE** beginning these components of the program. Students must upload their liability insurance cover sheet indicating coverage prior Practicum or Clinical Field class or they will be suspended from the course until they provide proof of documentation. The coverage must continue without lapse through the entire program.

DOCTORAL QUALIFYING EXAMINATION

The doctoral qualifying examination occurs during the semester the student is enrolled in CNS 585, Practicum in Counseling.

The purposes of doctoral qualifying examination are:

- to ensure that doctoral students are integrating material from the classroom to real- life experiences
- to verify that professional goals are specific and focused
- to verify that basic skills can be demonstrated
- to clarify that students have formulated a realistic view of what they need to do to become effective professionals
- to ensure that students understand and can meet ethical standards
- to ensure that students can dialogue astutely about controversial issues in the field.
- The department acknowledges receipt of the application by letter, also
- informing the student of the candidacy meeting and other specialization specifics described below

The Doctoral Qualifying Examination consists of the following:

1. A self-review submission outlining clinical skills and areas of growth (skills/case-conceptualization)
2. A brief presentation in practicum supervision group of self-evaluation
3. Meeting individually with faculty advisor during the fall semester
4. A department review of the doctoral student

DOCTORAL COMPREHENSIVE EXAMINATION PROCESS

The Comprehensive Examination reviews students' ability to prepare and respond to questions relevant to the field of counseling, their area of study, their experience as a supervisor, clinician and educator. Upon successful completion of all academic courses, doctoral students apply for doctoral comprehensive examinations.

The comprehensive examination process consists of two parts:

Part I: Written Examination

Part II: Oral Examination

Part I: WRITTEN EXAMINATION

Students are provided content-area questions in advance of the exam, in order to research and prepare. An examination day is specified at which time students are to provide written responses to selected exam questions (which may represent all or part of the advance questions provided). Completed student exams are

reviewed by at least two faculty and evaluated for content, accuracy, literature support, writing style, and grammar. High pass, pass, low pass and fail are possible outcomes.

Evaluation Criteria for Written Questions:

Writing Style:

Clarity
 Mechanics (grammar, spelling, punctuation)
 Structure and Organization
 APA Style and formatting

Content:

Addresses question in full
 Demonstrates comprehensive analysis and insight
 Provides adequate and relevant literature citations
 Organized responses which demonstrates understanding of relevance to counseling and counselor education
 Demonstrates understanding of sociocultural issues and implications;
 multicultural competence

Following the written examination, students are informed in writing if they received a high pass, pass, low pass or fail. Students may be asked to retake all or portions of the written examination should that be the recommendation of the faculty.

ORAL COMPREHENSIVE EXAMINATION

Following successful completion of written examinations, an oral examination is conducted with each student. The oral examination committee is composed of faculty members in the department, including the student's advisor. Questions are related to responses on the written examination and the student's research interest/s. Questions may also relate to the profession of counseling, courses in the doctoral program and any aspect of the counseling field. The purpose of the oral exam is to evaluate students' professional preparation and communication competence, and responding with academic research and literature from the field.

Students are evaluated on the following areas:

Preparation
 Cohesive oral response
 Ability to integrate relevant professional literature and competently defend and/or reconsider positions on topical areas.

Following oral examinations, students are informed in writing if they receive a high pass, pass, low pass or fail.

Students may be asked to sit for orals a second time should that be the recommendation of the faculty.

Following successful completion of the DOCTORAL COMPREHENSIVE EXAM (written and oral portions) students are considered doctoral candidates.

DISSERTATION COMMITTEE-PROPOSAL DEFENSE

The dissertation committee is composed of a chairperson and two other members, one of whom can be a faculty member from another PASSHE institution in counselor education, a faculty member from another institution outside of the PASSHE system (with a counseling or related doctorate) or an individual who is considered an expert in their field of study and possesses a doctoral degree.

Students meet with their selected chairperson and develop a research proposal. Once chairs and students determine the proposal is ready for proposal defense, students provide their other committee members with a copy of the proposal and secure a defense date.

At the proposal meeting, students present their proposal to the committee for viability, feedback, concerns, and a timeline for research completion. Upon successful defense of the proposal, students take the feedback from the committee and, along with their chair, make final changes and prepare and submit an IRB application once the approval is given by the dissertation committee and IRB, students begin collecting data, conducting interviews, and moving forward in the research process.

Students will collect, synthesize, and evaluate results and complete the dissertation which consists of five chapters and a final section consisting of a journal ready manuscript to submit for editorial review at a selected journal. Chairpersons and students prepare and edit the five chapter dissertation and distribute a draft copy to their dissertation committee for review. Following feedback, students make revisions and a defense dates are set.

DISSERTATION DEFENSE

A dissertation defense is the culmination of all the research conducted by a doctoral student. Doctoral students present their research findings to their

committee and to the academic community within our college where they will respond to questions and feedback. This experience gives doctoral students an opportunity to defend their research and share their expertise with the subject. Following the defense, dissertation committee members will meet briefly and determine if the presentation and the written body of research meets doctoral expectations and requirements of the faculty.

DISSERTATION SUBMISSION

The final aspect of the doctoral dissertation process includes a final and committee approved submission to the library. Instructions will be provided to the student upon completion of the defense.



Department of Counseling and College Student Personnel Faculty

Clifford “Ford” W. Brooks Jr.

B.A. University of Richmond; M.S. Virginia Commonwealth University/Medical College of Virginia; Ed.S. and Ed.D. The College of William and Mary Phone: (717) 477-1332, Shippen Hall 107

Andrew L. Carey

B.S. Lock Haven State College; M.S. Shippensburg State College; Ph.D. University of Virginia Phone: (717) 477-1650, Shippen Hall 111

Marcy J. Douglass

B.A. Lebanon Valley College; M.S. University of Nevada, Las Vegas; Ph.D. The College of William and Mary Phone: (717) 477-1653, Shippen Hall 110

Kurt L. Kraus

B.S. University of Maine; M.Ed. University of Maine; Ed.D. University of Maine Phone: (717) 477-1603, Shippen Hall 113

Rose H. Merrell-James

B.S. City University of New York; M.S. City University of New York; M.S. State University of New York College at Brockport; M.S. University of Scranton; Ed. D. University of Rochester Phone: (717) 477- 1673 Shippen Hall 105

Kathryn Newton

B.A. University of California, San Diego; M.S. Georgia State University; Ph.D. Georgia State University Phone: (717) 477-1658 Shippen Hall 109

Matthew Shupp

B.A. Shippensburg University; M.S. Shippensburg University; Ed. D. Widener University Phone: (717) 477-1676 Shippen Hall 111

Linwood G. Vereen

B.S. University of Connecticut; M.A. University of Connecticut; Ph.D. University of Nevada Reno Phone: (717) 477-1459

Todd Whitman

B.A. Colgate University; M.S. SUNY Oswego; Ph. D. University of Virginia Phone: (717) 477-1654, Shippen Hall 115

Janice Allen

Department of Counseling and College Student Personnel-Secretary
Phone: (717) 477-1668, Shippen Hall