

Welcome to Antioch University Seattle's
School of Applied Psychology, Counseling & Family Therapy

Ph.D. Counselor Education & Supervision (CES)

Student Handbook Fall 2018 – Summer 2019

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Please note: University-wide standards are subject to change and students are held to current University-wide requirements regardless of year of entry. Always check the AUS website for the most current requirements.

First Quarter Student Checklist & Agreement Form

This document should be signed and submitted at the New Student Orientation. If you did not complete this form at that time, please contact your core faculty advisor.

Name _____
(Please print)

As a new student in the School of Applied Psychology, Counseling & Family Therapy (SAPCFT) at Antioch University Seattle, you are expected to have reviewed and/or to have completed certain documents by the end of your first quarter of enrollment. Please check (✓) the appropriate boxes after you have reviewed and/or completed the following documents:

Ph.D./CES Student Handbook

Plan of Study

Although these documents will be explained to you in your new student orientation sessions, you are expected to obtain, review, and/or complete them yourself before you consult your advisor about questions pertaining to them. Only when you have completed this checklist should you contact your advisor about questions related to basic program policies, specialization or concentration requirements, and your degree planning. The reason for this expectation is that many, if not most, of the answers to the questions you will have about these issues will be contained in these documents or will be accomplished by first reading them.

Electronic Communication Agreement:

In addition to attesting that I will complete the above tasks, I understand and acknowledge that I will only use the AUS Gmail system when corresponding with AUS faculty, students, and staff for any and all communications, and will not use my own personal e-mail. I further understand and acknowledge that AUS faculty and staff will only respond to emails sent through the AUS Gmail system.

Signature _____ Date _____

Part A: Academic Curriculum

Ph.D. Counselor Education & Supervision Student Handbook Fall 2018 – Summer 2019

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Welcome

Welcome to the School of Applied Psychology, Counseling & Family Therapy (SAPCFT) at Antioch University Seattle. There are four master's level clinical specializations in SAPCFT: Clinical Mental Health Counseling (CMHC), Couple and Family Therapy (CFT), Art Therapy (AT), and Drama Therapy (DT). Art Therapy and Drama Therapy are taken in conjunction with CMHC or CFT. In addition, there are two doctoral level programs: a Psy.D. in Clinical Psychology and a Ph.D. in Counselor Education & Supervision. This manual provides the specific degree requirements for the Ph.D. in Counselor Education & Supervision (CES).

Introduction

Antioch University

Antioch is a five-campus university located in four states. Each campus has its own distinct academic programs, community life, and regional or national identity. All programs of Antioch University aim to develop students and graduates who grow in their commitment to contribute personally to improvement in the human condition through responsible leadership that fosters productive, democratic change in the institutions and communities in which they live and work.

These programs are guided by core educational values that include rigorous scholarship and academic discipline, engaged service, community involvement and student-centered, well-rounded learning. Committed to finding the most effective approaches to student learning through innovation and experimentation, Antioch encourages students to integrate work and study, to incorporate experience with academic study and reflection, and to address issues within a social and political context.

Antioch University Seattle

The mission of Antioch University Seattle (AUS) is to provide transformative education that engages adult learners in lifelong development and agency in a changing world.

School of Applied Psychology, Counseling & Family Therapy

The mission of the School of Applied Psychology, Counseling & Family Therapy is to provide higher education and training in the theory and application of counseling, psychology, and family therapy in a variety of settings. Our curriculum promotes values of ethical practice, social responsibility and cultural pluralism; and our classes promote self-exploration, empowerment and whole person learning. We seek to balance traditional and contemporary perspectives in the fields of counseling, psychology, and family therapy. We educate students to become informed and effective practitioners and change agents in our complex world.

Ph.D. in Counselor Education & Supervision (CES)

The PhD in Counseling at Antioch University Seattle is designed for counselors who wish to enhance their professional competencies in research and evaluation, supervision, teaching, and counseling.

It is appropriate for professional counselors who want to teach in counselor education and training programs and/or obtain leadership positions in mental health related agencies. With cognate areas in either Counselor Education and Supervision or Creative Arts Therapy Counselor Education and Supervision, the doctoral program in counseling at AUS seeks to meet the growing need for highly qualified counselor leaders— advanced counseling practitioners, educators and supervisors — attracting candidates regionally as well as nationally.

Distinct Curricular Themes

1. A counselor education curriculum that exceeds national and state standards by requiring core coursework in advanced clinical practices, trauma and crisis response, ethical and legal issues, advocacy and social justice, and counselor education program development and outcome evaluation.
2. A multicultural emphasis on leadership and supervision encouraging a multicultural counselor identity that seeks an appreciation of diversity and human growth in context to social dynamics while also advocating for community justice and equity. This is concurrent with an emphasis on systemic leadership, and supervisory skills needed to assist with organizational change and transformation.
3. A research model that emphasizes not only the rigor of quantitative and qualitative methodologies consistent with doctoral level inquiry, but also program evaluation procedures and outcome driven decision making related to “best practices”.
4. A student-centered training curriculum based on andragogy where adult learners are invited into a collaborative learning experience of reflective practice, experiential learning, and shared inquiry into the best practices of counselor education, supervision, creative arts training.
5. A cognate core focused on counselor education, counseling supervision, consultation and organizational change, and advanced professional seminar and inquiry. A Creative Arts Therapy cognate area is offered designed for those candidates trained in the creative arts therapies wishing to apply their knowledge of counselor education, supervision, leadership, and program development with creative arts therapists.

Our students are trained into a profession with a rich history of helping, and a strong focus in social justice, advocacy and practice. With student-centered learning and competency-based instruction, our program is tailored to the adult learner. Classes meet one day a week in order to accommodate the working adult within a cohort model. As the program progresses and students enter their internship year, availability on other days will become important in order to provide teaching and supervision to our current CMHC master’s students.

Program Goal and Objectives

The PhD in Counseling at AUS is designed to prepare counselors for advanced competency in, a) graduate level teaching and counselor training, b) research and contributing new knowledge to the field, c) counseling supervision, d) leadership and advocacy, and e) counseling practice.

The goal of the program is to expand student abilities in adult learning andragogy specific to counselor and creative arts counselor training, while developing critical thinking skills toward a focused research agenda.

Core faculty members at AUS are committed to an active mentoring process with candidates in promoting professional identity and advanced competence as counselor educators, supervisors, and counseling professionals emphasizing the following program objectives:

Objective 1: Diversity and Change. Doctoral students are expected to demonstrate attitudes and understandings that support engaging with, and appropriately responding to the needs of, a constantly changing population of clients and students whose cultures, experiences, and personal characteristics may be marginalized in the mainstream society.

Objective 2: Counselor Education. Students are expected, by the end of their doctoral internships, to demonstrate levels of knowledge, understandings of the processes of teaching and learning, and teaching skills appropriate for high-quality Masters-level instruction as well as student assessment and program evaluation.

Objective 3: Supervision. Students are expected to demonstrate, by the end of their doctoral internships, the ability to conceptualize supervisory relationships and deliver high-quality supervision.

Objective 4: Advanced Practice. Students are expected to identify an area for advanced professional growth demonstrated within their internship experience in the domains of clinical counseling, counselor education and/or counseling supervision.

Objective 5: Research. Students are expected to demonstrate, by the completion of their programs, high levels of competence in conceptualizing, planning, conducting, and interpreting research appropriate to their counseling interests and the needs of the counseling profession.

Objective 6: Engagement and Advocacy. Students are expected to demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.

Objective 7: Creative Arts Cognate. Students are expected to integrate the knowledge and skills of counselor education and supervision to the specific training competencies of creative arts therapists.

Ph.D./CES Degree Process

Credit Requirements

In order to earn a Ph.D. degree in Counselor Education & Supervision, you will be required to complete a total of 144 graduate credits, up to 72 of which can be transferred in from a master's degree in counseling or related field. Ph.D. students complete a minimum of 72 doctoral course credits, including required courses, practicum, internship, dissertation and electives.

Credit load per quarter

As a cohort program, students will take courses in sequence throughout the three-year program. The program is structured on a half-time format (on average, 6 or 7 credits per quarter) in order to provide time for full or part-time work if needed.

Multicultural Competency

The Ph.D./CES program views multicultural sensitivity as a lifelong process that entails, in part, the identification and understanding of one's own culture and social contexts, as well as an awareness and understanding of the critical role that privilege, marginalization, and oppression play in perpetuating mental illness and social injustice. In addition, multiculturally sensitive counseling involves the development of clinical, educational and supervisory skills that facilitate the effective treatment of clients from a variety of cultural contexts. Multicultural sensitivity is developed throughout the Ph.D. curriculum.

Ph.D./CES Courses

Practicum

The Ph.D./CES requires both a practicum and an internship. The practicum is a two consecutive quarter, two credit course, taken in your third and fourth quarters. It is a clinical practicum where you will complete a total of 100 hours of work, of which 40 are direct client contact. Supervision of your practicum work is through the Practicum course. Practicum credits can be met either by continuing to see clients in your current clinical practice with the addition of the program supervision, or can be arranged within the AUS clinic or another approved site. Please see Part B for more details and course prerequisites.

Required Internship

The purpose of the internship is to provide you with the opportunity to apply your academic learning and skills in a practical setting. The primary focus for most internships are in teaching and supervision, and all students will complete some level of teaching and supervision as part of their internship year. However, for students who may not be looking to apply their degree in an academic setting, your internship year can be negotiated to include more time spent in providing clinical supervision, counseling, research, or leadership & advocacy.

Your internship work will be supervised by one of the Ph.D. faculty individually and in a seminar format for a total of four consecutive quarters. please see *Internship* in Part B of this handbook.

Elective Courses

You are allowed 9 credits of elective courses in the Ph.D./CES. These elective courses provide you with an opportunity to advance your training in particular areas and to pursue interest areas in more depth, beyond material covered in the required courses in the curriculum. Elective courses may be met through Advanced Special Topics (Independent Studies) offered in the Ph.D. program or may be taken within the many Master's in CMHC offerings with approval from your faculty advisor. These elective credits can also be used to meet any unmet CACREP content area requirements not met in your masters program.

Comprehensive Examination

The Comprehensive Evaluation is a tool to assess a student once required coursework from the curriculum and instruction and research strands have been completed. Prior to Admission to Candidacy, each student will demonstrate:

1. Ability to synthesize knowledge from the coursework into relevant themes linking the history of the profession with current practices and future trends
2. Recognition and connection of major ideas and issues as a basis for a scholarly agenda
3. The ability to evaluate, generalize, and apply theories as they relate to critical issues in counseling, counselor education, and counseling supervision.
4. Inquiry skills and background knowledge required to proceed with the dissertation
5. Effectiveness in analyzing counselor education issues, developing recommendations for policy and/or action, presenting those recommendations, and persuading others of their worth

To accomplish this, in consultation with their advisor, the student will select three of the five questions from the CACREP competencies based doctoral program content areas as developed by the doctoral faculty. As a scholarly response, the student must also address how the coursework and related signature assignments informs their identity, role, and intent as a future counselor educator. The student will have a two week period of time to submit their response to the advisor and an additional reviewer chosen by the faculty. This is considered the student's comprehensive exam committee. At the three week period, the student will orally discuss and defend their response as well as address any additional clarifying questions from the their comprehensive exam committee. The comprehensive exam is scheduled towards the end of the summer quarter of year two, as students complete their internships and prior to starting work on their dissertations. If a student fails the comprehensive examination, they will have the opportunity to retake it at the end of the following quarter (fall), however failing the comprehensive exam a second time will result in the student being stopped in their degree process and a remediation plan set in place.

Dissertation

The dissertation is the capstone project for the doctoral degree in Counselor Education & Supervision. Beyond the Comprehensive Examination, it is the product that demonstrates a proficiency of a particular chosen subject via a substantial paper that is typically based on original research and that gives evidence of the candidate's mastery both of their subject and of scholarly method. The candidate will be expected to do more and better reading and research than for a standard graduate essay. The work should display accuracy and skill in its investigation and discussion of the subject. The discussion will give evidence of critical analysis (i.e. standing back from the subject and weighing up pros and cons; for example, that one will show understanding that aspects of particular theories or viewpoints are open to question).

The dissertation process commences in the final year of the Ph.D. CES program. The structure is outlined over four quarters, with each quarter focuses on a chapter of the final dissertation product (see the CES plan of study and dissertation guidelines on Sakai). Students are enrolled in the Advanced Professional Seminar each quarter; a seminar

that supports the student in progressing successfully through the dissertation process. Prior to enrollment in the first quarter of the dissertation process, students should be having conversations with their core faculty advisor about potential dissertation topics and how to best choose the dissertation committee. The core faculty advisor is automatically on the committee and is responsible for insuring that the technical aspects of the dissertation process are being met. In addition, the student must choose at least one other doctoral level faculty member from Antioch University Seattle who can support them in the process. This second member ideally should have expertise either in the dissertation topic and/or in the research methodology. This member can come from Core, Teaching, Affiliate or Adjunct ranks. A student may also opt for a third member to act as a consultant on the dissertation. This person must also have a doctorate in an appropriate field and should offer expertise in either the content focus of the dissertation and/or the methodology. This optional third person can come from outside the Antioch Seattle faculty community but must be approved by the students' core faculty advisor.

Students act as the chair of their committee in consultation with their core faculty advisor. They are responsible for scheduling meetings, providing drafts of chapters in a timely manner prior to the meetings and setting the agendas. The following meetings are mandatory in the process:

1. Dissertation Proposal Approval Meeting – scheduled usually before the end of the first quarter – where the student gets buy-in from their committee on the topic and methodology.
2. Dissertation Approval Meeting – scheduled after the dissertation draft is complete in order for the committee to give final feedback necessary to prepare the final, completed document. Most often this will happen towards the end of the third quarter/beginning of the fourth. At this point, the final chapter (Summary and Evaluation) as well as the references, bibliography and any addenda may still be in process.
3. Dissertation Defense – This is the formal presentation of the dissertation by the student to the committee and the public. In order to schedule this final meeting and presentation, the student must have had their final dissertation product finished and approved by the committee. This generally will happen at the end of the students' final quarter.

Some students may take more than four quarters to complete their dissertation work. In these cases, meetings will be scheduled as each student completes the required work as noted above.

Ph.D./CES Student Plan of Study

You will be required to file a "Student Plan of Study" with your advisor. This "Plan of Study" serves as an agreement between you and Antioch concerning the requirements you need to complete before graduation. Both you and your advisor should keep the document up to date. The following is the current plan of study for the Ph.D./CES program. *A printable version can be found at the MA Programs in the School of Applied Psychology, Counseling & Family Therapy Resources site available to all MA students on their Sakai home page.* POS forms are also available in paper copy in the SAPCFT office.

<p><u>Quarter 1</u></p> <p>COUN 716: Research in Counselor Education (3)</p> <p>COUN 720: Advanced Clinical Counseling Theory (3)</p>	<p><u>Quarter 2</u></p> <p>COUN 712: Research Methodology: Quantitative (3)</p> <p>COUN 730: Instructional Design and Adult Learning (3)</p>	<p><u>Quarter 3</u></p> <p>COUN 714: Research Methodology: Qualitative (3)</p> <p>COUN 740: Multicultural Supervision (3)</p> <p>COUN 798: Practicum (1)</p>
<p><u>Quarter 4</u></p> <p>COUN 718: Program Development and Evaluation (3)</p> <p>COUN 721: Advanced Group Counseling (3)</p> <p>COUN 798: Practicum (1)</p>	<p><u>Quarter 5:</u></p> <p>COUN 744: Advanced Legal and Ethical Issues (3)</p> <p>COUN 722: Advanced Trauma Counseling & Crisis Response (3)</p> <p>COUN 800: Internship (1)</p> <p>COUN 8???: Supplemental Internship</p>	<p><u>Quarter 6:</u></p> <p>COUN 742: Advanced Counseling Supervision (3)/COUC 742: Advanced Counselor Supervision & Creative Arts Therapy (3)</p> <p>COUN 750: Advocacy, Social Justice, and Professional Leadership (3)</p> <p>COUN 800: Internship (1)</p>

	Supervision (1)	COUN 8???: Supplemental Internship Supervision (1)
<u>Quarter 7</u> COUN 732: Counselor Education & Clinical Training (3)/COUC 732: Creative Arts Therapy Counselor Education & Clinical Training (3) COUN 734: Global Mental Health Issues and Professional Sustainability (3)/COUC 734: Global Mental Health Issues and Sustainability in the Creative Arts Therapies (3) COUN 800: Internship (1) COUN 8???: Supplemental Internship Supervision (1)	<u>Quarter 8</u> COUN 752: Consultation and Organizational Change (3)/COUC 752: Creative Arts Therapy Consultation and Organizational Change (3) COUN 800: Internship (1) COUN 8???: Supplemental Internship Supervision (1)	<u>Quarter 9</u> COUN 890: Advanced Special Topics Seminar (1-4) or Elective Offering COUN 895: Advanced Professional Seminar & Inquiry (1)/COUC 895: Advanced Creative Arts Therapy Professional Seminar & Inquiry (1) COUN 810: Dissertation (1)
<u>Quarter 10</u> COUN 890: Advanced Special Topics Seminar (1-4) or Elective Offering COUN 895: Advanced Professional Seminar & Inquiry (1)/COUC 895: Advanced Creative Arts Therapy Professional Seminar & Inquiry (1) COUN 810: Dissertation (1)	<u>Quarter 11</u> COUN 890: Advanced Special Topics Seminar (1-4) or Elective Offering COUN 895: Advanced Professional Seminar & Inquiry (1)/COUC 895: Advanced Creative Arts Therapy Professional Seminar & Inquiry (1) COUN 810: Dissertation (1)*	<u>Quarter 12</u> COUN 890: Advanced Special Topics Seminar (1-4) or Elective Offering COUN 895: Advanced Professional Seminar & Inquiry (1)/COUC 895: Advanced Creative Arts Therapy Professional Seminar & Inquiry (1) COUN 810: Dissertation (1)* Total credits = 72

***denotes the possibility of a student finishing her/his dissertation in three quarters by adding the last credit to the third quarter of dissertation (quarter 11), OR using the final dissertation credit to extend by one quarter (quarter 12).**

Student Learning Domains for Ph.D./CES Students

The Ph.D./CES program provides students the knowledge and skills consistent with CACREP standards (Council on Accreditation for Counseling and Related Educational Programs) and reflective of counselor education & supervision best practices. The table below highlights how the program learning domains are represented in your curricular coursework (and the standards therein) with a brief description to the primary learning objective.

NOTE: The doctoral level degree is built upon the standards and requirements of the Masters in Counseling degree, with up to 72 quarter credits of the master's degree counting towards the 144 quarter credit Ph.D. degree.

Student Learning Domain	Primary Learning Objective
Professional Identity & Ethics	<i>Orients students to the counseling profession, roles & responsibilities, issues, and ethical standards.</i>
Diversity & Advocacy	<i>Knowledge and skills of multicultural counseling, promoting social justice, and eliminating oppression</i>
Human Growth & Development	<i>Theory of individual and family development and strategies in facilitating optimal growth/wellness.</i>
Career & Life Planning	<i>Understanding, planning, and evaluation for career development and related decision making models.</i>
Individual & Group Counseling	<i>Knowledge and skills to the counseling process with individuals, groups, and families as well as the theories, conceptualization, and interventions associated with best counseling models and practices.</i>
Research & Analytical Skills	<i>The methods, models, and application of research toward advancing the practice and profession of counseling</i>
Assessment & Diagnosis	<i>Knowledge of assessment and measurement as well as the skills of formal and informal assessment in relation to diagnostic criteria.</i>
Family Systems Perspectives	<i>The perspectives related to family systems counseling in addition to the skills and interventions of best practices in family and couple counseling.</i>
<p>Doctoral programs in counselor education address professional roles in five doctoral core areas:</p>	

Counseling	<i>Scholarly examination of counseling theories, application of diverse theories; evidence based practices.</i>
Supervision	<i>Theories/models, skills of supervision; administrative responsibilities; gatekeeping.</i>
Teaching	<i>Roles/responsibilities as counselor educators; andragogical/pedagogical theories and practices of education & training; curriculum design and application.</i>
Research and Scholarship	<i>Quantitative, Qualitative and Program Evaluation methods; professional writing, publishing and grant writing skills.</i>
Leadership and Advocacy	<i>Theories, skills, and strategies for leadership and advocacy within all aspects of the counseling profession.</i>

Assessment Criteria for Ph.D. Students

Ph.D. students are assessed in 9 areas of professional competency across 4 levels as defined below. In order to be granted credit for a specific course, students must demonstrate an overall **“Required Competency”** at the minimum. In order to successfully move into the internship year, students must demonstrate an overall **“Intermediate Competency”** in at least 50% of courses/learning assessments to date, and in order to successfully graduate the student must demonstrate an overall **“Intermediate Competency”** in at least 75% of course/learning assessments for their program.

A comprehensive student review by the faculty occurs at early and midpoints in their progress through the curriculum. If the student falls below the thresholds noted above, a “Corrective Action Plan” will be implemented, in collaboration with their advisor, to map out specific steps toward academic improvement. Depending on the reasons for failing a course, or not meeting the 50% and/or 75% **“Intermediate competency”** level mark, a student might be required to re-take a class, to do additional learning in an area assessed at a lower competency level, or in some cases to take a leave of absence to deal with personal issues, which under certain circumstances might include involving themselves in their own personal counseling.

Levels of Competency:

“Below Minimum Competency” reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria.

“Required Competency” indicates that the student has met the “required competencies” of the assignment(s) as well as demonstrated a high level of personal insight and conceptual rigor in terms of the defined criteria.

“Intermediate Competency” denotes the student has met the “required competency” criteria as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria.

“Advanced Competency” denotes the student has met the “Intermediate Competency” criteria as well as demonstrated a strong professional identity, understanding of the professional field, and level of skills expected by a more advanced professional in terms of the defined criteria.

Professional Competencies:

Critical Thinking - shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

Verbal Communication - articulates ideas effectively and maintains congruence between verbal and non-verbal behaviors; shows understanding of group dynamics and awareness of own impact on the group.

Oral Presentation - able to present ideas in a well-organized format; open and able to respond to questions.

Written Communication - writes clearly, presents ideas and information in an organized format; demonstrates technical writing skills including appropriate punctuation, spelling, quotations, grammar, and APA style.

Cultural Awareness and Responsiveness - understands influence of culture on self and others; holds multicultural awareness, knowledge, and skills sufficient to work effectively with people of diverse cultures and worldviews.

Social Responsibility - aware of social, political, and economic inequalities and their psychological effects; shows willingness to address needs of underserved populations.

Emotional Maturity - willing to examine and take responsibility for personal and professional choices; open and non-defensive in receiving and responding to feedback; flexible and willing to change.

Ethical Conduct - demonstrates personal integrity, honesty, and responsibility; works toward integration of personal and professional identity.

Interpersonal Skills - demonstrates empathy, patience, respect, caring, and sense of humor; willing and able to tolerate ambiguity; maintains appropriate boundaries.

Academic Grievance Procedure

Clear, effective communication is an element critical to the many relationships that support student success in SAPCFT and Antioch University in general. For faculty, supervisors and students, the best first recourse is always to address a concern directly. If, however, support is required to efficiently resolve an academic (or non-academic) issue, Antioch University has a formal grievance procedure in place. You can access the Student Grievance Policy (Policy 6.109) from among AU Student Policies on the AUS website's Student & Campus Resources.

Endorsement Policy for Counseling Students and Graduates

The AUS Clinical Mental Health Counselor faculty only endorses a graduate for a position, license, or credential for which the graduate has been prepared. An endorsement granted after successful completion of the Ph.D. program means the individual has completed all didactic and experiential course work, including practicum and internship, all under Antioch University Seattle faculty supervision. This endorses that the student's performance has been sufficient to insure that the candidate possesses the skills and competencies necessary for ethical provision of services in the setting for which endorsement is made. Completion of all requirements means that the candidate has completed the appropriate hours in the Ph.D./CES Degree Program along with the dissertation.

Before endorsement is granted to any student, faculty thoroughly check a student's records to ensure the individual has graduated, maintained satisfactory evaluations in coursework, completed all requirements, and/or is seeking endorsement only for a position or credential for which he/she has been prepared.

The program faculty will not give "crossover" endorsements. For example, if a student graduates from the Ph.D. program within the School of Applied Psychology, Counseling, and Family Therapy, the Ph.D. faculty cannot provide either verbal or written endorsement for the student for a position outside the counseling field, even if the student has completed courses that would entitle him/her to be licensed or eligible for such a position. Antioch University Seattle faculty members urge practicum and internship site supervisors to follow this policy. Students should be aware of this policy and seek endorsement only for employment and credentials that are appropriate given their training, coursework and supervised experiences.

Part B: Clinical Training Practicum and Internship

Ph.D. Counselor Education & Supervision Student Handbook Fall 2018 – Summer 2019

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Practicum Requirements

The Ph.D. Counselor Education & Supervision (CES) requires a practicum experience prior to the internship. It combines both individual and group supervision over two consecutive quarters in support of your counseling experience. Below is a brief overview to the practicum experience at AUS. The practicum takes place in your third and fourth quarters in the program.

Course Requirements

The practicum affords students the opportunity to continue to deepen their counseling work with clients in either a setting within which the student is already working, or in a new setting. In either case, the work is done under university supervision, in order to further develop clinical skills, apply theory to practice, begin to integrate supervision theories/models as they are supervised and be better prepared for the internship experience. For two consecutive quarters you will need to register for:

COUN 7980: A two-quarter, six-month counseling practicum in a supervised doctoral-level practicum of a minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients. The nature of the doctoral-level practicum experience is to be determined in consultation with program faculty. This course includes weekly class meetings alternating between group and individual (triadic) supervision.

Prior to registering for Practicum, all students will need to meet with their Faculty Advisor no later than the fifth week of the quarter before they plan to start Practicum in order to confirm the placement and parameters of the counseling work.

Site Experiences and Hour Requirements

Students will complete a total of 100 hours of work over two consecutive quarters, with 40 of these hours being some form of direct client contact.

While in the Practicum, students will account for hours spent at the practicum site using the Ph.D. Practicum Log Form. The form with guidelines for completion is available on-line on the Ph.D. Sakai site. Students will keep track of hours weekly, accounting for direct client contact and all other (indirect) activities. One form will accommodate 4 weeks of practicum experience. The Antioch Faculty Supervisor is responsible for signing off on these forms. All forms are collected at the end of each quarter, and the hours totals are included in the student assessment on Self Service. After the assessment is completed, the forms are submitted to the students faculty advisor in the Ph.D. Counselor Education & Supervision (CES) program. Students should keep copies of all forms for their own personal records as Antioch does not keep copies of these materials after a student graduates.

Components of an Internship

Ph.D. Faculty Advisor

Your Ph.D. Faculty Advisor serves as the primary contact person for your internship experience. It is with your advisor, in consultation with the program chair, where the parameters of your internship experience will be negotiated. AUS provides professional liability insurance for all of its student interns.

Affiliation Agreement

If any part of your internship experience is done outside of the Antioch University Seattle School of Applied Psychology, Counseling, and Family Therapy, the Ph.D./CES program will secure an Affiliation Agreement with any outside organization that provides internship experiences to Ph.D. degree program students. The agreement delineates basic rights and responsibilities of the organization and SAPCFT. Students are not responsible for securing Affiliation Agreements, however, students are responsible for

checking with the Faculty Advisor and/or program chair, to verify whether agreements are in place and up-to-date. If there is no current agreement, one must be secured by AUS prior to internship contract signing.

Internship Contract

The student completes the Internship Learning Contract consistent with the terms and conditions agreed upon in discussions with the Faculty Advisor. The student then signs the contract, obtains the signature of the Learning Content Area Supervisor(s) and presents these materials to the Faculty Advisor for approval. Once approved by the Faculty Advisor, the student retains a copy for their personal files, provides a copy to the Learning Supervisor and submits the signed original, together with any additional required documentation to the Faculty Advisor. If any portion of the internship happens at an outside organization, then the student must attach a copy of the Learning Supervisor's vitae and current license (if appropriate), to the original documents submitted to their Faculty Advisor.

Internship Syllabus

At the beginning of the internship, the student presents the Learning Supervisor with an *Internship Syllabus* and the *Ph.D./CES Supervisors Quarterly Assessment*, reflecting the learning goals and activities for the internship placement. During their first supervisory meeting, the Learning Supervisor and the student review these forms, along with syllabi for Internship to confirm the various skill areas that will be evaluated and the specific requirements related to the use of client feedback.

Internship Supervision

During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by the Learning Supervisor *across all content areas*. In other words, students should receive a total of at least 10 hours of individual supervision each quarter.

Group supervision is provided on a regular schedule with other students throughout the internship with one of the counselor education program faculty members. Generally, students will receive three hours of group supervision across each quarter.

The Faculty Advisor and Learning Supervisor share information and confer throughout the quarter to monitor and evaluate the quality of student work.

Internship Requirements

The Ph.D./CES Internship

The Ph.D./CES internship must conform to the following minimum criteria:

1. 600 onsite hours over at least four consecutive quarters.
At no time may Ph.D. students complete an internship in less than four quarters.
2. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). In the AUS Ph.D. CES program, two of those areas must be in teaching and supervision.
3. Learning Supervisors must have a doctorate in counselor education or be an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills.

The above internship hours are typically completed on the AUS campus by co-teaching with a core, teaching or adjunct faculty member, teaching one's own class (after co-teaching evaluation), supervising masters' students in practicum or internship under the supervision of a doctoral faculty, participating in a leadership and/or advocacy position within the institution or within the counseling profession, acting as a research assistant or co-researcher under the supervision of a doctoral level faculty member, or providing advanced counseling to clients under supervision. Any opportunities to act in such a position outside of the institution requires prior approval from the student's core faculty advisor.

If you have concerns about any aspect of your internship, it is appropriate for you to discuss your concerns immediately with your Core Faculty Advisor and/or Core Faculty Supervisor.

Documentation

Required Documentation

At the end of each quarter, a signed *Ph.D./CES Log Form/Internship Hours Summary Form* and *Learning Supervisors Quarterly Assessment* are to be submitted to the Core Faculty Supervisor of the group supervision. Each of these forms and *Guidelines for Using the Ph.D./CES Internship forms* is available to the Ph.D./CES student online in *Sakai*.

Ph.D./CES Log Form/ Internship Hours Summary Form

To document client contact and supervision hours, the Ph.D./CES student must complete and submit the *Ph.D./CES Log Form/Internship Hours Summary Form* to the Learning Supervisor for signature on a regular basis. Access to this log provides the Core Faculty Supervisor of the group supervision with a quarterly review of the intern's experience.

The Learning Supervisor's signature on this form serves as verification of the student's cumulative internship and supervision hours. The Core Faculty Advisor reviews this record quarterly to document internship hours in the assessment of student work submitted to the Registrar through Self Service. It is required that students save all original documents should they be needed in the future. SAPCFT neither stores nor takes responsibility for such documentation.

Assessment of Student Performance

Evaluation of the learning that occurs in a student's internship is an integral part of the learning process. In lieu of grades for evaluating student performance, AUS uses quarterly competency assessments. As part of this competency assessment, Learning Supervisors complete the Learning Supervisors Quarterly Assessment.

Learning Supervisors Quarterly Assessment

At the beginning of each quarter, the student provides the Learning Supervisor with the *Learning Supervisors Quarterly Assessment*, which is used to evaluate the student's work for each quarter of internship. The Learning Supervisor is encouraged to write supplemental comments in the spaces provided after each category of student performance specified on the form to augment the ratings in each area. A Required Competency rating indicates satisfactory performance at the intern's appropriate training level. This form is used throughout the quarter to periodically gauge the progress of student work in the various internship areas. A combination of both structured ratings and narrative commentary provides the Core Faculty Supervisor of group supervision and the Core Faculty Advisor with the necessary evaluative data to assess a student's training experience, progress, and professional development.

Learning Supervisors complete the assessment during the ninth week of the quarter, and students submit it week ten, along with the required signed *Ph.D./CES Log Form/Internship Hours Summary Forms*. If an external internship placement, then in accordance with SAPCFT guidelines stated on the forms, documents are to be sealed in an organizational envelope, the seal is signed, and the envelope is given to the student intern for submittal. If a supervisor is unable to complete the assessment in time for the student to submit paperwork to the Core Faculty Supervisor of group supervision by the thirteenth week of the quarter, the student may receive an Incomplete for the course, and may lose internship credit for

the quarter. See AUS website for requirements:
<http://www.antiochseattle.edu/currentstudents/classes/fall/policies.pdf>

Students are granted or denied credit based upon an amalgamation of the Learning Supervisor's and the Core Faculty supervisor's evaluation of performance.

Problems or Concerns

Core Faculty Advisors have access to intern quarterly assessments, and may become involved in problem solving if issues arise with fit or performance. A student's first level of contact for problem resolution is always the Learning Supervisor, and issues should be addressed sooner rather than later. The Core Faculty Supervisor of the group supervision is a valuable resource to the student, and will be the first level of contact for the Learning Supervisor (beyond the student) to address concerns regarding performance. The student's Core Faculty Advisor may also be involved in problem-solving. If academic concerns arise, the advisor will notify the student; however, it is suggested that if the student is concerned about academic progress, he or she seek out the assistance and guidance of the advisor.

In the event of a withdrawal from internship, whether initiated by the student, the Learning Supervisor, or the Ph.D./CES program, the student may be administratively withdrawn from Internship until he or she secures another internship placement. If a student is dismissed from an internship, he or she may receive No Credit (NC) for that quarter. Furthermore, if the student is withdrawn due to the concerns of either the program or the Learning Supervisor, the student may be required to re-enroll in the first quarter of internship. In such cases, accumulated hours to the point of withdrawal may be forfeited. Various disciplinary actions appropriate to the situation may be taken, including but not limited to academic probation, loss of credit, loss of client-contact hours, required leave of absence, and termination.

Part C: Academic Resources, Requirements & Procedures

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Note that all forms and documents referenced in this section of the handbook can be found at *the AUS Ph.D. CES site on Sakai*.

Admissions

Candidates who meet all application requirements and receive an offer of admission are considered by the School of Applied Psychology, Counseling & Family Therapy (SAPCFT) to be *Fully Admitted*. In contrast, *Conditionally Admitted Status (CAS)* is applied to those candidates who are extended the invitation to join the Ph.D./CES program within the SAPCFT while admission requirements remain *in progress*. CAS is term-limited; any student who does not complete *and document completion* of the conditions of admission acknowledged in the *Admission Status Letter* prior to matriculating is required to do so as outlined in the student's admission letter. Once official transcripts/forms documenting completion of the terms of Conditional Status are submitted and processed, the student receives formal notice of *full admission*, and any stated restrictions are lifted.

A candidate may be admitted provisionally with one or more of the following admissions requirements outstanding at the time of the interview:

- Required prerequisite coursework, as indicated on the AUS website
- Completion of the additional master's level CACREP coursework as listed on their admission letter.
- Letters of recommendation (two, submitted on required, standardized forms as required by admissions)

The privilege of this temporary status requires both diligence and patience from the CAS student. It is incumbent upon the CAS student to report and submit official transcripts/forms documenting completion of CAS terms to the Program Associate within the SAPCFT in a timely manner. Active students within the SAPCFT register week 6 of the current quarter for the following quarter's classes, but *grade-reporting* schedules vary. As a consequence, any noted restrictions may extend into the third quarter of registration for some CAS students.

CAS students are required to maintain a satisfactory level of academic performance to avoid a Statement of Academic Concern (SAC). Situations that result in SAC may include receiving an Incomplete (INC) or No Credit (NC) for a class. In the event CAS students do receive a Statement of Academic Concern, they may be administratively withdrawn from the Ph.D./CES Program.

Residency/Degree Completion Limit

SAPCFT students, regardless of specialization, have six years from their date of entry to complete their degree.

Transfer Credits & Course Waivers

SAPCFT recognizes previous academic work through:

(1) waiver of specified required courses, or (2) transfer of graduate credits from an accredited institution. Please note that all requests for course waivers should be made prior to any request for transfer of credits.

To submit a transfer and/or a waiver request, a student must complete the Transfer Credit and/or Course Waiver form located in the SAPCFT Office. Students submit this form and all supporting documents to their Faculty Advisor, who will then submit the application and supporting documents to the Core Faculty Teaching Liaison designated for the course in question. Faculty may request a meeting with the student to discuss her or his request in more detail before rendering a decision.

Students should be advised that there are degrees of approval, which include "approved, approved with conditions, or denied." If a student's request is approved with conditions, the student will need to engage in the specified learning activity (such as an independent study covering the particular areas of the required course not included in her or his previous work) as an alternative to the course. If a student's request is denied, she or he will need to take the course. The Faculty Liaison notifies the student's Faculty Advisor of the outcome of the request.

Waiver of Required Courses

If students believe they have completed comparable graduate level work before entering the Ph.D./CES program, and do not wish to engage in the learning activity offered by Antioch, they may request waiver of certain required courses in SAPCFT. ***This may be done at any point in your application process, but must be done no later than the end of your first quarter of enrollment in the program.***

Courses may be waived with documentation of recent (within the past 10 years), graduate-level course work from a regionally accredited institution for which you received a grade of "B" or better. To be eligible for a waiver, the previous course work must cover at least 75% of the material covered in the course offered at Antioch. To apply for a waiver, students should complete a Request for Waiver or a Credit Requirement form, which can be picked up in the SAPCFT office. Students should attach a copy of their transcript, the syllabus of the course, and any other requested documentation to this form. Students should submit the entire package to their advisor. There may be some doctoral level coursework which is not eligible for waiver.

Waiver of a required course does not result in a reduction of the number of credits required for the doctoral degree. If students are given permission to waive a required course, they will have room to take additional elective courses, an independent study (special topics) as part of their required credits.

Transfer of Graduate Credits

Students may transfer up to 72 quarter credits that are transcript-verified for prior or concurrent graduate-level work from a regionally accredited institution and that meet the CACREP standards requirements for a Master's Counseling degree. They must have earned a grade of "B" or better, and the course should have been completed within the last 10 years. As this is a core element of the Ph.D./CES degree, all verified Master's degree coursework will be assessed as part of the admissions process.

Student Advising

Faculty Advisor

During initial orientation, students will be assigned a Faculty Advisor from within the Ph.D. program. The protocol for the Ph.D. program is that each cohort works with the same core faculty advisor throughout their program. If, after reading about the degree requirements, procedures, and processes described in this handbook, students still require assistance with questions or concerns about their progress and/or other relevant matters, they may want to consult with their advisor. Students are responsible for ensuring that they complete requirements as described in this handbook and that they meet all relevant deadlines for turning in their work. By doing their part to keep up with the necessary procedures and activities, students contribute to creating a positive learning environment for themselves, and will be free to engage with their advisor in substantive discussions of their learning needs.

Meetings with Faculty Advisor

During the initial meeting with a Faculty Advisor, students are advised to determine the most efficient way to communicate and set up appointments. Some prefer email, while others prefer a call on an office or cell phone. All Core Faculty and Staff have mailboxes located in the SAPCFT Office.

There are important meetings that occur at specified times during SAPCFT students' graduate studies. These meetings may be quite brief for some students and longer for others. All SAPCFT specializations and programs require checkpoints, or "gates" through which students must pass before going on to the next step toward their degree. These special meetings are intended for students and their advisors to maintain contact at critical moments in their passage through the degree process.

Regarding Registration

Registration is done electronically through the *AUView* system. Students learn how to access and utilize the *AUView* system during their initial orientation. It is highly encouraged that students are in contact with their Faculty Advisor early in each quarter to discuss plans for registration so that they are insured of following the specialization's plan of study as smoothly as possible.

Additional Advisor Contact

Besides meeting with their advisor at the required times, students may also request additional contact/meetings to talk about special questions, interests, or problems they are having. Students sign up for an advising time by using the advisor's preferred approach to scheduling as discussed in the initial advising session (see above, *Meetings with Faculty Advisor*).

Concerns Regarding Advisor

If, at some point, students have concerns regarding their advisor, the first step is to have a meeting with their current advisor to discuss those concerns. Often such a discussion serves to clear the air and leads to an enhanced working relationship. If necessary, the Ph.D. CES program chair may act as a mediator in discussions. Since there is a limited number of core faculty in the Ph.D. CES program, changing advisors is limited to extreme cases.

Special Learning Activities

The following guidelines are intended to help students in planning and documenting special learning activities. For additional information about any of these topics, consult the written guidelines.

Independent Studies

Independent Studies, known as Special Topics are available to support students in meeting their individual academic needs when those needs cannot be met by courses offered by SAPCFT. To be eligible for a Special Topics Independent Study, it must directly support the student's area of academic concentration. Special Topics Independent Studies that duplicate core and elective courses offered by SAPCFT will not be approved. Guidelines for proposing and creating such Special Topics courses is located on the Ph.D. CES Sakai site.

Rationale

Special Topics studies take a great deal of independent and concentrated effort. Students' written proposals should reflect both their willingness to participate with the necessary rigor and their academic need for this alternative learning experience. Granting of permission for a Special Topics course is not automatic. It is recommended that students focus on Special Topics courses during their final five quarters of the program. All such courses must be approved by your core faculty advisor.

Credits

To determine the number of credits, per quarter, to take for a single Special Topics course, calculate the amount of time based on the ratio of credits to hours of work as 1 to 30. This means that 1 credit is earned for each 30 hours of focused work. In a typical three-credit course, this represents approximately 90 hours of independent work supervised by your evaluator. The number of Special Topics credits that a student may take is limited to the number of available elective credits in your program.

Evaluator

The minimum credential for the evaluator of a Special Topics course is a doctoral degree in a Mental Health related field. The evaluator can be a Core, Teaching, Affiliate, or Adjunct Faculty member here at AUS or someone from the community who has appropriate expertise in the area of a student's Special Topics focus. If a student's preferred evaluator is an expert from the community, approval from the student's Faculty Advisor is needed before starting the process. The evaluation process, including evaluator criteria, is described in the Special Topics guidelines. If the student's evaluator is not AUS faculty, the Faculty Advisor is the faculty on record to grant credit.

Other Special Learning Activities

Cross Program Option

Students may enroll in any graduate course offered on the AUS campus as a Cross Program (CP) course. The Cross Program (CP) option provides an opportunity for students to enrich their course work by Cross Program enrollment with other AUS programs. CP courses are typically taken as electives and, like all other courses, require the approval of the student's Faculty Advisor. Please consult the Quarterly Schedule of Classes for a listing of CP courses. Questions about a specific CP course should be discussed with the student's core faculty advisor first, and then if approved, with the particular instructor involved.

Enrollment at Other Institutions

In order to continue as a matriculated student in good academic standing, all students are encouraged to take their degree course work at AUS. However, the program recognizes that from time to time, students may wish to pursue course work at another degree granting institution.

Courses acceptable for transfer meet the following criteria:

1. The college or university is a regionally accredited institution.
2. The course is at the graduate level.
3. The course description and/or syllabus meet a minimum of 75% level of equivalence to the AUS course.
4. Course work must be pre-approved by the student's Faculty Advisor.
5. There is a maximum of 12 credits acceptable for transfer from another accredited institution outside of the student's already conferred Master's degree.
6. The student's enrollment conforms to total credit limits for the quarter.
7. AUS students may not matriculate in a degree program at another institution for purposes of taking a course.

Process

Complete the [Request to Take Credits at Another Accredited Institution in a Future Quarter Form](#), found at the SAPCFT front desk, and attach the official course description and/or syllabus. Students submit the form and

documents to their advisor who will then forward the material to the specialization chair for approval. Submit all documents 3-4 weeks before the start of the course.

Approval

The relevant chair will grant final approval/denial in writing, on the request form. Once approval is granted, students may register at the institution. Course work, taken at other accredited institutions and applied towards your AUS degree, is subject to the AUS transfer and waiver of credits process and requirements (see above).

Concerns and Guidelines

Course Work & Satisfactory Status

Graduate Course Work

Courses for the Ph.D./CES in SAPCFT offer a specific number of graduate-level credits only, and are non-negotiable. Students are granted full credit for a course after satisfactorily completing all course requirements, including the completion of assignments and course attendance. Due to the nature of experiential learning that is an integral part of all course work, students are expected to attend all classes and satisfactorily complete all assigned work. Failure to attend 90% of the class meeting time will result in no credit for the course unless appropriate makeup work is completed. Failure to attend 80% of classes automatically forfeits the possibility of gaining credit for the class. This applies to all courses, fully classroom based, hybrid or online. If a student falls below the minimum standard of attendance, it is the student's responsibility to arrange for appropriate makeup work with the instructor. The Evaluator's Assessment, issued at the end of each quarter, confirms or denies credit for the course. The Office of the Registrar then officially enters the credit status into the student's academic records (i.e. transcript).

Course Prerequisites

The Ph.D./CES program is a cohort model and courses are set in a specific order as noted on the Plan of Study. However, some elective courses may have pre-requisites. Prerequisites are a specific set of conditions or prior course work required before a student may enroll in a course. Students should pay particular attention to prerequisites that may exist in order to take a course. Please consult the Quarterly Schedule of Classes for prerequisites for each course. Questions about pre-requisites should be discussed with students' Faculty Advisor, the course instructor, or the Core Faculty Liaison.

Satisfactory Status

In order to maintain satisfactory status in SAPCFT, students will be expected to:

1. Adhere to the ethical standards of the chosen profession. Please log in to the appropriate web site on the internet for the current codes of ethics for each professional organization;
2. Maintain a satisfactory level of academic performance, including work in courses, internships, and other structured learning activities;
3. Maintain Satisfactory Progression through the degree process;
4. Meet the guidelines for University Satisfactory Academic Progress as stated in the University-wide Academic Requirements; and
5. Maintain a satisfactory level of personal/interpersonal and professional functioning, as determined by faculty.
6. Note that graduate students in the SAPCFT may often be encouraged to disclose information about themselves during their studies at Antioch. Further information on this subject is located later in this handbook.

AUS Policies and Procedures

Many of the requirements governing the SAPCFT are found in the *AUS Catalog* and on the AUS website's *Student & Campus Resources* under "*Policies*." Included are areas of requirements pertaining to: (1) academic progress, (2) academic action for unsatisfactory progress including academic concerns, academic warnings, and academic holds, (3) satisfactory progress and financial aid eligibility, (4) communication protocol including Gmail procedures, (5) AUS plagiarism policy, (6) student rights & privacy, and (7) library and computer services. Students are advised to familiarize themselves with AUS Policies and Procedures and to refer to the AUS Catalog or AView when necessary.

Failure to Successfully Complete a Required Course

In alignment with the AUS Academic Policies, students who do not receive credit for a required course in their program's curriculum may retake the required course once, and must do so within two quarters, or the next time the specific course is offered, whichever comes first. If the student does not receive credit in their second attempt of the required course, they will be administratively withdrawn from the Ph.D. CES program in SAPCFT. Future

reentry to the program or a different graduate program within AUS requires a full admission process; admission is not assured.

Student Status and Private Practice

1. SAPCFT does not encourage the private practice of counseling or therapy by those who have not completed the appropriate advanced training and supervision.
2. New students accepted into the Ph.D./CES program who are engaged in private practice are required to provide the following information before their admission will be confirmed:
 - a. The nature and extent of their private counseling work (populations or issues addressed, modalities used, approximate number of client hours per week).
 - b. The length of time they have been in private practice.
 - c. The name, title, and business address of the professional(s) supervising their work in private practice and the number of hours of supervision received per month *if working under any license or credential other than a fully independent practitioner license*.
 - d. If counseling services are offered for a fee, in Washington State, a copy of the student's State license must also be provided.
3. New or continuing students engaged in private practice, who do not notify the program of their private practice activities, will be considered in violation of this requirement. Their status in the program will become the subject of review by the Program Chair.
4. Students practicing privately while enrolled in the Ph.D./CES program are required to obtain appropriate professional supervision or consultation on a regular on-going basis. The program accepts no liability for oversight or responsibility for supervision of the conduct of a student's private practice.

Self-Disclosure

Students may often be encouraged to disclose information about themselves during their studies in psychology at Antioch. Such encouragement may be communicated by an instructor verbally or in writing or may simply be communicated verbally by other students. Generally speaking, members of the Core Faculty consider such encouragement to be reasonable, given the clinical nature and professional goals of the curriculum. However, students are also advised that disclosing personal information is always optional for any particular activity or assignment in any particular course. Therefore, students are equally encouraged to exercise discretion in their personal disclosures and to assume full responsibility for the consequences of any particular disclosure. If a student is in doubt about their options for making personal disclosures in any particular course, they are advised to speak with the instructor accordingly. Doing so as soon as possible would be prudent. If necessary, students may, of course, also seek the counsel of the Course Liaison and/or their Faculty Advisor.

Basic Skills Competency

Students in SAPCFT are expected to have a basic level of competency in writing, operating computers, and using the Internet.

Writing Standards

Students in the Ph.D./CES program are expected to be able to write in a scholarly manner that meets APA style and composition standards. For those students who might benefit from additional development in this area, there are writing classes offered on campus through the writing center.

Computer Competency

Students are expected to own their own computers and possess general computer skills (keyboarding, word processing, use of research databases). If students' computer skills are insufficient, they may be asked to take a computer course.

Student Performance

Students are expected to adhere to all AUS and academic program-related policies and procedures, to demonstrate competency in their coursework and internship, and to maintain satisfactory progress toward completing their degree requirements. Consistent and/or egregious failure to meet these performance standards can result in dismissal from the University. These standards are not intended to be punitive; rather, they are intended to represent the high level of integrity and capability SAPCFT expects of its graduates.

The Ph.D./CES Program employs two major assessment systems to monitor and correct performance problems: the Student Competency Review (SCR) and the Corrective Action Planning (CAP). The SCR initially involves faculty formally reviewing each student's performance at the beginning of the third quarter of their studies. Subsequently, it involves the Ph.D. faculty assessing the performance of their advisees when they begin to fall--or

actually fall--below the minimum satisfaction levels for these standards. These reviews take place every spring quarter at a regularly scheduled faculty meeting and involve Ph.D. faculty advisors. In cases where students are on an academic remediation plan, faculty meetings may take place more often.

In preparation for the SCR, Ph.D. faculty formally review the course evaluations for the beginning students and all other students who may not be complying with the aforementioned standards. In the SCR meeting, faculty advisors present their assessments and make one of the following recommendations: (1) pass with no concerns, (2) no-pass with the stipulation to continue monitoring progress again next quarter, (3) no-pass with concerns that require corrective action, and (4) no-pass with concerns that require disciplinary action.

Follow-up Review

Students who receive SCR no-passes with stipulations for follow-up review are generally considered to be in compliance, but the faculty advisors want to make sure that the students involved can handle the issues of concern by themselves and will show due diligence in remaining compliant. In contrast, no-passes with concerns that require corrective and disciplinary action are considered more serious. In these cases, the faculty recommend that the seriousness of these concerns necessitate that the faculty should take a more active role in addressing these problems; and, in some instances, that the faculty recommend that the concerns are so serious that they necessitate more unilateral action, i.e., removing a student from an internship and/or from the University.

Corrective Action

Students who require corrective action are given the opportunity to rectify academic deficiencies and/or unprofessional behaviors that are interfering with their capacity to satisfactorily complete the requirements for their degree program. These corrections are delineated in a Corrective Action Plan proposed by the faculty advisor and negotiated with the involved student. Most of these problems are typically concerned with problems related to class-room performance, including: no-credit granted for courses, academic progress warning, academic progress probation, chronically late assignments, failure to utilize corrective feedback, difficulties with class participation, chronic absenteeism and tardiness, insufficient English proficiency, substandard scholarship and academic writing. In addition, after students have completed their course requirements, these problems are also related to internship-related matters such as: inability to obtain a clinical internship site, inability to retain a clinical placement, lack of client retention during clinical placement, onsite supervisor concerns, and excessive quarters needed to complete clinical placement.

Corrective actions are determined by the faculty advisor and in consultation with the student. Examples of typical corrective measures include students: enrolling in a writing course, completing a particular academic course, repeating a failed course, taking off-site skills training, writing a reflection paper, taking a leave of absence, engaging in psychotherapy, accepting a credit limit, adding more clinical supervision, and making a formal presentation on ethics. In most cases, these corrective actions rectify the problems involved and no further remedial measures are required. However, repeated failures to carry out these corrective measures, it can result in dismissal of the student from their degree program.

Disciplinary Action

students who require disciplinary action have been found to violate criminal law, professional and ethical standards, and/or Antioch University (AU) policies related to physical violence, property damage, and behaviors that interfere with AU's mission and community function. These breaches are considered the most serious problems and are addressed in accordance with the Student Conduct (6.103) and Academic Integrity (6.105) policies in the *AUS Student Handbook*. Because these problems are considered much more serious, they are much more likely to lead to more strenuous disciplinary actions, and when it has determined that there is a clear violation of these standards, they are much more likely to lead to dismissal of students from the University. Furthermore, due process for Grievance (6.109), and Appeal (6.111) policies contained in the *AUS Student Handbook*.

Appeals & Grievances

Formal student complaints are primarily addressed through the appeal and grievance policies delineated in Appeal Policy 6.111 and Grievance Policy 6.109 available on the AUS website.

To access AUS Policies:

- Navigate to the home page of the AUS website
- At the top right-hand corner, under *Student & Campus Resources*, choose *Policies* from the pull-down menu.

The purpose of the appeal process is to provide students with a mechanism to address academic actions taken by the faculty or administration which students believe they have legitimate grounds to appeal. Complaints related to

academic warning, academic probation, and academic dismissals; assessment of satisfactory academic progress; or unfair, inconsistent, or inequitable treatment in a program may also be appealed under this policy. In contrast, the purpose of grievance process is to provide students with a mechanism to address non-academic actions taken by others within the University community about which students believe they have legitimate grounds to grieve.

Scope of Appeal & Grievance Policies

The appeal and grievance policies provide the main means by which students can formally complain about unfair treatment; however, not all remedial actions are covered under these policies. The following areas of concern have their own specific policies and procedures for seeking redress:

- Failure to be provided reasonable accommodation for a disability; see complaint rights under the Disability Support Services Policy 6.101.
- Complaints of sexual harassment or violations of Title IX of the Education Amendments Act of 1973; see complaint rights under Title IX and Sexual Harassment Policy 4.607.
- Discipline or sanctions imposed under the Student Conduct Policy; see complaint rights under Student Conduct Policy 6.103.

Appeal Investigation Process

When a student wishes to institute a formal appeal about an evaluation made by a faculty member, the student must access and follow the Complaint & Investigation Process provided within the *Student Grievance Policy* (6.109), located within the *Student Rights & Responsibilities* (6.100), a *Student Policy* within the *Academic Policies*, which are housed in the *Student & Campus Resources* section of the AUS website.

Other Academic Appeals

Complaints related to academic warning, probation, and dismissals; assessment of satisfactory academic progress; or unfair, inconsistent, or inequitable treatment in a program may be appealed. Resolution must be pursued through the policy most relevant to the problem at hand. An overview of Policies and links to access details for each can be consulted at the *Policy* link within the *Student & Campus Resources* section of the AUS website.

State & Professional Organizations

Codes of Ethics

- **American Association for Marriage and Family Therapy (AAMFT) Code of Ethics**
Generally applies to CFT students.
http://www.aamft.org/iMIS15/AAMFT/MFT_Resources/Legal_and_Ethics
- **American Counseling Association (ACA) Code of Ethics**
Promoting the profession & practice of counseling with dignity and diversity.
<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>
- **American Art Therapy Association (AATA) Code of Ethics**
Generally applies to Art Therapy students. <http://www.arttherapy.org/>
- **North American Drama Therapy Association (NADTA) Code of Ethics**
Generally useful as a guide for practicing Drama Therapists. <http://www.nadt.org/about-nadt/code-of-ethics.html>

State Organizations

- **Washington Association for Marriage and Family Therapy (WAMFT)**
Generally applies to CFT students with resources for student members. www.wamft.org
- **Washington Mental Health Counselors Association (WMHCA)**
Generally applies to MHC students with resources for student members. www.wmhca.org
- **Evergreen Art Therapy Association (EATA)**
Generally applies to AT students with resources for student members. www.evergreenata.org

HIV/AIDS Information

- **Lifelong AIDS Alliance** - <http://www.lifelongaidsalliance.org/>

- **King County Department of Health** - <http://www.kingcounty.gov/healthservices/health.aspx>

Washington State Department of Health

- **DOH Home Page** - <http://www.doh.wa.gov/>
- **Licensing – CFT:** <http://www.doh.wa.gov/hsqa/Professions/MFT/Default.htm>
MHC: <http://www.doh.wa.gov/hsqa/professions/mentalhealth/>
- **Revised Code of Washington (RCW)** - <http://apps.leg.wa.gov/rcw/>

Faculty Biographies

Beth Donahue, Ph.D., ATR, LMHC, Teaching Faculty: CMHC/Art Therapy; Ph.D. Counselor Education & Supervision

**Ned Farley, Ph.D., Director of the Ph.D. in Counselor Education and Supervision
Core faculty: Clinical Mental Health Counseling**

I joined Antioch University Seattle as a Core Faculty Member in the Master's in Counseling program in January, 1992. Previously, I had been an Adjunct Faculty member and had done Field Placement Supervision of Interns since 1984. Having practical experience in Community Mental Health, in Private Practice, and in Consultation and Education since 1982, I feel comfortable in my ability to work with Antioch students in several different areas within the field of Counseling.

My undergraduate work was in both Theatre (Acting/Directing) and in Psychology at the University of Washington. I have an M.A. in Counseling Psychology and Mental Health Administration from Vermont College of Norwich University; and a Ph.D. in Existential Counseling Psychology from The Union Institute and University. At Antioch, I was the chair of the Clinical Mental Health Counseling program from 1994-2012, as well as the Chair of the Integrative Studies in Psychology program from 2005-2015. I act as the Teaching Liaison for several content area and elective courses. I teach a variety of courses including Theories and Practice of Counseling; Psychopathology; Psychodiagnostics and Treatment Planning; The Case Consultation sequence; Advanced Theories: Existential; Psychology & Spirituality, Social Justice, Advocacy & Practice; Improvisation in Drama Therapy, Buddhism in Context, and Zen Buddhism and in the past have taught at the undergraduate level in both psychology and theater.

My theoretical framework (and much of the way in which I look at the world) is Contextual Existential and Phenomenological, and strongly influenced by my Celtic and Native American roots, as well as my Zen Buddhist practice. As such, I attempt in both my teaching and advising roles, to help students study and experience the "bridging"/connections of "head", "heart" and "spirit" through the body. I am at Antioch because I strongly believe in the institutions' values and philosophy of Progressive Education, of Multiculturalism, and of Social Justice. I consider myself a good fit for students who see themselves as colleagues in the learning process; and who have a commitment to fostering an open dialogue about their educational process and the role that Antioch plays in this journey. I especially enjoy developing a mentoring relationship with students (whether they are my advisees or not) who would like to expand their knowledge base in one or more of my areas of specialization or interest.

My areas of interest and specialization include:

In Counseling: Existential Psychology; Buddhist Psychology; Phenomenology; Adult Development; Gay/Lesbian/Bi/TS issues in Therapy; Domestic Violence (specifically Gay/Lesbian D.V.); Dissociative Disorders; Bridging traditional and alternative views of Psychopathology & Diagnosis/Assessment; Multiculturalism in Psychology; Shame and internalized "isms" and their impact on identity development; The use of ritual in therapeutic healing, Improvisation as a counseling meta-skill.

Other areas: Existential Philosophy, Mind/Bodywork; Heuristic/Phenomenological Research; Progressive Adult Education; Organizational Systems; Native American Shamanism; Ritual in individual/social/cultural context; Gay/Lesbian Studies; Psychological Perspectives in Theatre, Film and Literature, The intersection of ecological understanding with mental health.

On a personal note, I live on Whidbey Island with my two dogs. I love to travel, and try to always incorporate my professional conferencing with exploration of new (and not-so-new) places. In my current spare time, I am writing/publishing in several areas of interest. I have also reintegrated the actor/director aspects of my professional history back into my current life and five years ago started a new theatre production company with a professional colleague focusing on "theatre with a social conscience".

Katherine Fort, Ph.D., LMHC, Core Faculty and Associate Chair: Clinical Mental Health Counseling; Core Faculty – Ph.D./Counselor Education & Supervision

I received my Ph.D. in Counselor Education and Supervision from Oregon State University with a dissertation focused on experiences of international student adjustment within the American community college system. Prior to my education with OSU, I received my MA Ed. in Counseling at Seattle University, with a specialization in Post-Secondary Counseling. My bachelor's degree is from Scripps College, where I dual majored in International

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Relations/Politics and Asian Studies.

I am a Licensed Mental Health Counselor (LMHC) and specifically enjoy working with clients on issues surrounding cross-cultural transitions, as well as the intersection of mental health and career counseling issues. Prior to joining Antioch, I worked as a counselor in the state community college system where I mainly counseled first-generation, at-risk, and international college student populations. At the community college level, I developed curriculum and taught a wide variety of Human Development classes as a faculty counselor. Prior to my work at Antioch, I taught as adjunct faculty in master's level counseling programs at Seattle University and Bastyr University. I also enjoy supervising counselors at the graduate level and those working toward state licensure.

I joined Antioch Seattle in September 2013 and so far, I have been teaching Communication and Counseling Skills, Career Development, Human Development: Gender, Case Consultation, and Lifespan Development.

I am interested in the application of multicultural and social justice counseling theories to personal and career counseling practice. In particular, I focus my teaching on the impact and intersections of systems of privilege and oppression on personal identity development—both of ourselves as counselors and of our clients. I am passionate about fostering the development and emergence of community leaders and social justice advocates via counselor education and supervision!

I am a Seattle native, though I have spent timing living in the beautiful state of California and have taught English in Japan before focusing on my career as a counselor/counselor educator. Outside of work, I am an outdoors, fitness and nutrition enthusiast. I am an avid hiker, biker, swimmer and runner. Yoga, meditation, cooking and travel are fantastic some of my favorite past-times providing life balance. Finally, and most importantly, I am a mom and adore spending as much time as I can with my active, sweet and curious little boy.

Mariaimee' Gonzalez, Ph.D., LPC, Core Faculty: Clinical Mental Health Counseling; Ph.D., Counselor Education & Supervision.

I received my Ph.D. from the University of Missouri-St. Louis (UMSL). I was previously faculty at the University of San Diego, Director of Clinical Studies at Webster University, and clinic director, supervisor, and adjunct at UMSL.

I am primarily interested in the study of oppression and liberation in regards to human rights; the process of professional counselor identity; the counseling and mental health experiences of female inmates; the impact of mental health on communities impacted by natural disasters; and the application of the intersections of constructed cultural and ethnic identity to the counseling process.

In addition to my faculty position at Antioch University Seattle, I am working on a social justice text book for mental health professionals. I also provide consultation in the area of diversity competence, integration, and systemic social change; and currently my focus is on Ferguson, Missouri, where I am licensed as a professional counselor. I currently serve on the American Counseling Association Human Rights Committee, partake in Social Justice for Counselors, and the Latino Association for Counselors.

I moved to Seattle August 1, 2014 and I am still learning my way around this very cool city. My partner and I have one little Chihuahua named Lily Marie Godzilla Gonzalez Trejo. I was born in San Juan, Puerto Rico and grew up on the Mississippi Gulf Coast. I love traveling, watching horror movies, eating out, and college football. I am very close to my family and childhood friends, love animals, the arts, and enjoy outdoor adventures.

**Janice Hoshino, Ph.D., ATR-BC, LMFT, Chair of Art Therapy and Drama Therapy
Core Faculty: CFT/Art Therapy; Ph.D. Counselor Education & Supervision**

I received my Ph.D. from United States International University, San Diego, CA, with a specialization in Marriage and Family Therapy and my Master's Degree in Art Therapy from Indiana University of Pennsylvania. I am a Registered and Board Certified Art Therapist (ATR-BC) through the American Art Therapy Association (AATA), a clinical member, and an Approved Supervisor of the American Association of Marriage and Family Therapy (AAMFT). I am licensed as a Marriage and Family Therapist (LMFT) in the state of Washington and have also practiced in California, Kansas and Pennsylvania. At Antioch University Seattle I serve as Chair of Creative Arts Therapy and am core faculty in the Couple & Family Therapy Specialization.

I bring to Antioch over twenty-four years of clinical and teaching experience. Prior to joining the Antioch faculty, I taught at Emporia State University and Marywood University, Scranton, Pennsylvania for seven years. Clinically, I have worked in the following: an inpatient psychiatric unit, University and private counseling centers, rehabilitative program for blinded individuals, senior community centers, and in private practice. I have served in both clinical and administrative positions. Currently, my private practice is primarily working with couples and to a lesser degree families, but I also work with individuals with multiple issues.

Currently, I serve as a Director of the Art Therapy Credentials Board (ATCB), and have been active in several committees for the American Art Therapy Association including the Education Program Approval Board (EPAB), the AATA Honors committee, the ATCB nominating committee, as well as the archives, research, and ad hoc international affiliation committees. In 2013, I was the recipient of the American Art Therapy Association Distinguished Service Award,

My interests include research in the art therapy and family therapy fields, on multicultural issues and multi-generational influences of family separation. Publications include co-author of Family Art Therapy (2008), as well as chapters in the Handbook of Art Therapy, Mourning, Memory, and Life Itself, and Adolescent Substance Abuse. Additionally, I have numerous journal articles.

I reside in Redmond with son Logan, and Champ, our loopy golden retriever. Besides spending time with family and friends, I enjoy travel, ceramics, photography, and cooking.

Colin Ward, Ph.D., Chair of Clinical Mental Health Counseling

Core Faculty: Clinical Mental Health Counseling, Ph.D. Counselor Education & Supervision

I received my B.S. in Education and Special Education from the University of Northern Colorado in 1983, my M.S. in Counseling from Winona State University in 1988, and my Ph.D. in Counseling from Oregon State University in 1997. I am a licensed mental health counselor and a national certified counselor and have over 27 years experience as an educator, supervisor, and counselor with an interest in strength based approaches to counseling, advocacy and leadership, counseling supervision, and public policy for promoting the counseling profession and social mental health. My recent book, Strength Centered Counseling (2011) highlights a career of training counselors to integrate effective postmodern techniques and interventions for working with clients to engage hope, identify strengths, and develop resilient life patterns.

Since receiving my doctorate, I have written and presented on counseling supervision nationally and internationally, believing that effective counselor training and supervision occurs in a systemic, strength-based, and multicultural competent framework targeting:

- 1. Evidenced-based skill acquisition, and multicultural competence;*
- 2. The self of the therapist, and the therapeutic relationship;*
- 3. "Style-shifting" based on client/family needs and motivational levels; and*
- 3. Professional ethics and client welfare advocacy.*

I have authored or co-authored fourteen articles, two book chapters, seven grants, and a second book focused on promoting nonviolence in schools. I have taught and supervised in a variety of CACREP counseling programs and am a past state association president, was recognized as Minnesota's School Counselor Educator of the year, provided leadership in the state's licensure efforts, and served as the first president for Minnesota's Board of Behavioral Health and Therapy.

Andrew Wood, Ph.D., NCC, Core faculty: Clinical Mental Health Counseling; Ph.D. Counselor Education & Supervision

I received my Ph.D. in Education (specializing in Counselor Education) from the University of Central Florida. My dissertation focused on prostate cancer stigma and how it affects the quality of life and relationship satisfaction of couples dealing with the disease. Before attending UCF I lived in Jacksonville, FL and received my M.S. in Mental Health Counseling and my B.S. in Psychology (minor in Religious Studies) from the University of North Florida. I joined Antioch University Seattle as a Core Faculty Member in the Fall of 2015.

My counseling experiences have ranged widely, but I find myself most at home counseling individuals or groups in low-income settings that are also dealing with mild-to-severe mental health issues. I have worked in a variety of settings, ranging from inpatient hospital/substance abuse units to community-based counseling centers. My theoretical orientation is generally integrative while having a basis in existential-humanistic theory. I try to adapt my counseling style to the needs of the client while taking the context of the client into consideration (e.g., cultural beliefs, personality styles, or socio-economic position).

I am very excited to be teaching at Antioch University Seattle. I have taught a few classes in the past (i.e., Addictions Counseling, Techniques of Counseling, Group Counseling, and Couples Counseling) and guest-lectured in numerous courses while in my Ph.D. program. On the best days, I view education as a conversation between those in the field and those wanting to be in the field. I like to work in a system wherein students and faculty can work together to create meaningful experiences, inside and outside the classroom, to help prepare students for the

field. Because counseling is such a unique field, I utilize a great deal of experiential exercises and methods to help stimulate and stretch students' growth where I serve more as a facilitator than expert.

My research deals with two broad topics: quality of life for older adults and religious/spiritual issues in counseling. These topics have produced empirical and scholarly work related to my previously mentioned dissertation topic; looking at alternative therapies for caregivers of cancer survivors; the loss of religious/spiritual identity for LGBT+ individuals; the use of meditation in counseling and counselor education settings; and other topics in development (e.g., the importance of altruism in counseling). I am very open to collaboration with anyone that has a level of interest in these topics and would like to gain experience in research, presenting, or publication.

Outside of the classroom and office, I have played bass in numerous fast and loud bands in the recent past and look forward to establishing grooves in the near future. I greatly enjoy finding new and heart-warming or heart-jarring music both recorded and live. I also really enjoy driving/exploring, as evidenced by my nearly 4,000-mile relocation trip from North Florida to West Seattle. Exploring and adapting to the Seattle area will be a new hobby of mine for the foreseeable future.