

ANTIOCH UNIVERSITY

SEATTLE

School of Applied Psychology, Counseling, and Family Therapy

Ph.D. Counselor Education & Supervision Program

COUC/COUN 8950: Advanced Professional Seminar & Inquiry

Credits: 1 credit per quarter over 4 quarters

Prerequisite: Open only to CES/Ph.D. students

Day/Date & Time: Mondays, 5 meetings TBD with students each quarter

Quarter: Fall, Winter, Spring, Summer, **year**

Location: Antioch University Seattle
2400 3rd Avenue, Suite 200
Seattle, WA 98121

Instructor: **name**

Contact Info: **University email address**

Office Hours: By appointment

Faculty Teaching **name**

Liaison:

Contact Info: **University email address**

Prerequisite

Successful completion of required first and second year coursework & Comprehensive Exam

Course Description

Taken concurrently with dissertation quarters to support student's progress in the dissertation process, inclusive of identification of research area and methodology, dissertation proposal, support during data collection, and final dissertation product including defense.

PROGRAM COMPETENCIES AND OUTCOMES

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. To meet CACREP 2016 Doctoral Standards, students must demonstrate proficiency in five core areas:

Teaching, Supervision, Research, Counseling, and Leadership & Advocacy. As such, the AUS CES program is designed with curricula that specifically addresses these five areas across multiple required courses as outlined in the student handbook and Ph.D./CES plans of study. Additionally, the AUS CES program specifically addresses expectations for student learning and competency via 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 in this cognate are expected to integrate the knowledge and skills of counselor education and supervision to the specific training competencies of creative arts therapists

Course and Student Learning Objectives

As per CACREP Doctoral Standard 6A5, 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 (Proposal, Literature Review, Content, Summary & Evaluation). Students are enrolled in the Advanced Professional Seminar & Inquiry each quarter; a seminar that supports the student in progressing successfully through the dissertation process, including understanding of research proposal design/evaluation for human subjects review by institutional review boards (CACREP 6B4j) and understanding of funding resources for research (CACREP 6B4k).

Knowledge and Skills Outcome

Knowledge (CACREP)	Key Performance Indicators (kpi)
<p>Doctoral students must complete dissertation research focusing on areas relevant to counseling practice, counselor education, and/or supervision. (CACREP 6A5)</p>	<p>Successful completion of the dissertation as approved by the dissertation committee and program.</p>
<p>Awareness of the AUS Institutional Review Board requirements for human subjects research. (CACREP 6B4j)</p>	<p>Successful submission and approval of research proposal through the AUS IRB.</p>
<p>Awareness of grant proposals and funding resources (CACREP 6B4k)</p>	<p>Readings and in-class discussions</p>
<p>Ability to write at a doctoral level for publication, including adhering to APA style guidelines. (CACREP 6A5)</p>	<p>Successful completion and acceptance of the dissertation.</p>

Andragogical Design

The student will participate in the seminar with their peers and faculty advisor in order to create a supportive environment for successful completion of the dissertation process. Each quarter will focus on the successful completion of the appropriate chapter of the dissertation

through peer and advisor support in identifying foci and where in the process students might need additional help. While the focus is to guide the student through the dissertation process over four quarters, it is recognized that there are factors that might contribute to the student requiring additional time. When this happens, the faculty advisor will work with the student to identify a realistic additional timeline. The faculty advisor as instructor will complete a final, credit-bearing comprehensive assessment at the end of each quarter.

Confidentiality

Students should be aware of the Institutional Review Board (IRB) which requires all research involving human subjects to be formally approved through the IRP process. While CES students have been introduced to the IRB process in their core research coursework, the first quarter of the dissertation process is when a formal submission to the IRB is expected. As always, students should stay abreast of confidentiality and legal rights procedures as may be appropriate for their dissertation area in order to meet appropriate legal and ethical standards.

Required Texts and Resources

Delaney, M.E. (2016). Grant writing for the counseling professional. *The Journal of Counselor Preparation and Supervision*. 8(3). <http://dx.doi.org/10.7729/83.1135>

Flamez, B., Lenz, Stephen A., Balkin, Richard S., & Smith, Robert L. (2017). *A counselor's guide to the dissertation process*. Alexandria, VA: American Counseling Association (ISBN: 978-1-55620-359-6)

Grants & Funding for Research Presentation:

<https://aca.digitellinc.com/aca/sessions/7465/view>

In addition, students are expected to review and follow the guidelines in the Dissertation Handbook, which can be found in the "resources" area of the Ph.D./CES Sakai site.

Course Assignments

As part of the seminar process, students will be working at their own pace each quarter in order to complete each chapter of their dissertation. In general, the process will include attention to a specific chapter each quarter in this four-quarter sequence:

Quarter 1: Dissertation Proposal

Quarter 2: Literature Review

Quarter 3: Content (Methodology & Research Presentation)

Quarter 4: Summary, Implications & Outcomes (including References/Bibliography/Addenda)

As each chapter is completed, students will submit to the instructor/advisor for review and feedback. Students will make any adjustments and with approval by instructor/advisor, will pass on to dissertation committee members for feedback and approval.

CLASS	TOPIC	ASSIGNMENT DUE
1.	Check-ins, create agenda, discussion -Review of IRB Process & Timeline -Grants & Funding for Research	
2.	Check-ins, create agenda, discussion	
3.	Check-ins, create agenda, discussion	
4.	Check-ins, create agenda, discussion	
5.	Check-ins, create agenda, discussion	Submit draft chapter for review

Assessment Criteria for Ph.D. Students:

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

Definitions of Competency Areas:

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.

Definitions of Competency Levels:

Below Competency: Fails to meet the minimum course requirements as outlined in this syllabus. This includes attendance, participation, and successful completion of all assignments or duties in a manner which demonstrates a basic understanding of the dissertation process and product, including approaches to studying and applying research principles to diverse populations of students, clients, counselors or other appropriate bodies.

Required Competency: Demonstrates a basic understanding of the dissertation process and product, including application to diverse populations of respective receivers of services, as outlined above, and by meeting all of the minimum requirements for the expectations outlined in the syllabus.

Intermediate Competency: Meets Required Competency as well as demonstrating an ability to think both reflectively and critically in terms of the dissertation process and product, as well as attention to multicultural and social justice perspectives related to the delivery of such content.

Advanced Competency: Meets Intermediate Competency as well as demonstrating an ability to think more systemically about the student's role in the dissertation process and product, as well as a clear articulation of one's own orientation, goals & objectives in delivery of the final dissertation.

COUNSELOR COMPETENCY AND FITNESS

Antioch University is obligated, as a CACREP institution, to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association *Code of Ethics*, in Section F.5.b, states in part, "Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to

harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of profession impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.” Section F.9.b states in part, “Counselor educators, throughout ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: 1) assist students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.”

In this course you will be required to demonstrate competencies that cannot be adequately evaluated based on written assignments and classroom discussion alone. Therefore a passing grade for this course requires successful performance on nine factors that have been established as essential for performance as a competent and ethical counselor (Wiggins-Frame & Stevens-Smith, 1995*). You are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. You will be informed by your instructor if your performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals’ coping abilities. You are encouraged to seek professional assistance and notify your supervisor if you feel that your work is being compromised.

ANTIOCH UNIVERSITY EVALUATION PROCEDURES

1. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. **Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.
3. **Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one’s own, when that idea or product is derived from another source and presented without credit to the original source. “Idea or product” includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.
4. **Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.

E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students’ record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.

5. **Incompletes:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of no more than thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students.
- Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

AUDIO- OR VIDEO-RECORDING OF CLASSES

Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

ANTIOCH UNIVERSITY POLICIES

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy, Student Academic Integrity Policy, and the Student Conduct Policy. Academic, student, and other university policies are available online: http://aura.antioch.edu/au_policies/

Questions about policies may be directed to: Shana Hormann, Dean of Students
206.268.4714
shormann@antioch.edu

REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability

Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact:
Support Services Coordinator

Jill Haddaway, Disability

206.268.4151

dss.aus@antioch.edu.

LIBRARY SERVICES AND RESEARCH SUPPORT

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you'll find books carefully vetted to help you in your academic pursuits. In addition, you'll also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, <http://www.antiochseattle.edu/library>. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206.268.4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206.268.4507 or bstuart@antioch.edu.

WRITING SUPPORT AT ANTIOCH UNIVERSITY

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for **free writing support**:

AUS Writing Lab (room 323 Library/CTL): Formerly the Academic Support Lab. The Writing Lab offers *free* peer-based writing consultation, both in-person and via webcam, phone, or messaging. Students can schedule directly online at www.antiochseattle.edu/tutoring, call: 206.268.4416 or email: writinglab.aus@antioch.edu. We offer drop-in hours as well as workshops and other resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by AUS students. Check the website for future workshops on topics related to academic writing.

The Virtual Writing Center (VWC): The VWC is located on the AU Drive at antioch.edu/vwc and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing vwv@antioch.edu.

The Writers' Exchange (WEX): Fee-based writing support: The [Writers' Exchange](#) (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at wex.antioch.edu.

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.