MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING DEGREE
A Recommendation

1. Divisions and Departments: Academic Affairs, Department of Counseling; School of Education and Human Services.

2. Introduction: The Department of Counseling proposes a modification which changes the status of the Community Counseling program from a track within the Master of Arts (MA) in Counseling to a separate (MA) in Clinical Mental Health Counseling Degree. The proposed start date of the transition to the new program is Winter 2015. The change is required to meet financial aid requirements and necessitating modifications due to accreditation. The current financial aid policy according to Oakland University (University) requires the following: If there are two tracks with different credit requirements, the track with the minimum credits is fully financially aid eligible. Therefore, to make the higher credit track financially aid eligible the status must change from a track to a separate degree. Our current two tracks (School Counseling and Community Counseling) are 48 credit hours. Due to accreditation requirements, our Community Counseling will move to 60 credit hours which will be higher than the school track. Therefore, the Oakland University School of Education and Human Services (SEHS) Department of Counseling (Department) is seeking approval of this change.

The mission of the MA in Clinical Mental Health Counseling program at the University is to assure that graduates demonstrate the skills, abilities and expertise required of professional counselors in a diverse society. The Department is committed to continued study of the most current issues related to the field of counseling through professional literature and by association with counseling and related professional organizations, while remaining active in research endeavors that maintain an environment of inquiry. The program faculty aim to provide an educational environment that nurtures rigor and a desire to learn, and fosters collaborative relationships between faculty and students, and are committed to creating a supportive, challenging learning environment in which students and faculty join in discovery learning and contribute to the understanding of the counseling process. The program faculty also engage in activities that contribute to the well-being of the community through on-campus and off-campus service delivery projects. Both students and the community benefit from the continued commitment to providing a model counseling program. The Department continues to develop programs to provide students with the resources, knowledge and experiences to demonstrate excellence in counseling practices. Currently the Department has a strong record of success with many of the graduates working in community mental health and school counseling positions both locally and nationally.

The Community Counseling track within the current MA program is one of the largest graduate-level programs on campus. It continues to be a first choice for students interested in counseling in the region, and is currently accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In the last

accreditation in 2010, the program met all the 250 plus standards and received full accreditation. However, CACREP standards have changed such that in order to maintain CACREP accreditation, the MA in Counseling program must include a 60 credit hour Clinical Mental Health Counseling program; thus the need to add 12 credits to the current Community Counseling track. As a result, financial aid requirements necessitates that a new degree program be proposed rather than a program modification.

The proposed MA in Clinical Mental Health Degree program consists of 24 credits in foundation courses, 28 credits in specialty and clinical courses, and 8 credits capstone courses. Students currently complete the degree in two and a half years with a normal 8 credit load. It is expected that students will complete the program in 3 years since many students also work part or full-time. These graduate programs are a continuation of a robust graduate education at the University and SEHS in the area of clinical mental health counseling and specifically, the direct care of clinical populations within the general population.

3. Previous Board Action: The Master of Arts in Counseling was first approved by the Board of Trustees on May 13, 1970; and amended on August 12, 1987.

4. Budget Implications: The proposed changes to the Community Counseling track and the implementation of the transition to a new degree program are expected to start in Winter 2015. Because the proposed changes update an existing, established program, the proposal does not include a budget. The MA in Counseling program currently has a budget and the revised program will require only minimal funding for part-time faculty to implement. The university will receive tuition revenue for the additional course credits.

5. Educational Implications: The proposed MA in Clinical Mental Health Counseling Degree will continue to promote teaching, research, scholarship and clinical proficiency in line with the mission of the University. The program provides graduate students the educational requirements to obtain professional licenses including the Michigan Licensed Professional Counselor. The training fulfills the intellectual interests of a diverse student body and practical skills to engage in counseling practice. The current program attracts students striving for high standards, rigor and a quality experience.

The capstone experiences provide intensive clinical experiences that provide an important community service to the University and the surrounding community through mental health services and initiatives. The current program and proposed program align with the current University mission and goals including:

- Intensive quality instruction
- Academic excellence and rigor
- A high level of scholarship and research among our faculty
- Student-faculty applied research initiatives
- Integrating Research, Teaching, Clinical and Public Service within the SEHS Counseling Center and Adult Career Counseling Center
- Integrating activities of the Department of Counseling with student development initiatives such as training academic advisors, the GRASP (Suicide Prevention Grant) and campus support during crisis

6. Personnel Implications: CACREP accreditation requires accredited programs to have adequate faculty resources. Specifically, CACREP requires evidence that the academic units maintain (1) faculty trained in counselor education, (2) a student: faculty ratio of 10:1 due to the intensive clinical and graduate-level program requirements. SEHS currently has full-time faculty dedicated to the department and do not plan to request new faculty lines due to the new program status.

7. University Reviews/Approvals: The proposal for a MA in Clinical Mental Health Counseling Degree was reviewed and approved by the Department of Counseling, SEHS Committee on Instruction, SEHS Interim Dean, Oakland University Graduate Council, Oakland University Senate, and the Senior Vice President for Academic Affairs and Provost, and the Interim President.

8. Recommendation:

WHEREAS, the Master of Arts in Clinical Mental Health Counseling Degree is consistent with objectives contained in Oakland University's Institutional Priorities; and

WHEREAS, the Master of Arts in Clinical Mental Health Counseling Degree is currently meeting the demands for well-trained counselors and the degree is consistent with Oakland University's objectives for Institutional Priorities; now, therefore, be it

RESOLVED, that the Board of Trustees authorizes the School of Education and Human Services change to the current Community Counseling program from a track within the Master of Arts in Counseling to a separate Master of Arts in Clinical Mental Health Counseling Degree.
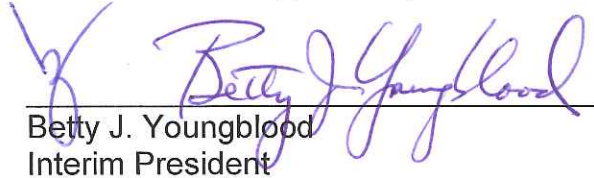
9. **Attachment:** A. Master of Arts in Clinical Mental Health Counseling Degree Proposal

Submitted to the President

on ___5- 1-___, 2014 by

_____
James P. Lentini, M.D.A.
Senior Vice President for
Academic Affairs and Provost

Recommended on _MAY 5_, 2014
to the Board for approval by

_____
Betty J. Youngblood
Interim President

Original Degree: Masters in Art: Counseling: Community Counseling Track

Masters in Art (New Split Degree): Clinical Mental Health Counseling

Requested Implementation Term: Winter 2015

School: School of Education and Human Services

Program: Counseling

Department Chair: Lisa D. Hawley, PhD

<u>Governance</u>

Department of Counseling
Date Approved
9/9/13

School of Education and Human Services Committee on Instruction
Date Approved
12/2/13

<u>University Governance</u>

Graduate Council
Date Approved
3/5/14

Senate
Date Approved
4/17/14

Clinical Mental Health Proposal
Table of Contents

Proposal to Split and Add the MA in Clinical Mental Health Counseling
Department of Counseling
Prepared and Submitted by
Department of Counseling
DATE: November, 2013
SEHS COI Approved: December 3, 2013

1. **List proposed program changes related to merging, splitting, renaming or modifying a program.**

   1.1. **Current academic program(S):**

   The Department of Counseling currently offers one Master of Arts in Counseling Degree with two tracks community and school counseling. The Master of Arts in Counseling originally was approved in 1972 and updated to the current 48 credit hour format in 1987. Our national accreditation (CACREP: Council for Accreditation of Counseling and Related Educational Programming) organization now requires community counseling programs to add an additional 12 credit hours to the current 48 hours and to change the program titles to Clinical Mental Health Counseling. Due to financial aid policy, we must now split the program and have the Community Counseling track offered as a stand-alone Master of Arts in Clinical Mental Health Counseling Degree. The following proposal is the description of the additional 12 credits needed to meet the credentialing obligations. As well, we reviewed course sequencing and course titles to better reflect current practices.

   1.2. **Propose splitting from a single MA in Counseling with two tracks to one MA degree programs: MA in Clinical Mental Health Counseling. (brief description):**

   This program modification proposal has two goals: 1) meet new national accreditation standards and 2) improve current course sequencing.

   Currently, the Master of Arts in Counseling program is 48 credit hours and includes two tracks: Community Counseling and School Counseling. The program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). However, our program was accredited under 2001 CACREP standards and the revised 2009 CACREP standards have different requirements, including a clinical mental health 60 credit hour program. The proposed modification will expand our community 48 credit hour track to a 60 credit hour clinical mental health program. Additionally, 2009 CACREP standards emphasize a focus on "mental health" counseling rather than "community" counseling. Our proposal will adapt our program to meet the new emphasis, and as such, we also propose to change the name of our Community Counseling Track to a 60 credit hour Clinical Mental Health Counseling Program under CACREP. Our transition to the modified programs will be fully

implemented in Winter 2015 with a transition period in Fall 2014. The transition plan is described in section ten.

2. **Describe the reason(s) for the proposed change.**

As of October 2014, the 48 credit hour community counseling track will no longer be recognized or accredited by CACREP. In order to maintain our accreditation through CACREP the Master's in Counseling program must offer the 60 credit hour Clinical Mental Health Counseling Program. In preparing for our modifications we reviewed the curriculum of other CACREP programs offering the Mental Health curriculum, completed an analysis of our curricula, and reviewed student and alumni surveys. The new MA program will meet CACREP Accreditation Standards and the Michigan Department of Licensing and Regulatory Affairs which Licenses Professional Counselors in the State of Michigan.

3. **Current program(s) requirements. (admission requirements, program requirements, course offerings, delivery method and advising structure).**

   3.1. Admission requirements

Our admission requirements are consistent with CACREP standards, which require: 1. input from regular, adjunct, and affiliate program faculty; 2. each applicant's potential success in forming effective interpersonal relationships in individual and small-group contexts; 3. each applicant's aptitude for graduate-level study, including technological competence and computer literacy; 4. each applicant's career goals and objectives and their relevance to the program; and 5. each applicant's openness to self-examination and personal and professional self-development. An attempt is made to ascertain students' potential for graduate level work, their potential success as a counselor and their appropriateness for the program given their interests and career goals as well as the more intangibles of interpersonal skills, ability to handle stress appropriately and receptivity to supervision. Selection and retention issues take into consideration regular, part-time and affiliate program faculty regarding enrollment, problematic student issues and curriculum changes. Our process is the following:

First, a paper review is completed on each file. The grade point average and transcripts are reviewed to determine the applicant's academic aptitude. The Department of Counseling requires a minimum cumulative grade point average of 3.0 out of a 4.0 scale for admission. At least 24 semester hours in the behavioral sciences are also required for admission. Each applicant must complete a goal statement, which specifically requests the applicant to describe his or her career goals and motivation for a degree in counseling. Two letters of recommendation are also required and reviewed. If the paper review meets the standards then candidates are invited for an interview.

The interview process consists of dyad and group activities to identify the interpersonal strengths of each applicant. The interview process consists of the following activities: 1. Students must interview one another in dyads and introduce their partner to the rest

of the group, 2. Students complete a self-awareness scale and share current strengths and weaknesses, 3. Students interact as a task group to complete a group decision making activity. Student inter-personal skills are rated by two faculty members after the group interview and admission decisions are made by a review of all aspects of the completed file and interview process. Each faculty member participates in aspects of admission decisions. Faculty work in dyads on tasks such as pre-screening files, review of goal statements, group interview and review of writing sample.

3.2. Program Requirements

Our purpose is to adequately prepare students to work as counselors in a pluralistic and complex society. As a department we integrate to the extent possible suggestions of the American Counseling Association (ACA). Faculty, students, and collaborative partners provide continual guidance on Curriculum and program issues.

Our specific objectives for the Master of Arts in Counseling emphasize the following:

1. use of appropriate counseling theories.
2. application of a developmental, life-span approach.
3. viewing human issues from a multicultural approach.
4. expertise in individual, group and family interventions.
5. selection of appropriate prevention interventions.
6. models of indirect and direct service to clients.
7. expertise in school/community emphasis.
8. integration of career issues into life-span orientation.
9. effective use of standardized appraisal techniques.
10. becoming informed consumers of professional research.
11. connection with relevant professional organizations.
12. adherence to the ethical, legal and professional guidelines and practice.

Students are required to gain competence in the eight core areas defined by CACREP: human growth/development, social cultural foundations, helping relationships, group work, career/lifestyle development, appraisal, research/program evaluation and professional orientation. Students choose and complete an emphasis in School or Community Counseling which is also based on CACREP guidelines. The foundation of our counseling program is based on standards provided by the American Counseling Association.

In addition, the Community CACREP (2001) standards available in *Appendix A*.

3.3 Course Offerings:

The community counseling track and school counseling track integrate both the core described previously with requirements distinct to the track. The community counseling track requires CNS 564 Introduction to Community, CNS 574 Conceptual

Treatment Planning and Internship in a community setting. Both community and school counseling training are integrated throughout the entire program. Each student is required to complete a program plan at the end of their first semester.

3.4. Delivery Method

Courses in the MA program have traditionally been offered in lecture (L) and seminar (S) formats. Currently, we have two online electives which are Human Sexuality and Advanced Human Sexuality.

3.5 Advising Structure

Each student admitted into a graduate program in counseling is assigned a faculty advisor at the time of admission. This professor will help the student develop the plan of work and should be consulted on all other program-related matters, such as transfer credits and Petitions of Exception. Students obtain their advisor's signature within the first semester of study to receive approval for his/her program plan. Students also can access advisement during advising hours and by appointment. The program plan consists of prerequisites, core curriculum, specialized curricular experiences/electives and supervised practicum and internship requirements. Program Plans signed by the faculty advisors are required by the end of CNS 500, Introduction to Counseling.

4. Proposed change to program. (admission requirements, program requirements, course offerings, delivery method and advising structure).

4.1 Admission requirements:

Master of Arts (M.A.) in Clinical Mental Health Counseling Proposed Admission Procedures Revisions

Rationale for changes:

As counselor educators, we have an ethical and legal responsibility to serve as gatekeepers for the profession. CACREP Standards (2009) delineate three areas (academic aptitude, career goals, and ability to form interpersonal relationships) that interviewers consider when selecting potential students for master's level counseling programs. The proceeding proposed revisions underscore existing strengths and address deficiencies in our current admissions protocol.

Current Requirements for Admission into Program:

At present, prospective counseling students are required to meet the following criteria in order to be admitted into the M.A. in counseling program:

- Complete 24 credits (undergraduate or graduate) in the behavioral sciences (i.e., psychology, sociology, etc.)

6

- Minimum Grade Point Average of 3.0 in all undergraduate coursework
- Two official and original letters of recommendation
- Written statement of purpose
- Successful completion of a group interview

Department of Counseling Revisions to Admissions Requirements and Procedures:

1. Eliminate of the requirement that prospective students have completed 24 credits in the behavioral sciences. There are several reasons for removing this requirement. First, although the Guidelines for Behavioral Science Prerequisites provide a general guide for prospective students and advisors, there is a great deal of inconsistency in the courses that advisors count as a behavioral science credits. Second, there are many courses offered in disciplines outside of the ones included on the Guidelines that could adequately prepare prospective students to be successful in the counseling program. Third, comparable counseling programs do not have a similar condition for admission. For example. Wayne State University, Eastern Michigan University, and Western Michigan University have no requirements for a specified number of behavioral science credits. By removing this requirement, we have the potential to increase the number of prospective counseling students. Furthermore, our curriculum is comprehensive and thorough enough to provide students the necessary content and skills to be successful graduate counseling students and competent helping professionals.

2. Minimum Grade Point Average (GPA) of 3.0 in all undergraduate coursework will remain the standard for admission.

3. Prospective students will continue to be required to submit two letters of recommendation. Presently, the language included in letter guidelines reads as follows: Recommendations are important to the application procedure. The two required references must be from professionals, professors, or employers who can attest to the applicant's academic ability and effective interaction with youth and adults.

We propose the following language revisions:

Recommendations are important to the application procedures. The two required references must be from professors, employers, or supervisors who can attest to the applicant's academic potential, readiness for graduate study, and interpersonal skills. All letters of recommendation will be rated on a case-by-case basis.

4. Applicants will continue to submit a written statement of purpose. There will now be two parts to the written statement of purpose:

Part I:

All applicants must submit a written statement of purpose that explains reasons for entering the counseling program and employment goals. Applicants should describe experiences and accomplishments in working with children, youth, and/or adults. In

addition, applicants must describe their strengths and areas for growth from theirs and others' perspectives.

Part II:

As a counseling graduate student, you will receive constructive feedback from instructors and supervisors. Describe a time when you were given constructive feedback and how you responded to it.

The statements of purpose will be evaluated based on a) Clarity of goals, b) Whether or not applicant's goals are congruent with our program, c) Experience and accomplishments, d) Aware of strengths and areas for growth, e) ability to receive and accept feedback, f)Writing skills.

5.   Prospective students will continue to participate in a group interview. Our current interview procedures are comprised of:

a.   Faculty introductions
b.   Dyad Interview Exercise
c.   Relationship Skills Rating Scale
d.   Group Decision Making Exercise
e.   On-the-spot writing sample

The following revisions and additions of activities to the interview process are proposed:

a.   Faculty Introductions: The first part of the interview process consists of faculty members or interview leaders introducing themselves and briefly describing what will take place during the interview process.

b.   Dyad Interview Exercise: Applicants will work with a partner and interview   each other asking specific interview questions. Although applicants will be provided with a list of the questions (See Form 1), they are required to listen, but   not take notes. Interviewees will then share with the group the responses of their partners.

c.   Group Processing Exercise: During the interview, applicants are given one of several scenarios and asked to discuss and process their reactions to the vignettes. The goal of this exercise is for interviewers to look for unprofessional behavior and attitudes that are not consistent with the Counselor Competency and Fitness statement which adopts the ACA Code of Ethics. If an applicant fails to meet the language of the Counselor Competency and Fitness Statement the interviewers will reflect the unmet criteria in the comments box. The following sample scenarios were suggested by Kelly (2011, p. 115):

•   During a class, a fellow student makes a comment that you find offensive based on

8

your perception of intolerant racial or ethnic undertones. How might you respond?
- Imagine you are a faculty member who has planned a mandatory meeting for students. One of the students expected to attend this meeting did not attend. When asked why she did not attend, she advises you that she simply could not fit it into her schedule. How might you respond to her answer?
- Imagine you are working with a difficult client who challenges your personal values and beliefs. However, you cannot refer this client. How would you handle this situation?

The aforementioned scenarios are just examples, other scenarios could be drafted. Interviewers are required to complete a Group Interview Rating Form for each applicant (See Appendix E). The Relationship Skills Rating Scale and on-site writing sample will be eliminated.

Summary of Changes:

In summary, the new requirements for admissions into the Master of Arts in Clinical Mental Health Counseling program include the following:

- Minimum Grade Point Average of 3.0 in all undergraduate coursework
- Two official and original letters of recommendation
- Completion of a written statement of purpose that consists of two parts
- Successful completion of a group interview

4.2 Program requirements:

Our purpose is to adequately prepare students to work as counselors in a pluralistic and complex society. As a faculty we attempt to meet this purpose by maintaining clear goals and objectives for our programs in counseling. As a department we integrate to the extent possible, the guidelines of the Council for Accreditation of Counseling and Related Programs (CACREP) and suggestions of the American Counseling Association (ACA). Faculty, students, and collaborative partners provide continual guidance on curriculum and program issues.

Our specific objectives for the Master of Arts in Counseling emphasize the following:

1. use of appropriate counseling theories.
2. application of a developmental, life-span approach.
3. viewing human issues from a multicultural approach.
4. expertise in individual, group and family interventions.
5. selection of appropriate prevention interventions.
6. models of indirect and direct service to clients.
7. expertise in school/community emphasis.
8. integration of career issues into life-span orientation.
9. effective use of standardized appraisal techniques.
10. becoming informed consumers of professional research.

11. connection with relevant professional organizations.
12. adherence to the ethical, legal and professional guidelines and practice.

Students are required to gain competence in the eight core areas defined by CACREP which include human growth/development, social cultural foundations, helping relationships, group work, career/lifestyle development, appraisal, research/program evaluation and professional orientation. The foundation of our counseling programs are based on standards provided by the American Counseling Association. In addition, the proposed splitting of programs will meet the following program requirements.

Students meeting the requirements of the Mental Health Program will gain competence and knowledge of clinical mental health counseling including substance abuse, crises, mental health management, biopsychosocial case conceptualization and treatment planning, diagnosis, treatment, referral and prevention of mental, emotional and co-existing disorders, managing suicide risk, diagnostic interviewing and mental health examinations, commonly prescribed psychopharmacological medications, assessment screenings, mental health management and integration of continuum of care with mental services *(Appendix B: CACREP 2009 Standards)*.

4.3. Course offerings:

The 60 credit hour Clinical Mental Health Counseling Program integrates the core areas described above previously with requirements distinct to each program. The changes to the Clinical Mental Health Counseling Program includes: Requiring CNS 500 Introduction to Counseling and Ethics (4 credits) in place of CNS 500 Introduction and Counseling (2 credits); Changing CNS 510 Multicultural Counseling (2 credits) to CNS 510 Diversity and Social Justice in Counseling (4 credits); Changing CNS 530 Developmental Counseling to CNS 530 to Individual and Family Development in Counseling.; Adding CNS 578 Addictions Counseling; Adding Mental Health Counseling and creating a new integrated course Diagnosis and Case Conceptualization. The changes are described below with updated program plans in section 5.

Proposed MA Mental Health Counseling

Changed title from Core to Foundations

Current Community Counseling Track	New Clinical Mental Health Counseling
CNS 500 Introduction to Counseling (2)	CNS 500 Introduction to Counseling & Ethics (4) Added ethics
CNS 510 Multicultural Counseling (2)	CNS 510 Diversity and Social Justice (4) Changed CNS 510 from 2 credits to 4 credits and title change
CNS 520 Theories of Counseling (4)	CNS 520 Theories & Psychotherapy (4) Changed title and integrated psychotherapy

10

CNS 530 Developmental Counseling (4)	CNS 530 Individual & Family Developmental (4) Changed title and integrated family
CNS 661 Techniques in Counseling (4)	CNS 505 Clinical Counseling Skills (4) Changed title and number
CNS 660 Research in Counseling	CNS 535 Research (4) Changed number and moved to foundations

Clinical Courses

CNS 540 Testing and Assessment (4)	CNS 540 (4) Testing and Assessment Moved from core to clinical courses
CNS 640 (4) Career Development Theory and Practice	CNS 550 (4) Career Development Theory and Practice Changed number
CNS 564 Intro Community (2)	CNS 580 Diagnosis & Case Conceptualization (4) Combined CNS 564/574 and changed number
CNS 574 Diagnosis (2)	CNS 580 Diagnosis & Case Conceptualization (4) Combined CNS 564/574 and changed number
CNS 663 Group Counseling	CNS 570 Group Counseling (4) Changed number
	CNS 590 Mental Health Counseling (4) New
	CNS 595 Addictions Counseling (4) New

Capstone

CNS 664 Practicum (4)	CNS 664 Practicum (4)
CNS 666 Internship (4)	CNS 665 Internship (4) Changed number

4.4 Delivery method

Courses in the MA program have traditionally been offered in lecture (L) and seminar (S) formats. Currently, we have two online electives which are Human Sexuality and Advanced Human Sexuality.

4.5 Advising structure

Each student admitted into a graduate program in counseling is assigned a faculty advisor at the time of admission. This professor will help the student develop the plan of work and should be consulted on all other program-related matters, such as transfer credits and Petitions of Exception. Students obtain their advisor's signature within the first semester of study to receive approval for his/her program plan. Students also can access advisement during advising hours and by appointment. The program plan consists of prerequisites, core curriculum, specialized curricular experiences/electives

and supervised practicum and internship requirements.   Program Plans signed by the faculty advisors are required by the end of CNS 500, Introduction to Counseling and Ethics.

5.   **Provide a list of all new courses and deleted course. Identify and label the course as core, focus (concentration, depth) elective or exit requirement.**

MASTERS OF ARTS IN COUNSELING

PROGRAM PLAN 2013 - COMMUNITY EMPHASIS

CORE REQUIREMENTS 20

COURSE	NUMBER	CR	SEM/YR
INTRO TO CNS COREQ: 510 PREREQ TO ALL CNS CLASS	CNS 500	2	
MULTICULTURAL CNS COREQ: 500 PREREQ TO ALL CNS CLASS	CNS 510	2	
THEORIES OF CNS Name Change	CNS 520	4	
DEVELOPMENTAL CNS Name Change	CNS 530	4	
TEST & ASSESSMENT IN CNS	CNS 540	4	
TECHNIQUES IN CNS Name Change	CNS 661	4	

Notes:

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SPECIALTY COURSES   Prereq Core   16

COURSE	NUMBER	CR	SEM/YR
CAREER DEVELOPMENT THEORY AND PRACTICE	CNS 640	4	
RESEARCH IN COUNSELING	CNS 660	4	
ELECTIVE (e.g. 573,577,578, 687,697)		4	
INTRO COMMUNITY COREQ: 574	CNS 564	2	
DIAGNOSIS /TREATMENT PLAN COREQ: 564	CNS 574	2	

Notes:

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CLINICAL COURSES   12

COURSE	NUMBER	CR	SEM/YR
GROUP COUNSELING PREREQ:661	CNS 663	4	****
COUNSELING PRACTICUM PREREQ: 564/574,640,661,663	CNS 664	4	
INTERNSHIP IN COUNSELING PREREQ: ALL COURSE WORK	CNS 666	4	

Notes:

PROGRAM PLAN 2014 – Mental Health Counseling Program

Foundation   24

COURSE	NUMBER	CR	SEM/YR
Introduction to Counseling & Ethics	CNS 500	4	
Clinical Counseling Skills	CNS 505	4	
Diversity and Social Justice Issues	CNS 510	4	
Theories of Counseling and Psychotherapy	CNS 520	4	
Individual and Family Development	CNS 530	4	
Research in Counseling	CNS 535	4	

Specialty and Clinical Courses   28

COURSE	NUMBER	CR	SEM/YR
Testing and Assessment	CNS 540	4	
Career Dev. Theory & Practice	CNS 550	4	
Group Counseling	CNS 570	4	
Diagnosis and Case Conceptualization	CNS 580	4	
Mental Health Counseling	CNS 590	4	
Addictions Counseling	CNS 595	4	
Elective		4	

Capstone Courses   8

COURSE	NUMBER	CR	SEM/YR
Practicum in Counseling	CNS 664	4	
Internship in Counseling	CNS 665	4	

Note that internship students can register for 2-4 credits but must take 4 altogether.

Students may only complete Addictions, Elective and/or research during Practicum and Internship. All other courses are pre-requisites to Practicum and Internship which are complete consecutively.

5.1. Do any of the courses being deleted affect other degree programs?

None of the courses deleted impact other degree programs.

6. **If any resources needed (personnel, FTE academic, facilities or equipment) please provide budget. If no resources required, please provide a statement in the proposal.**

   Under this proposal our intention is to maintain 11 tenure-track positions and 1 visiting position to provide both the curriculum and advising needs. Any additional resources will be in the form of 3 part time faculty to cover the additional courses. We expect this to be offset by consolidating courses and reducing our credit offerings at the doctoral-level.

7. **Funding sources: state sources, federal funds, and other funds specified.**

   No other funding sources are used for our MA program.

8. **If the program is professionally accredited, identify the accrediting body and discuss how the proposed change may affect accreditation.**

   CACREP requirements are integral to this proposal and this proposal is consistent with the new CACREP requirements for Clinical Mental Health Counseling available in *Appendices A and B*.

9. **Impact on current students, enrollment, time-to-degree, target audience, faculty workload, etc..**

   We are increasing our course requirements. Currently, students often inquire about issues related to not having a 60 hour program. In particular, students moving to other states may have reciprocity issues. Therefore, we expect enrollment to remain steady. This increases time to degree from a 2 year program to a 2 year and a semester program. Currently, students will often need more than 2 years to complete the degree. Our target audience are students intending to be licensed as a Licensed Professional Counselor. Due to the increase of course offerings, we will need to increase faculty workload as it relates to part time faculty. We are currently finalizing a proposal to reduce our credit hours for the Doctoral Program in Counseling. We expect to reduce by more than 12 hours which will offset increases to the proposed program. We also expect our tenure-track faculty positions and visiting position levels to remain the same. Therefore, no additional resources are needed with the exception of part time faculty.

10. Provide explanation for how students enrolled in the program prior to effective date of the curriculum change may complete their program under old requirements-if so desired. The courses required must remain available, or suitable substitutions specifically designated.

In the State of Michigan, students are able to become licensed as a Licensed Professional Counselor with a 48 hour program. Our accreditation requirements are moving to a 60 hour Clinical Mental Health Counseling Program requirement. Current students in the program are able to obtain the Licensed Professional Counselor and become licensed in Michigan under a 48 hour program. Our state recently added the Clinical Mental Health Counseling Program as a licensing option to transition to the current CACREP Standards. We expect our state to adopt the 60 hour Mental Health Program option the next couple of years. Already, many states require the 60 hour Clinical Mental Health Counseling Program for their state licensure.

Students in the current 48 Community Counseling Track including students admitted for Fall 2014 are likely to be impacted. To provide a transition option for these students we developed a 16 hour Mental Health Counseling Certificate Program. The program would allow current students in the Community Counseling Track to complete an additional 16 hours and be eligible for the State of Michigan's Clinical Mental Health criteria with a total of 64 credit hours. Or current students admitted under the 48 hour program may choose to stay at 48 hours and obtain the Community Counseling criteria. Both options currently lead to the Licensed Professional Counselor The students completing the Clinical Mental Health Counseling Certificate will meet the 60 hour Mental Health requirement which several states now require for licensure. Students entering in Fall 2014 will have the option to take the Modified MA program or the previous Community Counseling Track. In the case of students entering and choosing the Community Counseling program, we will crosslist similar coursework to avoid maintaining two completely different programs simultaneously.

Below is the sample Fall 2014 offerings providing a transition option for students entering the Fall 2014 semester with the full set of offerings in the Winter 2015 for new students and Fall 2015. Please note due to the size of our program, offerings are continuous each year offering each class in the curriculum.

SCHOOL OF EDUCATION AND HUMAN SERVICES

DEPARTMENT OF COUNSELING

Fall 2014

MASTERS ON CAMPUS COURSES - ADMISSION TO MA PROGRAM OR DEPT CHAIR PERMISSION

15

#	Course Title	Cr
500	Intro Counseling Profession	02
510	Multicultural Counseling	02
500	Intro Counseling Profession	02
510	Multicultural Counseling	02
520	Theories of Counseling	04
520	Theories of Counseling	04
503	INTRODUCTION CNS ETHICS	04
505	CLINICAL COUNSELING SKILLS	04
530	Developmental Counseling	04
530	Developmental Counseling	04
540	Testing/Assessment in CNS	04
564	Intro Community Agency CNS	02
574	Concept Treatment Planning in CNS	02
640	Career Dev Theory/Practice	04
640	Career Dev Theory/Practice	04
660	Research in Counseling	04
661	Techniques of Counseling	04
661	Techniques of Counseling	04
661	Techniques of Counseling	04
663	Group Counseling	04
663	Group Counseling	04
664	Counseling Practicum	04
664	Counseling Practicum	04
664	Counseling Practicum	04
664	Counseling Practicum	04
664	Counseling Practicum	04
666	Internship in Counseling	04
666	Internship in Counseling	04

666	Internship in Counseling	04
666	Internship in Counseling	04
666	Internship in Counseling	04
	ELECTIVES	

SCHOOL OF EDUCATION AND HUMAN SERVICES

DEPARTMENT OF COUNSELING

WINTER 2015

MASTERS ON CAMPUS COURSES - ADMISSION TO MA PROGRAM OR DEPT CHAIR PERMISSION

#	Course Title	Cr
503	INTRODUCTION CNS ETHICS	04
504	DIVERSITY AND SOCIAL JUSTICE ISSUES	04
520	Theories of Counseling	04
520	THERIOES OF CNS /PSYCHOTHERAPY*	04
530	INDIVIDUAL /FAMILY DEVELOPMENT*	04
530	Developmental Counseling	04
530	Developmental Counseling	04
540	TESTING AND ASSEESSMENT *	04
540	Testing/Assessment in CNS	04
564	DIAGNOSIS AND MENTAL HEALTH CNS*	04
564	Intro Community/Agency	02
574	Concept/Treatment Planning	02
595	ADDICTIONS IN COUNSELING	04
590	MENTAL HEALTH CNS	04
550	CAREER DEV THEORY/PRACTICE*	04
640	Career Development Theory/Practice	04
640	Career Development Theory/Practice	04

535	RESEARCH IN COUNSELING*	04
660	Research in Counseling	04
660	Research in Counseling	04
505	CLINICAL COUNSELING SKILLS*	04
661	Techniques in Counseling	04
661	Techniques in Counseling	04
661	Techniques in Counseling	04
570	GROUP COUNSELING*	04
663	Group Counseling	04
664	Counseling Practicum	04
664	Counseling Practicum	04
664	Counseling Practicum	04
666	Internship in Counseling	04
666	Internship in Counseling	04
666	Internship in Counseling	04
666	Internship in Counseling	04
	ELECTIVES	

SCHOOL OF EDUCATION AND HUMAN SERVICES

DEPARTMENT OF COUNSELING

Fall 2015

MASTERS ON CAMPUS COURSES - ADMISSION TO MA PROGRAM OR DEPT CHAIR PERMISSION

#	Course Title	Cr
503	INTRODUCTION CNS ETHICS	04
504	DIVERSITY &SOCIAL JUSTICE ISSUES	04
505	CLINICAL COUNSELING SKILLS*	04
520	Theories of Counseling	04

520	Theories of Counseling	04
520	THEORIES OF CNS/PSYCHOTHERAPY*	04
530	INDIVIDUAL /FAMILY DEVELOPMENT*	04
530	Developmental Counseling	04
530	Developmental Counseling	04
540	TESTING AND ASSEESSMENT *	04
540	Testing/Assessment in CNS	04
564	Intro Community Agency CNS	02
574	Concept Treatment Planning in CNS	02
590	MENTAL HEALTH CNS	04
595	ADDICTIONS IN COUNSELING	04
580	CASE COUNSEPTUALIZATION/MHCNS*	04
550	CAREER DEV THEORY/PRACITCE*	04
640	Career Dev Theory/Practice	04
640	Career Dev Theory/Practice	04
535	RESEARCH IN COUNSELING*	04
660	Research in Counseling	04
661	Techniques of Counseling	04
661	Techniques of Counseling	04
570	GROUP COUNSELING *	04
663	Group Counseling	04
663	Group Counseling	04
664	Counseling Practicum	04
664	Counseling Practicum	04
664	Counseling Practicum	04
664	Counseling Practicum	04
665	Internship in Counseling	04
665	Internship in Counseling	04
665	Internship in Counseling	04

666	Internship in Counseling	04
	ELECTIVES	

SCHOOL OF EDUCATION AND HUMAN SERVICES

DEPARTMENT OF COUNSELING

WINTER 2016

MASTERS ON CAMPUS COURSES - ADMISSION TO MA PROGRAM OR DEPT CHAIR PERMISSION

#	Course Title	Cr
503	INTRODUCTION CNS ETHICS	04
504	DIVERSITY AND SOCIAL JUSTICE ISSUES	04
520	Theories of Counseling	04
520	THERIOES OF CNS /PSYCHOTHERAPY*	04
530	INDIVIDUAL /FAMILY DEVELOPMENT*	04
530	Developmental Counseling	04
530	Developmental Counseling	04
540	TESTING AND ASSEESSMENT*	04
540	Testing/Assessment in CNS	04
564	DIAGNOSIS AND MENTAL HEALTH CNS*	04
564	Intro Community/Agency	02
574	Concept/Treatment Planning	02
595	ADDICTIONS IN COUNSELING	04
590	MENTAL HEALTH CNS	04
550	CAREER DEV THEORY/PRACTICE*	04
640	Career Development Theory/Practice	04
640	Career Development Theory/Practice	04
535	RESEARCH IN COUNSELING *	04
660	Research in Counseling	04
660	Research in Counseling	04

505	CLINICAL COUNSELING SKILLS*	04
505	CLINICAL COUNSELING SKILLS*	04
505	CLINICAL COUNSELING SKILLS*	04
661	Techniques in Counseling	04
661	Techniques in Counseling	04
570	GROUP COUNSELING *	04
663	Group Counseling	04
664	Counseling Practicum	04
664	Counseling Practicum	04
664	Counseling Practicum	04
665	Internship in Counseling*	04
665	Internship in Counseling*	04
665	Internship in Counseling*	04
666	Internship in Counseling	04

SCHOOL OF EDUCATION AND HUMAN SERVICES

DEPARTMENT OF COUNSELING

Fall 2016

MASTERS ON CAMPUS COURSES - ADMISSION TO MA PROGRAM OR DEPT CHAIR PERMISSION

#	Course Title	Cr
503	INTRODUCTION CNS ETHICS	04
504	DIVERSITY/SOCIAL JUSTICE ISSUES	04
505	CLINICAL COUNSELING SKILLS*	04
520	THEORIES OF CNS /PSYCHOTHERAPY*	04
520	THEORIES OF CNS /PSYCHOTHERAPY*	04
530	INDIVIDUAL /FAMILY DEVELOPMENT*	04
530	Developmental Counseling	04
530	Developmental Counseling	04

540	TESTING AND ASSESSMENT*	04
540	Testing/Assessment in CNS	04
564	Intro Community Agency CNS	02
574	Concept Treatment Planning in CNS	02
590	MENTAL HEALTH CNS	04
595	ADDICTIONS IN COUNSELING	04
580	CASE COUNSEPTUALIZATION/MH CNS*	04
550	CAREER DEV THEORY/PRACITCE*	04
640	Career Dev Theory/Practice	04
535	RESEARCH IN COUNSELING*	04
660	Research in Counseling	04
505	CLINICAL COUNSELING SKILLS*	04
505	CLINICAL COUNSELING SKILLS*	04
505	CLINICAL COUNSELING SKILLS*	04
663	Group Counseling	04
663	Group Counseling	04
664	Counseling Practicum	04
664	Counseling Practicum	04
664	Counseling Practicum	04
664	Counseling Practicum	04
665	Internship in Counseling*	04
665	Internship in Counseling*	04
665	Internship in Counseling*	04
665	Internship in Counseling*	04
	ELECTIVES	

Appendix A
Abbreviated Faculty Vitae-see separate file with
Department of Counseling vitae

CURRICULUM VITAE

Erin E. Binkley

Oakland University
Department of Counseling
450C Pawley Hall
Rochester, MI 48309
248.370.2525 (ph) / 248.370.4141 (fax)
binkley@oakland.edu

EDUCATION

Doctor of Philosophy, Counselor Education and Counseling *5/10*
Major in School Counseling
Idaho State University (CACREP), Pocatello, ID

Master of Arts, Counseling *5/07*
Concentration in School Counseling
Wake Forest University (CACREP), Winston-Salem, NC

Bachelor of Arts, Communications Studies *12/00*
Minor in Spanish
University of North Carolina at Chapel Hill, Chapel Hill, NC

PROFESSIONAL CREDENTIALS

Licensed Professional Counselor *06/13 – present*
State of Michigan #6401013766

National Certified Counselor *06/07 - present*
Certification # 227030

Licensed School Counselor *07/11 – present*
State of Michigan #SC0000000760199

Licensed School Counselor *06/07 - present*
State of North Carolina #239594546-005

PROFESSIONAL EXPERIENCE

Assistant Professor *8/10-present*
Oakland University, Department of Counseling, Rochester, MI

Counselor and Counselor Supervisor *10/07-6/10*
Family Services Alliance, Pocatello, ID

Doctoral Research and Teaching Assistant   *8/07-5/10*
Idaho State University, Counseling Department, Pocatello, ID

Director/Facilitator   *6-07*
Youth Leadership Academy – Davie County Public Schools, NC

TEACHING

Doctoral Level Courses at Oakland University
CNS 673 (4 credits) Advanced Group Counseling
    Fall 2011

Master's Level Courses at Oakland University
CNS 664 (4 credits) Counseling Practicum
    Fall 2013
    Summer 2013
    Winter 2013
    Fall 2012
CNS 666 (4 credits) Internship in Counseling
    Summer 2012
    Fall 2011
CNS 540 (4 credits) Testing and Assessment in Counseling
    Summer 2011
CNS 640 (4 credits) Career Development Theory and Practice
    Winter 2013
    Fall 2012
    Winter 2012
    Winter 2011
    Fall 2010
CNS 661 (4 credits) Techniques of Counseling
    Fall 2013
    Winter 2012
    Winter 2011 (2 sections)
    Fall 2010

Beaumont School of Medicine Courses at Oakland University
MDM19160 Medical Humanities and Clinical Bioethics (Lab Instructor)
    Fall 2013 (Organizer)
    Fall 2012
    Fall 2011

Undergraduate Level Courses at Idaho State University
COUN 491 (1 credit) Introduction to Counseling
    Fall 2009
    Fall 2008

PUBLICATIONS

Journal Articles (Refereed)

Binkley, E. E. (2013). Creative strategies for treating victims of domestic violence. *Journal of Creativity in Mental Health, 8*(3), 305-313. doi: 10.1080/15401383.2013.821932

McCaughan, A., **Binkley, E.**, Wilde, B., Parmanand, S., & Allen, V. (2013). Observing the development of constructivist pedagogy in one counselor education doctoral cohort: A single case design. *The Practitioner Scholar: Journal of Counseling and Professional Psychology, 2*(1).

Binkley, E. E., Wilde, B. J., Parmanand, S. P, McCaughan, A. M., & Kleist, D. M. (2012). Developing Counseling Skill Using the Landro Play Analyzer (LPA): A Grounded Theory. *The Practitioner Scholar: Journal of Counseling and Professional Psychology, 1*(1).

Binkley, E. E., & Parmanand, S. P. (2010). *Members' experience of using music in a small group setting: A phenomenological study.* Retrieved from http://counselingoutfitters.com/vistas/vistas10/Article_57.pdf

Gladding, S. T., Newsome, D., **Binkley, E.**, & Henderson, D.A. (2008). The lyrics of hurting and healing: Finding words that are revealing. *Journal of Creativity in Mental Health, 3*(3), 212-219.

Manuscripts Under Review (Refereed Journals)

Binkley, E. E. & Leibert, T. W. (2013). *Pre-practicum counseling students' perceived preparedness for suicide response.* Manuscript submitted for publication.

Manuscripts Under Review (Textbook submission)

Parmanand, S. P. & **Binkley, E. E.** (2013). *Using music in a small group setting.* Manuscript submitted for publication.

Manuscripts in Progress

Binkley, E. E. & Chaney, M. P. (2013). *The influence of popular music on adolescent females' perceptional of interpersonal relationships.* Unpublished manuscript, Oakland University, Rochester, MI.

Vereen, L. G., **Binkley, E. E.,** Hill, N. R., & Lewis, M. L. (2013). *Relational reciprocity in the use of humor in counseling: What's funny about it?* Unpublished manuscript.

Crockett, S. & **Binkley, E.** (2013). *The impact of client dispositional optimism and the working alliance on career counseling outcomes.* Unpublished manuscript, Oakland University, Rochester, MI.

Vereen, L. G. & **Binkley, E.** (2012). *Ethics in criminal justice services.* Idaho Victim Assistance Academy. Boise ID.

Binkley, E. (2010). *The effect of supervisor permanence on pre-practicum counseling students' success.* Unpublished dissertation, Idaho State University, Pocatello, ID.

Newsletter Articles

Gladding, S. T., & **Binkley, E.,** (2008). Advancing groups: practical ways leaders can work through some problematic situations. *ACA Digest.* Alexandria, VA: American Counseling Association.

Other Scholarly Activity

Buser, T. J., Buser, J. K., & **Binkley, E.** (Producers and Directors), (2006). *Counseling children: A developmental approach, companion video resource* [Motion picture]. (Available from Thomson Learning, P.O. Box 6904, Florence, KY 41022-6904).

Buser, T. J., Buser, J. K., & **Binkley, E.** (Producers and Directors), (2006). *Creativity in counseling: The SCAMPER model* [Motion picture]. (Available from Microtraining Associates, 25 Burdette Avenue, Framingham, MA 01702).

REFEREED PRESENTATIONS

National Presentations

Binkley E. E. & Leibert, T. W. (2013, October). *Suicide Response Preparation and Anxiety in Beginning Master's Level Counseling Practicum Students.* Association for Counselor Education and Supervision. Denver, CO.

Chaney, M. P., Crockett, S. A., **Binkley, E. E.,** Bornsheuer, J. N., & Freeman, A. (2013, October). *The Influence of Sexism in the Professional and Personal Lives of Women in Counselor Education.* Association for Counselor Education and Supervision. Denver, CO.

Binkley, E., Wilde, B., Parmanand, S., McCaughan, A., & Kleist, D. (2011, October). *Learning Through Landro Based Supervision: A Grounded Theory.* (Presentation) Association for Counselor Education and Supervision. Nashville, TN.

Parmanand, S., Wilde, B., **Binkley, E.**, McCaughan, A., & Kleist, D. (2011, March). *Learning Through Landro Based Supervision: A Grounded Theory.* (Poster) American Counseling Association Annual Conference. New Orleans, LA.

Binkley, E., Ortiz, D., Scofield, T., Kleist, D., & Bailey, D. (2010, March). *The student-counselor educator connection: demystifying the job search.* American Counseling Association Annual Conference. Pittsburgh, PA.

Parmanand, S. and **Binkley, E.** (2009, October). *Members' perception of using music in a small group setting: A phenomenological study.* Association for Counselor Education and Supervision Conference. San Diego, CA.

Frick, M., **Binkley, E.**, Durham, J., & Kleist, D. (2009, March). *The student-counselor educator connection: Clarifying research ideas.* American Counseling Association Annual Conference. Charlotte, NC.

Gladding, S., Newsome, D., Henderson, D., & **Binkley, E.** (2008, March). *The lyrics of hurting and healing: finding words that are revealing.* American Counseling Association Annual Conference. Honolulu, HI.

Rauh, C., Freeburg, N., Hill, N. R., **Binkley, E.**, & McCaughan, A. (2008, March). *Chi Sigma Iota presentation: Wellness in Idaho counselors.* American Counseling Association Annual Conference. Honolulu, HI.

Regional Presentations

Binkley, E., Eikelberg, S., & Lane, J. (2012, October). *Mentoring counselor education doctoral students to teach basic counseling skills.* North Central Association for Counselor Education and Supervision Conference. Kansas City, MO.

Binkley, E. (2010, October). *The effect of supervisor permanence on pre-practicum counseling students' success.* North Central Association for Counselor Education and Supervision Conference. Itasca, IL.

Binkley, E., Hatcher, L., & Provost, K. (2008, October). *Incorporating advocacy into group supervision: challenges and creative interventions.* Rocky Mountain Association for Counselor Education and Supervision Conference. Breckenridge, CO.

State and Local Presentations

Binkley, E., and Hawley, L. (2012, February). *Working with issues of sexuality as a school counselor.* Oakland University Sexual Orientation and Gender Identity Conference. Rochester, MI.

Binkley, E. (2011, November). *Creative strategies for treating victims of abuse.* Michigan Counseling Association Annual Conference. Kalamazoo, MI.

Binkley, E., McCaughan, A., Wilde, B., & Parmanand, S. (2009, January). *The use of technology based supervision in the development of basic counseling skills: a preliminary qualitative investigation.* Idaho Counseling Association Annual Conference. Coeur D'Alene, ID.

Binkley, E., Wilde, B., McCaughan, A., & Parmanand, S. (2009, January). *Developing the art of social constructivist pedagogy.* Idaho State University Annual Research Day. Pocatello, ID.

Parmanand, S., Binkley, E. (2009, January). *Members' perception of using music in a small group setting: A phenomenological study.* Idaho Counseling Association Conference. Coeur D'Alene, ID.

Koltz, R. & Binkley, E. (2008, January) Back to Basics: *Addressing Client Wellness using the Indivisible Self Wellness Model.* Idaho Counseling Association Conference. Boise, ID.

Binkley, E., McCaughan, A., Lewis, M., & Ward, C. (2009, June). *Clinical supervision for counselors.* Idaho State University, Pocatello, ID.

Binkley, E. (2006, March). *The treatment of autism using music therapy: a review of current findings.* Wake Forest University Graduate Student Research Day. Winston-Salem, NC.

SERVICE

Departmental Service
School Counseling Specialization
     Coordinator, 2013-2014
     Coordinator, 2012-2013
     Coordinator, 2011-2012

Chi Sigma Iota International Counseling Honor Society, Theta Chapter
     Chapter Faculty Advisor, 2012-2013
     Chapter Faculty Advisor, 2011-2012
     Chapter Faculty Co-Advisor, 2010-2011

Counseling Faculty Search Committees
     Co-Chair, Visiting Faculty Search Committee, Summer 2012
     Member, Tenured-Track Faculty Search Committee, Winter 2012
     Member, Tenured-Track Faculty Search Committee, Winter 2012

Patrick Faircloth Speaker Series
     Planning Committee Member, 2013-2014

Planning Committee Member, 2012-2013

Counseling Department Grants Committee
Member, 2011-2012

American Counseling Association Annual Ethics Competition
Oakland University Faculty Advisor, 2011

Doctoral Teaching Mentorship
Joel Lane
Sarah Eikelberg
Sonya Thayer
Alcia Freeman

Doctoral Advising Committees
La Toi Smith
Angela Niforos
Chris Shreve
Amy Kuzniar
Sonja Thayer

Doctoral Dissertations
Committee member for Jason Vannest (Counseling)
Committee member for Lorise Grey (Counseling)

Service to School of Education and Human Services
Research Support Committee
Member, 2013-2014

Doctoral Dissertation
Committee member, methodology adviser for Lisa Grunewald (Early Childhood
Education)

Graduate Commencement Ceremony
SEHS Faculty Marshal, Winter 2013

Equity and Multicultural Committee
Chair, 2011- 2012
Member, 2010-2011

University Service
University Senate, SEHS Representative
2013-2015

Women and Gender Studies Program Committee
   Winter 2013

Women and Gender Studies Film Festival Planning Committee
   Winter 2013

Kresge Library Liaison
   Counseling Department Representative, 2010-2013

State-wide Service
Michigan Counseling Association Journal
   Manuscript Reviewer, 2013-2014

Michigan Association for Counselor Education and Supervision
   Secretary, 2012-2013

Michigan Counselor Educator's Discussion Group
   Member, 2011-2013

National Service
Journal of School Counseling
   Manuscript Reviewer, 2013-2014

HONORS and AWARDS

Oakland University Teaching and Learning Committee Teaching Excellence Award Nominee
   Winter 2012

Dean's Travel Grant
   Winter 2011

Interview in "Counseling Today" national magazine
   Winter 2011

Idaho State University Office of Research Travel Grant Recipient
   Fall 2009
   Spring 2009
   Fall 2008
   Spring 2008

PROFESSIONAL AFFILIATIONS

American Counseling Association
American School Counseling Association
Association for Counselor Education and Supervision
Chi Sigma Iota International Counseling Honor Society

Michigan Counseling Association
Michigan Association for Counselor Education and Supervision
North Central Association for Counselor Education and Supervision

THOMAS W. BLUME, Ph.D.

OFFICE: Department of Counseling
Oakland University
Rochester, MI 48309
Tel. 248-370-3069
Email blume@oakland.edu

EDUCATION

Ph.D.   Marital and Family Therapy. Texas Tech University, 1987

Dissertation, *Marital conflict: A test of a constructivist model*. Dissertation advisor, Stephen R. Jorgensen

M.A.   Developmental Clinical Psychology. Antioch University, 1979

B.A.   Early Childhood Education. Washington International College, 1973

LICENSES AND CERTIFICATIONS

Marriage and Family Therapist License, Michigan # 4101005465

Professional Counselor License, Michigan # 6401003793

Clinical Member (1990) and Approved Supervisor (1996), American Association for Marriage and Family Therapy

National Certified Counselor (2000)

POSITIONS HELD

1995-Present   Assistant and <u>Associate Professor of Education</u>, Department of Counseling, School of Education and Human Services, Oakland University, Rochester, Michigan

Responsibilities: Teach courses. Conduct research, supervise independent studies and doctoral dissertations, and serve on department, school, and university committees. (Coordinator of Child and Adolescent Specialization 1995-1997, Coordinator of Addictions Specialization 1995-1998, Coordinator of Ph.D. program 2001-2006. Coordinator of Couple and Family Counseling Specialization 2011-Present).

Undergraduate Courses:

CNS 274 Integrating Academic, Career, and Personal Development (created new course in Fall 2008, offered in online format Winter 2009)

Courses in MA Program:

CNS 520 Theories of Counseling

CNS 530 Developmental Counseling

CNS 573 Introduction to Family and Couple Counseling (offered in online format Winter 2008)

CNS 661 Techniques of Counseling

CNS 664 Practicum in Counseling

CNS 666 Internship in Counseling

Courses in Post-Masters Certificate Programs:

CNS 668: Conceptual Models of Addiction (new course developed Fall 1997)

CNS 678: Counseling the Chemically Dependent (new course developed Winter 1998)

CNS 679: Fieldwork in Addiction Counseling (new course developed Spring 1998)

CNS 680: Counseling in Infancy and Early Childhood (new course developed Spring 1996)

CNS 681: Counseling the Older Child and Adolescent (new course developed Winter 1997)

CNS682: Advanced Internship Child/Adolescent Counseling (new course developed Spring 1997)

CNS 693 Advanced Couple and Family Theory (totally redesigned Fall 2011)

CNS 694 Couple and Family Methods and Techniques (totally redesigned Fall 2011)

CNS 695 Family Development (new course developed Winter 1996, redesigned Winter 2012)

CNS 696 Family Assessment (new course developed Winter 1996, redesigned Winter 2012)

CNS 699 Fieldwork in Couple and Family Counseling

CNS 697 Seminar: Human Sexuality (new course developed Winter 2000)

Courses Taught in Ph.D. Program:

CNS 667 Advanced Theories of Counseling (new course developed Fall 1998)

CNS 669 Legal and Ethical Issues in Counseling (new course developed Winter 1999)

CNS 670 Social and Cultural Issues (new course developed Winter 1999)

CNS 796 Dissertation Research II

Courses Taught for Oakland University William Beaumont School of Medicine:

Interpersonal Aspects of Medical Interviewing (new course developed Fall 2011)

1989-Present Institute for Identity Renegotiation, Bloomfield Hills, Michigan

Responsibilities: Service delivery and research on individual and family counseling, training and supervision for post-degree Limited License Professional Counselors and Limited License Marriage and Family Therapists.

1988-1995 Director, Addiction Studies Institute, Associate Professor of Addiction Studies, Program Faculty in Psychology and Counseling, University of Detroit Mercy, Detroit, Michigan

Responsibilities: Taught undergraduate and graduate courses; served on thesis and dissertation committees; coordinated undergraduate internships and graduate practica. Developed and directed externally funded substance abuse prevention programs. Conducted evaluations of community prevention and treatment programs.

Courses Taught: Introduction to Addiction Studies; Assessment and Treatment Planning: *Adolescents and Chemical Dependency; Dynamics of Recovery; Theory and Practice of Group Counseling; Family Theory and Therapy; Prevention; *Issues in Infancy and Early Childhood; *Intervention with Children and Families; *Family Systems (* designates courses developed)

1987-88   Clinical Supervisor, Community Human Services, Inc., Romeo, Michigan

Responsibilities: Hired, trained, and supervised a staff of 10 counselors and two interns in a JCAHO-approved outpatient substance abuse and mental health clinic. Supervised state contracts to provide specialized services for children and adolescents in schools and for older adults with medication/substance abuse problems.

1987-88   Adjunct Instructor, Mercy College of Detroit, Detroit, Michigan

Courses Taught: Family Theory and Therapy; Theory and Practice of Group Counseling.

1986-87   Instructor, South Plains College, Levelland, Texas

Courses Taught: General Psychology; Child Growth and Development.

1985-86   Group Therapy Team Leader, Adolescent Drug Treatment Program, Marriage and Family Development Center, Texas Tech University, Lubbock, Texas

Responsibilities: Developed, trained staff, supervised treatment, and collected evaluation data on a model short-term group treatment approach for drug-abusing adolescents. Part of a NIDA-funded study comparing other short-term approaches with family therapy: principal investigators Harvey Joanning, William Quinn, and Neal Newfield.

1984-85   Family Therapy Intern, Department of Psychiatry, Texas Tech University Health Sciences Center, Lubbock, Texas

Responsibilities: Provided family therapy for substance abuse and mental health cases referred by staff psychiatrists and residents.

1983-87   Instructor, Department of Human Development and Family Studies, Texas Tech University, Lubbock, Texas

Courses Taught: Courtship and Marriage; The Contemporary Family; Human Development and Family Relationships; Practicum in Child Development; Child Guidance; Introduction to Human Development and Family Studies.

1983-87   Staff Therapist, Family Therapy Clinic, Texas Tech University, Lubbock, Texas

Responsibilities: Conducted family therapy and provided live supervision for fellow students in a clinic serving a multicultural population of student, faculty, staff, and community clients.

1982-84   Research Assistant, Department of Human Development and Family Studies, Texas Tech University

Responsibilities: Interviewing and compiling questionnaire data for a longitudinal study of young adults' social networks. Funded by NICHD: Principal investigators, Judith L. Fischer and Donna L. Sollie.

1980-82   Program Director, Divorce & Marital Stress Clinic, Baltimore, Maryland

Responsibilities: Managing a branch office for Arlington, Virginia-based clinic. Coordinating with Employee Assistance Programs to provide individual, marital and family therapy for mental health and substance abuse problems. Presenting community seminars and in-service training programs.

1979-81   Senior Writer/Editor, Dingle Associates, Washington, D.C.

Responsibilities: Researching and preparing training and educational materials for the U.S. Navy Family Program; the U.S. Office for Families; and a Head Start demonstration project, the Child and Family Resource Program.

1979   Family Therapist and Acting Director, Family Life Center of Montgomery County, Olney, Maryland

Responsibilities: Providing family therapy and short-term group therapy. Developing prevention programming. Managing a non-profit community-based mental health center: Hiring and training staff, fund-raising, coordination with funding bodies, budgeting and fiscal accounting.

1978-79   Program Coordinator, Family Therapy Practice Network, Olney, Maryland

Responsibilities: Coordinating professional development activities for the Washington, D.C./ Baltimore area; conducting practice and education surveys.

1978-79   Family Therapy Intern, Karma House, Rockville, Maryland

Responsibilities: Providing individual, family, and multiple family group therapy in a residential facility for dual-diagnosed adolescent males with conduct disorders and substance abuse.

1978-79   Student Research Intern, Laboratory for Developmental Psychology, National Institute of Mental Health, Bethesda, Maryland

Responsibilities: Videotaping and coding interactions of neonatal mother-infant dyads in a hospital setting. Principal investigators, Jacob L. Gewirtz and Albert R. Hollenbeck.

1978-79   Telephone Counselor, FACT Hotline, Washington, D.C.

Responsibilities: Crisis counseling and referral. Assisting callers with reporting of child abuse and neglect.

1977   Field Interviewer, Applied Management Sciences, Bethesda, Maryland

Responsibilities: Interviewing teachers and parents of handicapped children in public and private preschools throughout Southeastern U.S. (The Head Start Mainstreaming Study)

1976-77   Counselor, Children's Center, Napa State Hospital, Napa, California

Responsibilities: Providing individual, group, and milieu therapy for a residential population of 7 to 12 year-old emotionally disturbed males.

1974-76   Teacher, St. Alban's Day Care Center, Washington, D.C.

Responsibilities: Team-teaching in a bilingual (Spanish-English) program serving an ethnically diverse population of 4-year-old children.

1972-74   Teacher, National Child Research Center, Washington, D.C.

Responsibilities: Teaching mixed-aged preschool classes including mainstreamed children with visual, auditory, and emotional handicaps. Developing specialized science and math curricula, supervising students in science/math teaching institutes.

1971-72   In-Home Child Care Provider, Washington, D.C.

Responsibilities: Providing developmentally appropriate supervision and structured play activities for preschool children (ages 2-5) in their homes.

1971   Counselor (SP6 Social Work Technician), Pioneer House, U.S. Army 2nd Field Force, Plantation Army Airfield, Vietnam

Responsibilities: Providing individual and group counseling for heroin-addicted Army personnel in a voluntary, drug-free detoxification program. Conducting drug orientation programs for newly arrived personnel.

1964-71   Administrative Supervisor (E-6), U.S. Army

Responsibilities: Supervising clerical staff in a variety of personnel, supply, and records maintenance units. Developing and implementing training programs. Writing and editing plans and training manuals.

GRANT ACTIVITY

Blume, T. W., Awardee. *CNS 274*. Award period Winter 2009. Oakland University e-Learning and Instructional Support Stipend.

Blume, T. W., Awardee. *CNS 573*. Award period Winter 2008. Oakland University e-Learning and Instructional Support Stipend.

Blume, T. W., Principal Investigator. *Expanding counselor options with technology*. Award period 2006-2007. Oakland University Educational Development Grant, $833

Blume, T. W., Principal Investigator. *Distance counseling: Teaching and research*. Award period 2006-2007. Oakland University School of Education and Human Services Technology Integration Award. $750

Blume, T. W., Cron, E., Fink, R., Hansen, J., & Ramey, L., Co-investigators. *Training and supporting site supervisors through web-based resources*. Award period 2002-2003. Oakland University School of Education and Human Services Technology Integration Award. $3000

Blume, T. W., Principal Investigator. *Distance methodologies for family counseling supervision*. Award period 2001-2002. Oakland University School of Education and Human Services Technology Integration Award.

Blume, T. W., Principal Investigator. *Home-school conflicts in the lives of adult students*. Award period 2000-2001. Oakland University Research Committee.

Blume, T. W., & Hawley, L., Co-investigators. *Couple relationships of adult students: Supports or barriers.* Award period 2000-2001. Oakland University School of Education and Human Services Research Support Committee.

Blume, T. W., Project Director. *Community team training for youth impaired driving prevention.* Award period 1992-1994. Michigan Office of Highway Safety Planning.

Blume, T. W., Principal Investigator. *Options for Excellence: A mentoring program for college-bound youth at risk.* Award period 1992-1994. Licensed Beverage Information Council.

Harner, I., & Blume, T. W., Co-principal investigators. *Pilot longitudinal evaluation of intensive outpatient program.* Award period 1991-1993. AAA Foundation for Traffic Safety.

Blume, T. W., Principal Investigator. *Social role negotiation: A framework for prevention.* Award period 1991-1992. Fund for the Improvement of Postsecondary Education, U.S. Department of Education

Blume, T. W., Principal Investigator. *A county-wide consortium of higher education institutions.* Award period 1990-1992. Fund for the Improvement of Postsecondary Education, U.S. Department of Education

Blume, T. W., Principal Investigator. *High-impact drug education program.* Award period 1989-1991. Fund for the Improvement of Postsecondary Education, U.S. Department of Education

BOOKS AND MONOGRAPHS

Blume, T. W. (2010). *Renegotiating identities as a couple: Managing confusion, conflict, and change.* Bloomfield Hills, MI: Institute for Identity Renegotiation.

Blume, T. W. (2006). *Becoming a family counselor: A bridge to family therapy theory and practice.* New York: John Wiley & Sons.

Blume, T. W., & Trumble, P. (1993). *Alternatives: Choice-making in daily life.* Detroit: Addiction Studies Institute. (ERIC Document Retrieval Service, #ED 363832)

Blume, T. W. (1991). *Social role negotiation: A framework for prevention.* (ERIC Document Retrieval Service, #ED 363831))

Blume, T. W., & Blume, L. B. (1986). *Study guide* to accompany S.R. Jorgensen's *Marriage and the family: Development and change.* New York: Macmillan.

U.S. Office for Families (1981). *Promising practices: Reaching out to families.* Washington, D.C.: U. S. Government Printing Office

U.S. Navy Family Program (1980). *The Navy leader's family manual.* Washington, D.C.: U. S. Government Printing Office.

JURIED ARTICLES

Blume, T. W. (2010). Counseling for identity renegotiation. *Identity: An International Journal of Theory and Research, 10,* 92-105.

Blume, T. W. (2008). Retelling the story of family counseling. *The Family Journal: Counseling and Therapy for Couples and Families, 16*(1), 6-12.

Blume, L. B., & Blume, T. W. (2003). Toward a dialectical model of family gender discourse: Body, identity, and sexuality. *Journal of Marriage and Family, 65,* 770-799.

Koukal, D. R., Blume, L. B., & Blume, T. W. (2002). Dwelling in the classroom: A phenomenology of distance learning. *Journal of Teaching in Marriage and Family: Innovations in Family Science Education, 2(*1), 19-40.

Blume, T. W., & Harris, S. (1999). Review Essay: F. Kaslow, Handbook of relational diagnoses and dysfunctional family patterns. *The Family Journal: Counseling and Therapy for Couples and Families, 7(1),* 86-88.

Curtis, J.A., Blume, L.B., & Blume, T.W. (1998). Becoming a father: Marital perceptions and behaviors during pregnancy. *Michigan Family Review*, *3*(1), 31-44

Blume, T. W. (1996). Social perspectives on violence. *Michigan Family Review, 2(1),* 9-23.

Blume, T. W., Green, S., Joanning, & H., Quinn, W. (1994). Social role negotiation skills for substance abusing adolescents: A group model. *Journal of Substance Abuse Treatment, 11(3),* 197-204.

Blume, T. W. (1993). Update on systemic practice. *Mediation Quarterly, 11(2),* 195-197.

Blume, T. W., & Price, J. A. (1993). Strategic mediation: Strategies in service of family empowerment. *Journal of Systemic Therapies 12(4),* 53-65.

BOOK CHAPTERS

Blume, T. W. (In press). Identity renegotiation counseling. In E. Neukrug (Ed.), *Encyclopedia of theory in counseling and psychotherapy.* Thousand Oaks, CA: Sage.

Blume, T. W., & Cole, C. L. (2004). A family with gender inequality: Theory in clinical teaching. In V. L. Bengtson, A. C. Acock, K. R. Allen, P. Dilworth-Anderson, & D. M. Klein (Eds.), *Sourcebook of family theory and research* (pp. 586-589) Thousand Oaks, CA: Sage.

Blume, T. W. (2002). Negotiating identity in couple sexuality. In L. Burlew and D. Capuzzi (Eds.), *Sexuality counseling* (pp. 89-109). New York: Nova Science Publishers.

Blume, T.W. (1998). Couple intimacy and sexuality questionnaire. In L.L. Hecker & S. Deacon (Eds.), *The therapist's notebook: Homework, handouts, & activities* (pp. 197-200). New York: Haworth Press.

Blume, T. W. (1997). A social role negotiation approach to campus prevention of alcohol and other drug problems. In *Bringing theory into practice: Designing alcohol and other drug prevention programs in higher education* (pp. 1-48). Newton, MA: Higher Education Center for Alcohol and Other Drug Prevention. Available online at http://searchpubs.higheredcenter.org/files/product/designing-theory.pdf

Blume, L. B., & Blume, T. W. (1992). Early intervention theory and practice. In M. Horst (Ed.), *Caring for special infants.* Lansing, MI: Michigan State University.

Blume, T. W. (1978). Directory of family organizations in the Baltimore-Washington corridor. In C. R. Simpkinson & L. J. Platt (Eds.), *1978 Synopsis of family therapy practice* (pp. 224-292). Olney, MD: Family Therapy Practice Network.

REVIEWS AND NEWSLETTER ARTICLES

Blume, T. W. (2009). Review of T. Boellstorff, Coming of age in Second Life: An anthropologist explores the virtually human. *Journal of Family Theory and Review, 1,* 227-230.

Blume, T. W. (2007). Review of C. Bucciarelli, Addicted and mentally ill: Stories of courage, hope, and empowerment. *The Family Journal: Counseling and Therapy for Couples and Families,15 (2).*

Blume, T. W. (2006). Review of B. J. Atkinson, Emotional intelligence in couples therapy: Advances from neurobiology and the science of intimate relationships. *Journal of Marital and Family Therapy, 32,* 401.

Blume, T. W. (2006). Review of C. W. McLemore, Toxic relationships and how to change them: Health and holiness in everyday life. *The Family Journal: Counseling and Therapy for Couples and Families, 14,* 99-106.

Blume, T. W. (2005). Records and reimbursement. *The Michigan Mentor: Newsletter of the Michigan Association for Marriage and Family Therapy.*

Blume, T. W. (2004) Theoretical genograms. *Michigan Association for Clinical Counseling Newsletter*

Blume, T. W. (2003). System restore: An existentialist reflection. *Michigan Association for Clinical Counseling Newsletter*

Blume, T. W. (2003). Which outcome would you choose? *Michigan Association for Clinical Counseling Newsletter*

Blume, T. W. (2003). Conflicting theories: Productive or destructive? *Michigan Association for Clinical Counseling Newsletter*

Blume, T. W. (2003). Review of D. Baptiste, Clinical epiphanies in MFT: A practitioner's casebook of therapeutic insights, perceptions, and breakthroughs. *Journal of Marital and Family Therapy, 29,* 427-428.

Blume, T. W. (2003). Review of A. J. Weaver, L. A. Revilla, and H. G. Koenig (Eds.), Counseling families across the stages of life: A handbook for pastors and other helping professionals. *The Family Journal: Counseling and Therapy for Couples and Families,11,* 101-102 .

Blume, T. W. (2002). Inquiry in counseling: What do we know, and what are our questions? *Michigan Association for Clinical Counseling Newsletter*

Blume, T. W. (2002). Intentional family therapy. *The Family Digest, 14(2).* 9-11.

Blume, T. W. (2001). Review of T. Parcel & D. Cornfield (Eds), Work & Family: Research Informing Policy. *The Family Journal: Counseling and Therapy for Couples and Families, 9,* 355..

Blume, T. W. (2001) The BONES of the family: A five-dimensional model for assessment and intervention. *The Family Digest, 13(4),* 14-16.

Blume, T. W. (2000). Review of R. Baker, Sex in the future: The reproductive revolution and how it will change us. *Michigan Family Review, 5(1),* 85.

Blume, T. W. (2000). Review of E. Zawidowski, Single session family staging: Breaking family spells. *The Family Journal: Counseling and Therapy for Couples and Families, 7(2),* 209-210.

Blume, T. W. (1997). Review of S. P. Burggraf, The feminine economy and economic man: Reviving the role of the family in the postindustrial age. *Michigan Family Review. 2(3),* 88.

Blume, T. W. (1996). Review of N. Jacobson & A. Gurman, Clinical handbook of couple therapy. *The Family Journal: Counseling and Therapy for Couples and Families, 4(3)*, 278-279.

Blume, T. W. (1996). Review of T. O'Farrell, Ed., Counseling with the addicted family. *The Family Journal: Counseling and Therapy for Couples and Families, 4(1)*, 91.

Blume, T. W., & Trumble, P. (1993). Cultural influences on decision-making. *Michigan Alcohol and Addiction Association Dispatch*, pp. 1-8.

Blume, T. W. (1985). A reply to Kenneth Hardy. *Network: A Newsletter for Beginning Clinicians in Marital and Family Therapy, 4 (4)*, American Association for Marriage and Family Therapy.

CONFERENCE PROCEEDINGS

Blume, T. W., & Blume, L. B. (1997, November). *Negotiating identity in parent-adolescent relationships*. Published in *Papers for Discussion*, 27th Theory Construction and Research Methodology Workshop.

Blume, T. W. (1996, November). *Negotiating identity in couple relationships*. Published in *Papers for Discussion*, 26th Theory Construction and Research Methodology Workshop, pp. 69-74.

JURIED CONFERENCE PRESENTATIONS

Blume, T. W. (2013, October). *Stepfamilies and coalition governments*. Paper presented at the Theory Construction and Research Methodology Workshop, National Council on Family Relations, San Antonio, Texas.

Blume, T. W. (2012, May). *Recovering families*. Workshop presentation at the American Family Therapy Academy Annual Meeting, San Francisco, CA.

Lane, J., Blume, T. W., McClain, T., & Semphadile, K. (2010, October). *Renegotiating personal and professional identities of beginning counselors: The role of counselor educators and supervisors*. Workshop presented at the Biennial Conference of the North Central Association for Counselor Education and Supervision, Chicago, IL.

Blume, T. W., Lane, J., & Semphadile, K. (2010, September). *Facilitating second lives in real life*. Workshop presented at the Second Virtual Conference on Counseling, held online in Second Life.

Blume, T. W., Lane, J., McClain, T., & Semphadile, K. (2010, May). *Students renegotiating their identities*. Poster presented at the Fourth International Conference on Teaching and Learning, Rochester, Michigan.

Krajewski, S., & Blume, T. W. (2010, April). *Foster care youth*. Poster presented at the Annual Conference, Michigan Association for Marriage and Family Therapy, East Lansing, Michigan.

Blume, T. W. (2009, September). *Negotiating identity on the virtual playground*. Workshop presentation at the Virtual Conference on Counseling, held online in Second Life.

Blume, T. W., Chue, M., Liesen, A., Semphadile, K., & Tidimane, C. (2009, April). *Online group experiences for the nontraditional student*. Workshop presentation at the Equity in the Classroom Conference, Auburn Hills, MI.

Blume, T. W. (2009, February). *From abstraction to action: Facilitating identity renegotiations of adult students.* Paper presented at the Society for Research on Identity Formation Biennial Meeting, Asilomar, CA.

Blume, T. W. (2006, June). *Mapping the theoretical terrain of family therapy.* Poster presented at the American Family Therapy Academy annual meeting, Chicago, IL.

Blume, T. W. (2005, November). *Discourses of religion and sexuality: Family dialogue in context.* Panelist in a session co-sponsored by the Religion Section and the Sexuality Focus Group, National Council on Family Relations, Phoenix, AZ.

Hinkins, R. S., & Blume, T. W. (2005, October). *Today's counseling issues: A feminist postmodern spin.* Workshop presentation at the Michigan Counseling Association Annual Conference, Traverse City, MI

Blume, T. W. (2005, October). *A theory makeover for tired professionals.* Workshop presentation at the Michigan Counseling Association Annual Conference, Traverse City, MI.

Blume, T. W., Powers, K.R., & Roan, B. (2005, October). *Teaching theory integration through film.* Workshop presentation at the Association for Counselor Education and Supervision Biennial Conference, Pittsburgh, PA.

Blume, T. W., & Pilgrim, T. (2005, April). *Multicultural discussion in the online classroom.* Workshop presentation at the Michigan Association for Counselor Education and Supervision Annual Meeting, Grand Rapids, MI.

Blume, T. W. (2005, April). *Dialectical analysis of a couple counseling session.* Poster presentation at the American Counseling Association Annual Conference, Atlanta, GA.

Roberts, L. J., Meschke, L. J., Tubbs, C. Y., Hammonds-Smith, M., Blume, T. W., & Benjamin, M. (2004, November). *Advancing a family perspective on substance use and abuse.* Roundtable presentation at the National Council on Family Relations Annual Conference, Orlando, FL.

Blume, T. W. (2004, June). *From theories to theorizing: Family therapy supervision as dialogue.* Roundtable presentation at the Annual Meeting, American Family Therapy Academy, San Francisco, CA.

Blume, L. B, Blume, T. W., Burrell, S., & Mendoza, M. (2004, April). *Dialectical models of adolescent gender construction.* In C. Leaper & C. L. Martin (Chairs), Poster symposium on Gender and Language presented at the first biennial Gender Development Research Conference, San Francisco, CA.

Blume, T. W., Flynn, R., & Wilkinson, J. (2004, April). *Postmodern counseling for postmodern families.* Workshop presentation at the American Counseling Association Annual Conference, Kansas City, MO.

Pilgrim, T., & Blume, T. W. (2003, November). *Black paternal presence and involvement: The flip side of Black paternal absence.* Paper presentaion at the National Council on Family Relations Annual Conference, Vancouver, B.C.

Pilgrim, T., & Blume, T. W. (2003, September). *Black paternal presence and involvement.* Poster presentation at the Michigan Counseling Association Annual Conference, Lansing, MI

Blume, T. W., P. Arredondo, J. Carlson, K. Eriksen, & D. Gehart (2003, March). *History, diversity, and futures: Family counseling's search for identity*. Panel presentation at the American Counseling Association Annual Conference, Anaheim, CA.

Blume, T. W. (2003, March). *Identity renegotiation counseling*. Poster presentation at the American Counseling Association Annual Conference, Anaheim, CA.

Blume, T. W., D. Austin, C. Haskins, & R. Flynn (2002, September). *Remapping the terrain of family counseling*. Workshop presentation at the Michigan Counseling Association Annual Conference, Grand Rapids, MI.

Blume, T. W., C. Haskins, & R. Flynn (2002, March). *Applying counselor strengths to family counseling*. Workshop presentation at the American Counseling Association Annual Conference, New Orleans, LA.

Blume, T. W., & Hawley, L. (2001, November). *Coping narratives of couples returning to school in mid-life*. Poster presentation at the National Council on Family Relations Annual Conference, Rochester, NY.

Hawley, L., & Blume, T. W. (2001, October). *An application of focus group methodology: The impact of graduate study on couples*. Workshop presentation at the annual meeting of the North Central Association for Counselor Education and Supervision, Chicago, IL.

Blume, T. W., & Weinstein, D. (2001, May). *Narrative identity negotiations of an adult student couple*. Poster presentation at the Biennial Conference of the Society for Research in Identity Formation, London, ON.

Blume, T. W. (1999, April). *Negotiated identity and the myth of individuation*. Paper presented at the 11th World Congress, International Family Therapy Association, Akron, OH.

Blume, T. W., & Blume, L. B. (1997, November). *Negotiating identity in parent-adolescent relationships*. Paper presented at the Theory Construction and Research Methodology Workshop, National Council on Family Relations, Alexandria, VA.

Curtis, A., Blume. L. B., & Blume, T. W. (1997, November). *Quality of the marital relationship and predictors of problem behavior during pregnancy*. Poster presented at the National Council on Family Relations Annual Conference, Arlington, VA.

Blume, T. W. (1996, November). *Renegotiating counseling relationships*. Workshop presented at the Michigan Counseling Association Annual Conference, Detroit, MI.

Blume, T. W. (1996, November). *Negotiating identity in couple relationships*. Paper presented at the 26th Theory Construction and Research Methodology Workshop, National Council on Family Relations, Kansas City, MO. Published in *Papers for Discussion*, 26th Theory Construction and Research Methodology Workshop, pp. 69-74.

Goldstein, B., & Blume, T. W. (1996, November). *Teaching a strategic approach with an interactive computer program*. Paper presented at the Annual Meeting, National Council on Family Relations, Kansas City, MO.

Curtis, A. J., Blume, L. B., & Blume, T. W. (1996, August). *Marital relationship and predictors of problem behavior during pregnancy*. Research poster presented at the American Psychological Association, Toronto, ON.

Blume, T. W. (1993, October). *Group therapy skills for discussion leaders*. Workshop presented at the Annual Meeting, Network of Participating Colleges and Universities United Against Drug Abuse, Washington, D.C.

Blume, T. W. (1992, October). *Negotiation skills training for faculty, administrators, and students*. Workshop presented at the Grantee Meeting, Drug Prevention Programs in Higher Education, Fund for the Improvement of Postsecondary Education, Washington, D.C.

Blume, T. W., & Price, J. A. (1992, October)). *Strategic mediation in custody and divorce*. Workshop presented at the Annual Conference, American Association for Marriage and Family Therapy, Miami Beach, FL.

Blume, T. W. (1991, September). *Social role negotiation: A framework for prevention*. Workshop presented at the Grantee Meeting, Drug Prevention Programs in Higher Education, Fund for the Improvement of Postsecondary Education, Washington, D.C. (Repeated at the Michigan Consortium for Substance Abuse Education Annual Conference, Big Rapids, MI, April, 1992).

Blume, T. W. (1991, April). *Negotiating parent-child relationships*. Workshop presented at the Michigan Council for Family Relations Annual Meeting, Lansing, MI.

Blume, T. W., & Prather, V. (1990, October). *Mediation with substance abusing clients*. Workshop presented at the Society for Professionals in Dispute Resolution National Conference, Dearborn, MI.

Blume, T. W. (1990, October). *Addressing intimacy issues in the recovering family*. Workshop presented at the Michigan Alcohol and Addictions Association Fall Conference, Shanty Creek Resort, MI.

Blume, T. W. (1990, September). *A social role negotiation model of drug use*. Workshop presented at the Grantee Meeting, Drug Prevention Programs in Higher Education, Fund for the Improvement of Postsecondary Education, Washington, D.C.

Blume, T. W. (1990, May). *Special needs of the substance abuse counselor*. Paper presented at the Michigan Association for Counselor Education and Supervision Annual Conference, Rochester, MI.

Blume, T. W. (1989, September). *Addictions and their impact on the family court*. Workshop presented at the Association for Family and Conciliation Courts Regional Conference, Indianapolis, IN.

Blume, T. W. (1988, November). *The wounded healer: Avoiding burnout in the mental health field*. Workshop presented at the Michigan Mental Health Counselors Association Annual Conference, Royal Oak, MI.

Blume, T. W. (1988, November). *Mediating with the chemically dependent family*. Workshop presented at the Michigan Council for Family and Divorce Mediation Annual Conference, Lansing, MI.

Blume, T. W., & Green, S. K. (1987, January). *An ecological group model for treatment of adolescent drug abuse*. Workshop presented at the Texas Association for Marriage and Family Therapy Annual Conference, Galveston, TX.

Blume, L. B., Blume, T. W., Steele, C., & Bolton, V. (1986, November). *Exploring intergenerational relationships among family and child assessment dimensions*. Poster presented at the National Council on Family Relations Annual Conference, Dearborn, MI.

Blume, T. W., Green, S. K, & Joanning, H. (1986, November). *Promoting social role negotiation skills for drug-abusing adolescents: A short-term model*. Workshop presented at the National Council on Family Relations Annual Conference, Dearborn, MI.

Blume, T. W., & Jorgensen, S. R.) (1986, November). *Conflict constructions and marital conflict behavior.* Paper presented at the National Council on Family Relations Annual Conference, Dearborn, MI.

Blume, T. W., & Blume, L. B. (1986, April). *Cognitive style in parent-child relationships of preschool children.* Paper presented at the Texas Council on Family Relations Annual Conference, Arlington, TX.

Blume, T. W. (1986, March). *Divorce adjustment and postdivorce conflict: Helping parents To help their children.* Workshop presented at the Second International Parenting Symposium, Philadelphia, PA.

Blume, T. W., & Blume, L. B. (1986, March). *Intergenerational patterns of cognitive style: Parents with preschool children.* Paper presented at the Second International Parenting Symposium, Philadelphia, PA.

Blume, T. W., & Joanning, H. (1986, March). *A social role negotiation model of adolescent substance abuse.* Paper presented at the Biennial Meeting, Society for Research on Adolescence, Madison, WI.

Blume, L. B., & Blume, T. W. (1986, January). *Learning about children by studying their families.* Paper presented at Research in Action V, Texas Tech University, Lubbock, TX.

Blume, T. W., & Green, S. K. (1986 January). *Improving role-making skills of drug abusing adolescents.* Paper presented at the Texas Association for Marriage and Family Therapy Annual Conference, Houston, TX.

Blume, T. W., Quinn, W., Beard, L., Ingram, T., & Morrow, B. (1985, January). *Tapping concealed resources: Celebrating therapists' social and cultural diversity.* Seminar presented at the Texas Association for Marriage and Family Therapy Annual Conference, San Antonio, TX.

Blume, T. W., Morris, J., & Sorell, G. T. (1985, January). *Developmental issues in marital and family therapy.* Paper presented at the Texas Association for Marriage and Family Therapy Annual Conference, San Antonio, TX.

Blume, T. W. (1984, March). *Resolving post-divorce conflicts.* Paper presented at the Texas Council on Family Relations Annual Conference, Abilene, TX.

Blume, T. W., & Huff, A. L. (1984, January). *Parent-Child relationships and divorce.* Paper presented at the Texas Association for Marriage and Family Therapy Annual Conference, Dallas, TX.

Girdner, L., & Blume, T. W. (1982, June). *Custody mediation--Planning fatherhood after divorce.* Workshop presented at the Groves Conference on the Family, Ocean City, MD.

Blume, T. W., & McCabe, L. (1980). *The effects of separation.* Workshop presented at a The Army Family: Analysis and Appraisal, Washington, D.C.

Blume, T. W., McCabe, & Moffitt, R. (1980, May). *Family plus context: Living with mobility and separation.* Workshop presented at the Third Annual Symposium on Family Therapy, Theory, and Practice, College Park, MD.

Blume, T. W., Eisenberg, L., Gaughan, L., & Grebe, S. (1980, May). *The divorce mediator's role with children.* Workshop presented at the Third Annual Symposium on Family Therapy, Theory, and Practice, College Park, MD.

INVITED DISCUSSANT

2013, November. Poster Session: "Gender and virtual technologies." National Council on Family Relations, San Antonio, TX.

2009, November. Paper Session: "Diversity issues in internship settings." National Council on Family Relations, Minneapolis, MN.

2006, November. Paper Session: "Common factors in four evidence-based therapy approaches." National Council on Family Relations, Minneapolis, MN.

2005, November. Paper Session: "Theoretical innovations in family therapy." National Council on Family Relations, Phoenix, AZ.

2004, November. Paper Session: "Feminist informed family therapy research, programs, and interventions." National Council on Family Relations, Orlando, FL.

2004, November. Working Paper: "The dynamic nature of identity construction within the parent-adolescent relationship and the capital accrual of adolescents." Authors J. Kerpelman, J. Pittman, L. Lamke, & D. Sollie. Theory Construction and Research Methodology Workshop, Orlando, FL

2003, November. Working Paper: "Clinical Applications of the family life cycle: Integrating recent conceptual developments." Authors D. R. Hawley, T. Bednar, and B. Pettis. Theory Construction and Research Methodology Workshop, Vancouver, BC.

2002, November. Working Paper: "Integrating social constructionism and chaos theory: A dynamic framework for exploring commitment in coupled relationships." Authors C. Murray and D. J. Weigel. Theory Construction and Research Methodology Workshop, Houston, TX.

2001, November. Working Paper: "Developing a theoretical framework for emotion regulation in the family." Authors D. Bell, I. Montoya, & J. Patek. Theory Construction and Research Methodology Workshop, Rochester, NY.

INVITED SPEAKER

2013, October. *Reaching the underserved with distance technologies.* Plenary Presenter at Michigan Association for Marriage and Family Therapy Conference, Lansing, MI.

2011, June. *Toto, I think we are not in the 20th Century anymore.* Plenary Presenter at the Annual Meeting, American Family Therapy Academy, Baltimore, MD.

2009, April, *Negotiating relational identities in schools.* Address to the Galileo Institute for Teacher Leadership, Oakland University, Rochester, MI.

2008, March. *Infusing justice into our professional discourse.* Address at the Awards Ceremony, Counselors for Social Justice, Honolulu, HI.

1997, March. *New directions and trends in family counseling.* Keynote address at the Annual Conference, Michigan Association for Marriage and Family Counseling, Rochester, MI.

1982, May (with Y. Braun). *Mediation of child support.* Invited address to the lst Annual Conference, Maryland Joint Child Support Council, Ocean City, MD.

WORKSHOPS, TRAINING AND COMMUNITY PRESENTATIONS

2009, April. *The long haul: Healthy long-term relationships*. With T. Orbuch & D. McGinnis). Workshop at the Primetime: Life after 50 Expo sponsored by Jewish Vocational Services at the Jewish Community Center, West Bloomfield, Michigan.

2009, April. *Teaching On-line Classes: Panel Discussion*. With C. Cheal, J. McEneaney, & D. Jaggers. Workshop presented at Taste of Technology IV, School of Education and Human Services, Oakland University, Rochester, MI.

2008, October. *Teacher leadership and identity renegotiation*. Galileo Institute podcast available at http://www2.oakland.edu/sehs/podcastfiles/vol2ep51.mp3

2008, June. *Coalition governments and stepfamilies: Political science and MFT*. Presentation to the Divorce and Post-Divorce Families Interest Group, American Family Therapy Academy, Philadelphia, PA.

2007, December. *Working with stepfamilies: Coalition government or the Brady bunch?* Workshop for Chi Sigma Iota (Theta Chapter), Rochester, MI

2007, March. *Changing practice for changing families*. Workshop presented at the Chi Sigma Iota (Theta Chapter) Annual Conference, Rochester, MI

2004, October. *A theory tune-up for used professionals*. Pre-Conference Workshop for the Michigan Counseling Association, Detroit, MI.

2004, April. *Disengaging from negative discourses: A narrative approach to parent-adolescent counseling*. Workshop for the Michigan Association for Marriage and Family Counseling, Royal Oak, MI.

2000, June through October. *Family-focused interventions with dually-diagnosed adolescents*. Workshop series for Addiction Research Institute, Wayne State University, Detroit, MI

2000, September. *Identity renegotiation therapy with adolescent substance abusers*. Workshop for Addiction Research Institute, Wayne State University, Detroit, MI.

1999, April. *Dispute resolution with families: Techniques and applications*. Workshop presented for the Michigan Association for Marriage and Family Counseling, Royal Oak, MI.

1997, May. *Third-party payment in family therapy*. Workshop presented at the Graduate Counseling Students Association Spring Conference, Rochester, MI.

1995, November. *Integrating addiction concepts into mental health practice*. Workshop presented as part of Dual Diagnosis Treatment Training, Detroit Bureau of Mental Health / Wayne State University, Detroit, MI..

1995, September. *Family therapy in the first year of recovery*. Workshop presented at the Michigan Masters Conference, Michigan Association for Marriage and Family Therapy, Birmingham, MI.

1995, March. *Divorce mediation*. Two-day professional training for the Appalachian Family Center, Morgantown, WV

1995, January. *Integrating addiction concepts into mental health practice*. Workshop presented as part of Dual Diagnosis Treatment Training, Detroit Bureau of Mental Health / Wayne State University, Detroit, MI.

1994, September. *Integrating addiction concepts into mental health practice*. Workshop presented as part of Dual Diagnosis Treatment Training, Detroit Bureau of Mental Health / Wayne State University, Detroit, MI.

1994, October. *Evaluating treatment program effectiveness.* Presentation at the Annual Meeting, Michigan Association of Mental Health Administrators, Lansing, MI.

1994, September. *Men's roles in contemporary society: Research and theory.* Presenter and convener of panel, 'What's Happening with Men'? Michigan Interprofessional Association for Marriage, Divorce, and the Family Quarterly Meeting, Birmingham, MI.

1993, July. *Renegotiating marriage at mid-Life.* Workshop presented at the Marriage Encounter National Conference, Mount Pleasant, MI.

1990, July. *Assessing adolescent substance abuse.* Workshop presented for Spectrum Human Services, Livonia, MI.

1989, November. *Alcohol and other drug issues in the family.* Workshop presented at the Community Coordinated Child Care Annual Conference, Highland Park, MI

1989, May. *Myths and realities of drug and alcohol use: Effects on the mediation process.* Workshop presented for the Michigan Judicial Institute, Battle Creek, MI.

THESIS AND DISSERTATION COMMITTEES

McClain, T. (Ph.D., in process) African American racial identity and its intersection with academic achievement in adolescent males (Chair)

Spitsbergen, B. (Ph.D., in process) Substance specific treatment approaches with substance dependent adolescents abusing opiate/OTC medications

Aseltyne, K. (Ph.D., 2013) Experiences of women in Mindfulness Based Stress Reduction treatment for fibromyalgia (Chair)

McClellan, T. (Ph.D., 2013) Influences on Black fathers' identities and fathering behaviors (Chair)

Wilkinson, J. (Ph.D., 2012) An exploratory study of the practitioner's experiences of adolescent sexual addiction (Chair)

Sanders, L. (Psy.D. 2012) Young adult women's experiences of making decisions that are incongruent with the desires of parental figures. Michigan School for Professional Psychology.

Chue, M. S. (Ph.D., 2011) College student video gaming and parental influence (Chair)

Wilbourn, S. (Ph.D., 2009) Responses to mandatory participation in 12-step programs. (Chair)

Shaner, R. (Ph.D., 2009) Assessing the change process in comprehensive high schools implementing professional learning communities.

Hoffman, H. (Ph.D., 2008) An examination of the use of humor in early childhood special education settings.

Crabill, S. L. (Ph.D., 2007) Comparative content analysis of social identity cues within a white supremacist discussion board and a social activist discussion board. Wayne State University.

Reed, M. L. (Ph.D., 1996). Internal knowledge structures and interpersonal relationships in marital dyads. University of Detroit Mercy

Curtis, J. A. S., (Ph.D., 1995). Pregnancy and partners: Predictors of problem behavior and the quality of the marital relationship. University of Detroit Mercy

Goldstein, B. (Ph.D., 1994). A computer program for family therapy supervision. The Union Institute (Chair)

EDITORIAL SERVICE

2011-Present	Ad-hoc Reviewer, *Journal of Family Theory and Review*
2006-Present	International Section Editor, *The Family Journal: Counseling and Therapy for Couples and Families*
2005-Present	Editorial Board, *The Family Journal: Counseling and Therapy for Couples and Families*
2005-Present	Ad-hoc Reviewer, *Journal of Marital and Family Therapy*
2004-2006	Ad-hoc Reviewer, *Family Relations*
2004-2006	Ad-hoc Reviewer, *Journal of Family Issues*
2004	Field Reviewer, US Department of Health and Human Services, TIP #39, *Substance abuse treatment and family therapy: A treatment improvement protocol*
2003-Present	Editorial Board, *Michigan Family Review*
1999-2005	Manuscript reviewer, Jossey/Bass, John Wiley & Sons

COLLEGE AND UNIVERSITY SERVICE

2013-Present	2006-2009 E-Learning and Instructional Support Advisory Committee, Oakland University
2012-Present	Chair, Faircloth Lecture Committee, School of Education and Human Services and Oakland University William Beaumont School of Medicine, Oakland University
2011-2012	Interdisciplinary Task Force, School of Education and Human Services, Oakland University
2010-2012	Committee on Appointments and Promotion, School of Education and Human Services, Oakland University
2010-2012	Urban Education Task Force, School of Education and Human Services, Oakland University
2008-2012	Bachelor of Integrative Studies Advisory Committee, Oakland University
2006-2009	E-Learning and Instructional Support Advisory Committee, Oakland University
2005-2009	Oakland University Graduate Council
2003-2005	Oakland University Senate
2003	Task Force, Oakland University-Macomb Intermediate School District Smaller Learning Communities Project
2002-2009	Technology Advisory Committee, School of Education and Human Services, Oakland University
2000-2006	Coordinator, Ph.D. Program, Department of Counseling, Oakland University
1997-99	Academic and Career Advising Committee, Oakland University (Chair 1998-1999)
1997-2000	Committee on Appointments and Promotion, School of Education and Human Services, Oakland University (Chair 1998-2000)

1995-99	Oakland University Senate
1990-91	Task Force for Nontraditional and Returning Students, University of Detroit Mercy
1990-91	Special Needs Transition Committee, University of Detroit Mercy
1989-1992	Women's Issues Group, University of Detroit Mercy
1990	Teaching and Learning Committee, Mercy College of Detroit
1989-90	Chair, Undergraduate Curriculum Committee, Mercy College of Detroit

ORGANIZATIONAL SERVICE

2012-Present	Past Chair, Family Therapy Section, National Council on Family Relations
2010-2012	Chair, Family Therapy Section, National Council on Family Relations
2008-2010	Chair-Elect, Family Therapy Section, National Council on Family Relations
2009-2011	Board Member At Large, International Society for Mental Health Online
2007-2008	Chair, Divorce and Post-Divorce Families Interest Group, American Family Therapy Academy (Co-Chair 2006-2007)
2004-2006	International Development Committee Chair, International Association for Marriage and Family Counseling
2004-2006	Board Member, Michigan Association for Marriage and Family Therapy
2003-2005	Nominating Committee, Family Therapy Section, National Council on Family Relations
2003-2004	Research and Theory Chair, Michigan Association for Clinical Counseling
2001-2002	Leadership Transition Team, International Association for Marriage and Family Counseling
1999-2002	Webmaster, Family Therapy Section, National Council on Family Relations
1994-1996	Board of Directors, Michigan Interprofessional Association for Marriage, Divorce, and the Family
1992-1994	Program Planning Committee, Association for Medical Education and Research in Substance Abuse
1992-1994	MCSAE Representative to Governing Board, Michigan Coalition on Substance Abuse
1991-1993	Treasurer, Michigan Consortium for Substance Abuse Education (MCSAE)
1991-1996	Board of Directors, Michigan Council on Family Relations (Program Committee 1991-93, Awards Committee Chair (1993-95)
1988-2000	Board of Directors, Michigan Council for Family and Divorce Mediation (Vice-President 1990, President 1991, Ethics Committee Chair 1993 - 2000)
1981-1982	Board of Directors, Baltimore Area Mediation Council, Baltimore, Maryland
1979-1982	Ethics Committee, Washington Area Mediation Council, Washington, D.C.
1979	Director, Second Family Therapy Network Symposium, College Park, MD

COMMUNITY SERVICE

2007-2011	Oakland University Representative and Family Issues Consultant, Gear-Up Program (Pontiac and Oak Park school systems)
2005-2011	Oakland University Representative, Oakland County Community Mental Health Authority Research Committee
1995-98	Oakland University Representative, Pontiac Schools Community Collaborative
1993-95	Community Coalition for Substance Abuse Prevention, Berkley School District, Michigan
1993	Strategic Planning Committee, Center for Substance Abuse, Michigan Department of Public Health
1993-96	Founding President, Campus Consortium for Substance Abuse Prevention, Detroit, Michigan
1992-94	Consultant, Women's and Family Services Advisory Council, Downriver Community Center/SEMSAS, Southgate, Michigan
1992	Adolescent Study Group, Center for Substance Abuse, Michigan Department of Public Health
1991-92	Board of Directors, Lakewood Substance Abuse Center, Warren, Michigan
1990-95	Advisory Board, Leaps and Bounds Parent and Child Center, Poverty and Social Reform Institute, Detroit, Michigan
1985-87	Texas Tech University Representative, Community Substance Abuse Coordinating Council, Lubbock, Texas
1984-86	Advisory Board, Lubbock General Hospital Perinatal Project, Lubbock, Texas

PROFESSIONAL MEMBERSHIPS

American Association for Marriage and Family Therapy
American Counseling Association
American Family Therapy Academy
Association for Counselor Education and Supervision
Association for Multicultural Counseling and Development
Association for Spiritual, Ethical, and Religious Values in Counseling
Counselors for Social Justice
Groves Conference on the Family
International Association for Marriage and Family Counseling
International Family Therapy Association
Michigan Association for Counselor Education and Supervision
Michigan Association for Marriage and Family Counseling
Michigan Association for Marriage and Family Therapy
Michigan Counseling Association
National Council on Family Relations
North Central Association for Counselor Education and Supervision
Society for Research in Identity Formation

AWARDS

1994	Spirit of Detroit Award, Detroit City Council
1992	President's Award for Faculty Excellence, University of Detroit Mercy

Michael P. Chaney, Ph.D., LPC
Home Office
4620 Admiral Drive Department of Counseling
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Cell: 678-517-2039 (Preferred) Rochester, MI 48309
Phone: 248-370-3084
Fax: 248-370-4141
Email: chaney@oakland.edu

EDUCATION
8/98-5/04 **Georgia State University, Atlanta, GA**
Department of Counseling and Psychological Services
(CACREP Accredited).
Doctor of Philosophy (May, 2004).
Dissertation: *The relationship among boredom proneness, social connectedness, and online dissociation among sexually compulsive men who have sex with men* (Advisor: Catherine Y. Chang, Ph.D.).
Specialist in Education (Ed.S., Professional Counseling; August, 2001).
Master of Science (M.S., Professional Counseling; May, 2000).
1/94-12/96 **The Ohio State University,** Columbus, OH
Bachelor of Arts (B.A., Psychology; December, 1996)

CERTIFICATIONS/LICENSURE
Approved Clinical Supervisor (No. ACS01441)

Licensed Professional Counselor (Georgia LPC# 004089)☐

Licensed Professional Counselor (Michigan I.D. No. 6401009108)☐

National Certified Counselor (NCC# 63727)☐

Certified HIV Prevention Specialist and Test Counselor (Michigan)☐

WORK EXPERIENCE
Oakland University, Rochester, MI.
Department of Counseling (CACREP Accredited)
8/04-present *Coordinator* of Addictions Specialization.
8/10-present *Associate Professor* (tenured)
8/04-8/10 *Assistant Professor* (tenure track)
Teach graduate level courses in counseling. Conduct research and present results in scholarly journals and professional conventions. Serve the university, department, and professional organizations. Serve on doctoral dissertation committees.

Georgia State University, Atlanta, GA.
Department of Counseling and Psychological Services (CACREP Accredited)
6/03-6/04 *Adjunct Instructor*
Taught graduate level courses (Interpersonal Skills I, Group Counseling Systems, and Psychobehavioral Diagnosis) in counseling.

Georgia State University, Atlanta, GA.
Department of Counseling and Psychological Services (CACREP Accredited)
8/02-6/04 *Internship Supervisor*
Supervised (individual and group) graduate counseling students during their clinical practicums and internships.

Dekalb County Board of Health (RyanWhite Early Care Clinic), Decatur, GA.
12/00-9/02 *Mental Health & Substance Abuse Counselor*
Provided individual, group, couple and family counseling to clients living with HIV/AIDS; including international refugees. Conducted pre- and post-test counseling. Counseled individuals and groups with addictive disorders.
Positive Impact, Atlanta, GA.
8/99-1/01 *Mental Health and Substance Abuse Counselor*
Provided individual, group, couple and family counseling to clients living with HIV/AIDS. Performed substance abuse counseling.

TheW.A.I.T. Program, Columbus, OH.
11/97-8/98 *Substance Abuse Counselor*
Provided individual and group substance abuse counseling in an urban, residential treatment facility that taught African philosophies for sobriety. Conducted client intakes.

Southeast Community Health, Inc., Columbus, OH.
10/96-11/97 *Case Aide*
Monitored clients with co-occurring disorders in a half-way house. Performed crisis intervention protocol as needed.

The Ohio State University, Columbus, OH.
3/95-2/96 *Psychiatric Research Assistant*
Assisted Dr. Janice Kiecolt-Glaser's research by interviewing and administering psychological tests to caregivers of Alzheimer patients. Worked as a research assistant for Dr. Keith Kaufman gathering data from adult male sex offenders in maximum-security prisons.

EDITORAL EXPERIENCE
Editor
2012 *Addiction in the LGBTQ communities: Influences, treatment and prevention* [Special issue]. *Journal of LGBT Issues in Counseling.*
2009 *ACES Social Justice & Human Rights Committee Story-Collecting Project.*
2007-2009 *ALGBTIC News: Official Newsletter of Association for LGBT Issues in*

Counseling

Editorial BoardMember
2005-present *Journal of Addiction and Offender Counseling*
2005-present *Journal of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling*

Ad Hoc Reviewer
Since 2012 *Journal of Homosexuality*
Since 2011 *Culture, Health, & Sexuality*
Since 2006 *Sexuality Research & Social Policy*

Reviewer of Book Manuscripts
2012 *Workforce diversity in a global society: Technologies and concepts* (Publisher: Business Science Reference)

PROFESSIONAL REVIEWS

Conference Program Reviewer
Since 2009 American Counseling Association Annual Convention

Promotion/Tenure and Reappointment External Reviewer
2013 University of Cincinnati
2013 Hunter College of The City University of New York

COURSES TAUGHT
Master's level
Group Counseling Systems
Interpersonal Skills I (Therapeutic helping skills)
Introduction to Chemical Dependency
Introduction to Professional Counseling
Multicultural Counseling
Practicum/Internship Supervision (Community and School Counseling)
Psycho-behavioral Diagnosis
Techniques in Counseling
Testing and Assessment in Counseling
Doctoral level
Legal and Ethical Issues in Counseling

4
Socio-cultural Issues in Counseling
Advanced Group Counseling
Conceptual Models of Addiction
Counseling the Chemically Dependent
Advanced Seminar in Addictions Counseling and Practice
Doctoral Internship

PROFESSIONAL MEMBERSHIPS

American Counseling Association (ACA)□

Association for Counselor Education and Supervision (ACES)

Association of Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)□

International Association of Addiction and Offender Counseling (IAAOC)

PUBLICATIONS
Peer-Reviewed Journal Articles

Chaney, M. P. & Burns-Wortham, C. (In press). The relationship between sexual compulsivity, dissociation and past child abuse among men who have sex with men. *Journal of LGBT Issues in Counseling*.

Chaney, M. P., & Brubaker, M. D. (2012). Introduction to special issue: Addiction in LGBTQ communities: Influences, treatment, and prevention. *Journal of LGBT Issues in Counseling, 6(4)*, 234-236.

Chaney, M. P. (2008). Muscle dysmorphia, self-esteem, and loneliness among gay and bisexual men. *International Journal of Men's Health, 7,* 157-170.

Larrabee, T. G., Scott, C. L., Bolak, K., Graetz, J. E., **Chaney, M. P.**, Vazzano, J., et al. (2008). Weaving the threads of diversity: A school of education's reflection on current practices. *Issues in Education: Preschool through Graduate School 1*(1), 43–50.

Smith, L., Foley, P. F., & **Chaney, M. P.** (2008). Incorporating classism, ableism, and heterosexism in multicultural-social justice training. *Journal of Counseling and Development, 86,* 303-309.

Chaney, M. P., & Blalock, A. (2006). Boredom proneness, social connectedness, and sexual addiction among men who have sex with male Internet users. *Journal of Addictions and Offender Counseling, 26(2),* 111-121.

Chaney, M. P., & Chang, C. Y. (2005). A trio of turmoil for Internet sexually addicted men who have sex with men: Boredom proneness, social connectedness, and dissociation. *Sexual Addiction & Compulsivity: The Journal of Treatment & Prevention, 12,* 3-18.

Dew, B. J., & **Chaney, M. P.** (2005). The relationship among sexual compulsivity, internalized homophobia, and HIV at- risk sexual behavior in gay and bisexual male users of Internet chat rooms. *Sexual Addiction & Compulsivity: The Journal of Treatment & Prevention, 12,* 259-273.

Dew, B. J., & **Chaney, M. P.** (2004). Sexual addiction and the Internet: Implications for the gay male. *Journal of Addictions and Offender Counseling, 24,* 101-114.

Chaney, M. P., & Dew, B. J. (2003). Online sexual experiences of sexually compulsive men who have sex with men. *Sexual Addiction and Compulsivity, 10,* 259-274.

Journal Articles Under Review or In Progress

Chaney, M. P. (2013). *Muscle dysmorphia and drug use among men who have sex with men.* Manuscript in preparation.

Chaney, M. P., Burns-Wortham, C. M., & Smith, D. S. (2013). *Examining loneliness and selfesteem as predictors of sexual compulsivity among gay and bisexual men.* Manuscript submitted for publication.

Crockett, S.A., & **Chaney, M. P.** (2013). The voices of women in counseling history: Implications for training and practice. Manuscript in preparation.

Hays, D. G., Chang, C. Y., & **Chaney, M. P.** (2013). *Counselor trainees' social justice awareness, readiness and initiatives.* Manuscript submitted for publication.

Book Chapters

Chaney, M. P., & Brubaker, M. D. (In press). The impact of substance abuse and addiction in the lives of gay men, adolescents, and boys. In M. Kocet (Ed.). *Counseling gay men, adolescents, and boys: A strengths-based resource guide for helping professionals and educators.* New York, NY: Routledge Press.

Chaney, M. P., & Hawley, L. D. (In press). Sexual orientation and transgender issues in the workplace. In C. Scott and M. Byrd (Eds.). *Workforce diversity: Current and emerging trends and case studies.* Thousand Oaks, CA: SAGE Publishers.

Chaney, M. P., & Marszalek, J. (2014). Sexual orientation and heterosexism. In D. G. Hays and B. T. Erford (Eds.). *Handbook for developing multicultural counseling competency: A systems approach* (2nd ed., pp. 127-158). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Chaney, M. P. (2009). Transgenderism and trans-individuals. In B. Erford (Ed.), *American Counseling Association encyclopedia of counseling* (pp. 548-549). Alexandria, VA: ACA.

Chaney, M. P., & Marszalek, J. (2009). Sexual orientation and heterosexism. In D. G. Hays and B. T. Erford (Eds.). *Handbook for developing multicultural counseling competency: A systems approach* (pp. 113-141). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Newsletter Articles & Other Publications

Chaney, M. P., Filmore, J. M., & Goodrich, K. M. (2011, May). No more sitting on the sidelines: Practical strategies for working with LGBTQQI clients on issues of heterosexism and transphobia, coming out and bullying. *Counseling Today, 53(11),* 34-37.

Smiley, K. A., & **Chaney, M. P.** (2010, Fall). Reparative therapy. *ALGBTIC News,* 35(3), 6-8.

Chaney, M. P. (2010, Summer). Presidential address. *ALGBTIC News, 35(2),* 1-4.

Chaney, M. P., & Gray, G. (2006, Fall/Winter). "Men on the down-low:" Nomenclature grounded in heterosexism and racism. *AGLBIC News, 31,* 9-10.

Chaney, M. P. (2006, September 7). The Do's & Don'ts of Dating for Gay Men. *Between The Lines,* p. 4.

Singh, A., Suprina, J. S., **Chaney, M. P.,** Dean, J., & Hays, D. (2005, Pre-conference). Hidden resources & hidden rewards: Founding CPS-AGLBIC. *AGLBIC News, 25,* 3.

Chaney, M. P. (2004, Spring). What area of counselor education provides the most motivation for you? *Chi Sigma Iota Exemplar, 19,* 8.

Chaney, M. (2003, Spring). A counseling journey: Effective counseling for people living with HIV/AIDS. *The Counseling and Psychological Services News, 6,* 7-8.

Chaney, M. (2001, Fall). Would you like fries with that resolution? *The Consortium on Negotiation and Conflict Resolution Newsletter,* 4-10.

Chaney, M. (2001, Fall). Were we all Americans on 9-11-01: Effective multicultural counseling. *The Counseling and Psychological Services News, 4,* 4-5.

PEER-REVIEWED CONFERENCES
National and International

Chaney, M. P. [Moderator], Crockett, S. A., Binkley, E. E., Bornsheuer, J. N., & Freeman, A. (2013, October). *The influence of sexism in the professional and personal lives of women counselor educators.* Association for Counselor Education and Supervision. Denver, CO.

Chaney, M. P., & Burns-Wortham, C. M. (2013, October). *Online sexual compulsivity and men who have sex with men: Considerations for counselors and supervisors.* Association for Counselor Education and Supervision Conference. Denver, CO.

Belangee, S., & **Chaney, M. P.** (2012, June). *Competent Adlerian counseling with LGBTQ clients.* North American Society for Adlerian Psychology Annual Conference. Atlanta, GA.

Chaney, M. P. [Moderator], Cannon, E., Filmore, J., Lutes, J., Kocet, M., & Sullivan, D. (2011, March). *Join the conversation: A discussion with survivors of reparative therapy and professionals.* American Counseling Association Annual Convention. New Orleans, LA.

Kenney, K., **Chaney, M. P.,** & Barrett, J. (2011, March). *Fostering the mental health and empowerment of persons in marginalized groups through multicultural-social justice leadership and advocacy.* American Counseling Association Annual Convention. New Orleans, LA.

Chaney, M. P. (2009, March). *The influence of heterosexism on gay/bisexual male body image.* American Counseling Association Annual Convention. Charlotte, NC.

Hays, D. G., Chang, C. Y., & **Chaney, M. P.** (2008, March). *Counselor trainees' social justice awareness, readiness and initiatives.* American Counseling Association Annual Convention. Honolulu, HI.

Chaney, M. P. (2007, October). *Mirror, mirror on the wall, who's the most muscular of them all: Extreme body dissatisfaction among gay/bisexual men.* Association for Counselor Education and Supervision Conference. Columbus, OH.

Chaney, M. P. (2007, August). *HIV/AIDS among transgender/intersexed communities: A product of transphobia and sexism.* .Paper presented at the American Psychological Association's Annual Convention. San Francisco, CA.

Daniels, J. A., Comstock, D. L., **Chaney, M. P.,** Arredondo, P., & Parham, T. (2007, March). *Building unity and vision in the counseling profession: The challenge for ACA.* American Counseling Association Annual Convention. Detroit, MI.

Daniels, J. A., D'Andrea, M. J., Smith, L., **Chaney, M. P.,** & Foley, P. F. (2006, August). *The psychologist's role in building a sane and just society: Heterosexism & transphobia.* Paper presented at the American Psychological Association's Annual Convention. New Orleans, LA

Gray, G., & **Chaney, M. P.** (2006, April). *Making the invisible visible: Understanding African American men on the "down-low."* American Counseling Association Annual Convention. Montreal, Quebec, Canada.

Crethar, H. [Moderator], **Chaney, M. P.**, Green, E., & Singh, A. (2006, April). *Second generation: How young professionals view social justice and advocacy.* American Counseling Association Annual Convention. Montreal, Quebec, Canada.

Chaney, M. P., & Williams, W. (2006, March). *Social justice in the curriculum: Educating helping professionals to be agents of change.* Paper presented at the 2nd Annual Cultural Competency Conference. Atlanta, GA.

Smith, L., Foley, P. F., **Chaney, M. P.,** & D'Andrea, M. J. (2006, February). *Psychology and socially-just practice: Intersections with class.* The 23rd Annual Teachers College Winter Roundtable on Cultural Psychology and Education. New York, NY.

Suprina, J., & **Chaney, M. P.** (2005, October). *Gay men recovering from alcoholism, spirituality, and the Adlerian life tasks.* Association for Counselor Education and Supervision National Conference. Pittsburgh, PA.

Singh, A., & **Chaney, M. P.** (2005, April). *Hidden resources, hidden rewards: Starting a department AGLBIC chapter and bringing LGBTQI-client advocacy to life.* American Counseling Association Annual Convention, AGLBIC Sponsored Day of Learning. Atlanta, GA.

Chaney, M. P., Dew, B. J., & Parsons, J. (2004, October). *Internet-based data collection: An emerging trend in sex research.* The Society for the Advancement of Sexual Health Annual Conference, Washington, D.C.

Dew, B. J., & **Chaney, M. P.** (2004, October). *Men who have sex with men & The Internet: Psychosocial influences of sexually compulsive behavior.* The Society for the Advancement of Sexual Health Annual Conference, Washington, D.C.

Chaney, M. P., Singh, A., & **Hays**, D. G. (2004, April). *Meeting clients where they are: Culturally competent counseling for people living with HIV/AIDS.* American Counseling Association Annual Convention, Kansas City, MO.

Chaney, M. P., & Dew, B. J. (2003, March). *Sexual addiction and the Internet: Implications for the gay male client.* Paper presented at the meeting of the American Counseling Association's Annual Convention, Anaheim, California.

Regional
Teves-Frazier, K., & **Chaney, M. P**. (2006, October). *HIV/AIDS: An update for counselors and supervisors.* Michigan Counseling Association Annual Conference. Grand Rapids, MI.

Chaney, M. P., Williams, W., & Hays, D. G. (2004, September). *Becoming aware: Creative use of media in group counseling and training.* Southern Association of Counselor Education and Supervision Annual Conference. Athens, Georgia.

Newton, K., Singh, A., & **Chaney, M. P.** (2004, September). *Hidden resources: Counselor educator alliances with student and community LGBTQI organizations.* Southern Association of Counselor Education and Supervision Annual Conference. Athens, Georgia.

Chaney, M. P. (2003, September). *Positively aware: Training counselor educators to work with people living with HIV/AIDS.* Southern Association of Counselor Education and Supervision Annual Conference. Chattanooga, Tennessee.

Chaney, M. P., & Dew, B. J. (2003, September). *WWW.VirtualSex.com: Informing counselor educators and supervisors about sexual addiction and the Internet.* Southern Association of Counselor Education and Supervision Annual Conference. Chattanooga, Tennessee.

Local and Other Presentations
Chaney, M. P., & Burns-Wortham, C. (2012, November). *Sexual compulsivity and the Internet: Etiology, treatment, and prevention.* Michigan Counseling Association Annual Conference. Troy, MI.

Bolak, K., Scott, C. L., Larrabee, T. G., Graetz, J. E., & **Chaney, M. P.** (2006, March). *Multicultural Practices in Oakland University's SEHS.* Paper presented at the Michigan Academy of Science, Arts, & Letters. Rochester, MI.

Chaney, M. P., & Lingle, J. (2005, February). *Individual psychology's tasks of life and the LGBT style of life.* A Day of Learning: GLBTQI Issues in Counseling, Georgia State University. Atlanta, GA.

Singh, A., Newton, K., & **Chaney, M. P.** (2005, February). *Hidden resources: CPS-AGLBIC development timeline.* Poster session presented at A Day of Learning: GLBTQI Issues in Counseling, Georgia State University. Atlanta, GA.

Chaney, M. P. (2002, October). *Sexual addiction and the Internet: Implications for gay men.*

Southeast Regional Gay Men's Health Summit. Jekyll Island, Georgia.

Chaney, M. P. (2002, May). *What human service workers need to know when working with gay & lesbian clients*. Invited lecturer at Mercer University, Atlanta, Georgia.

Invited Presentations
Chaney, M. P. (2007, September). *Internet sex and cybersex: "You've got mail" or "You've got an addiction?"* Chi Sigma Iota, Theta Chapter Learning Seminar. Oakland University. Rochester, MI.

Chaney, M. P. (2006, December). *HIV/AIDS: Implications for mental health professionals and supervisors.* HIV Office on Psychology Education Training. Oakland University. Rochester, MI.

Chaney, M. P., & Hawley, L. D. (2005, April). *Exploring the rainbow: Lesbian, gay, and bisexual identity development across the lifespan*. Graduate Counseling Student Association Annual Conference. Oakland University. Rochester, Michigan.

PROFESSIONAL SERVICE
Elected Positions
7/09-6/12 *President-elect* (2009-2010), *President* (2010-2011), *Past-President* (2011-2012); Association of Lesbian, Gay, Bisexual, & Transgender Issues in Counseling. American Counseling Association.

7/07-6/09 *Secretary*; Association of Lesbian, Gay, Bisexual, & Transgender Issues in Counseling. American Counseling Association.

Appointed and Volunteer Positions
10/08-present *Member*; Social Justice and Human Rights Committee. Association of Counselor Education and Supervision.

10/05-present *Regional Trainer*; HIV Office for Psychology Education (HOPE) Program. American Psychological Association.

7/12-6/13 *Counselor Representative/Board Trustee*; Counselors for Social Justice. American Counseling Association.

10/2009 *Group Facilitator*; ACES Social Justice Summit. Association for Counselor Education and Supervision National Conference. San Diego, CA.

7/08-6/09 *Co-chair*; Task Force on Anti-LGBT Counseling. Association of LGBT Issues in Counseling.

7/03-6/08 *Member*; Process Addictions Awareness Committee. International Association of Addiction and Offender Counseling.

11/06-11/07 *Member*; CACREP Revisions Committee. National Institute for Multicultural Competence.

1/06-1/07 *Co-chair*; David Weis Memorial Student Paper Presentation Award Committee of

the Mid-continent Region of the Society for the Scientific Study of Sexuality.

1/06-1/07 *Member*; The Kinsey Award Committee of the Mid-continent Region of the Society for the Scientific Study of Sexuality.

7/06-6/07 *Member*; 2007 American Counseling Association Convention Core Planning Committee.

7/03-6/04 *Volunteer Coordinator National Assistant*; American Counseling Association Annual Convention 2004

6/02-6/03 *Fund-Raising Chair*; Chi Sigma Iota, Chi Epsilon Chapter. Georgia State University.

UNIVERSITY SERVICE

8/05-present *Member*; Lesbian, Gay, Bisexual, and Transgender Employee Resource Group. Oakland University.

8/11-8/12 *Faculty Advisor*; Students Against Bullying. Oakland University.

8/05-8/08 *Advisory Board Member*; Gender and Sexuality Center. Oakland University.

8/05-8/07 *Advisory Board Member*; Students, Administrators, and Faculty for Equality (S.A.F.E.) On Campus. Oakland University.

SCHOOL AND DEPARTMENTAL SERVICE

9/13-present *Member*; Faculty Search Committee. Department of Counseling. Oakland University.

1/13-present *Chair*; Master's Admissions Committee. Department of Counseling. Oakland University.

8/06-present *Coordinator*; Addictions Counseling Specialization. Department of Counseling. Oakland University.

8/06-present *Member*; Scholarship and Endowment Committee. School of Education and Human Services. Oakland University.

8/04-present *Member*; Curriculum Sub-committee for Community/Agency Track. Department of Counseling. Oakland University.

8/09-8/10 *Chair*; Faculty Search Committee. Department of Counseling. Oakland University.

8/04-5/07 *Co-Faculty Advisor*; Graduate Student Counseling Association. Department of

Counseling. Oakland University.

8/04-5/07 *Member*; Equity and Multicultural Committee. School of Education and Human Services. Oakland University.

8/05-5/06 *Faculty Search Committee*; Department of Counseling. Oakland University.

8/04-5/05 *Member*; Research Committee. School of Education and Human Services. Oakland University.

9/03-5/04 *Co-founder*; Association of Gay, Lesbian, and Bisexual Issues in Counseling, Georgia State University Chapter.

STUDENT ADVISEMENT & COMMITTEEWORK
Chair, Carol Burns-Wortham
Member, Marianne Balton
Member, Heather Suggs
Member, Paul Battle Dissertation defended May 2013
Member, Jason Wilkenson Dissertation defended July 2012
Member, Sue Tyce Dissertation defended October 2009
Member, Colette Simone Dissertation defended May 2008

COMMUNITY SERVICE
5/07-present *HIV Prevention Specialist and Test Counselor*; AIDS Partnership Michigan. Detroit, MI.

1/00-7/04 *Volunteer*; Positive Impact. Atlanta, GA.

3/02-3/03 *Volunteer*; Aid Atlanta. Atlanta, GA.
FUNDED GRANTS
Oakland University

☐ School of Education and Human Services Research and Travel Grant (2012; $1,000).

☐ School of Education and Human Services Research and Travel Grant (2011; $1,000).

HONORS AND AWARDS
American Counseling Association

☐ Recipient, 2004 Glen E. Hubele National Graduate Student Award.

Association of LGBT Issues in Counseling

☐ Presidential Service Award

Chi Sigma Iota

☐ Recipient of the 2004 Chi Sigma Iota, Chi Epsilon Chapter Outstanding Research Award

Oakland University

☐ Nominated, Oakland University Teaching Excellence Award (2005, 2008, 2009, 2010).

☐ Recipient, 2008 Founder's Day Outstanding Service Award. Oakland University.

☐ Recipient, 2006 Graduate Counseling Student Association Commitment and Service Award.

☐ Recipient, 2005 Graduate Counseling Student Association Commitment and Service Award.

Georgia State University

☐ Nominated, 2004 Hayden-Waltz Doctoral Dissertation Award.

Additional information available upon request

Revised October 1, 2013

CURRICULUM VITAE

STEPHANIE A. CROCKETT, PhD, NCC

Department of Counseling
Oakland University
440D Pawley Hall · Rochester, MI · (248) 370-2715
crockett@ou.edu

EDUCATION

Doctor of Philosophy in Education, May 2011
Old Dominion University, Norfolk, Virginia
CACREP Accredited

Master of Science in Education, May 2008
Old Dominion University, Norfolk, Virginia
Concentration in Mental Health Counseling
CACREP Accredited

Bachelor of Arts in Psychology, December 2002
King College, Bristol, Tennessee

Certifications
National Certified Counselor, Certification Number 239654

PROFESSIONAL EXPERIENCE

Assistant Professor of Education   August 2011-Present
Department of Counseling
Oakland University

Department Chair Assistant   August 2010- May 2011
Department of Counseling and Human Services
Old Dominion University

Counselor   September 2010-December 2010
Beach Counseling and Career Center, Norfolk, Virginia

Graduate Program Director Assistant   August 2009- August 2010
Department of Counseling and Human Services
Old Dominion University

Safe Schools Counselor   August 2009-April 2010
Norfolk, Public Schools, Norfolk, Virginia

Graduate Teaching & Research Assistant   August 2008-August 2009
Department of Counseling and Human Services
Old Dominion University

College Counselor   August 2005-August 2008
Internship Coordinator
Old Dominion University Career Management Center, Norfolk, Virginia

Co-Facilitator   May2007-July 2007
Next Steps: A Career Preparation Group for Counseling Students
Old Dominion University College of Education, Norfolk, VA

Academic/Career Counselor Intern   August 2006-December 2006
Old Dominion University Center for Major Exploration, Norfolk, Virginia

Employment Specialist   June 2003-August 2005
Worksource Enterprises, Charlottesville, Virginia

Youth Care Technician   May 2002-January 2003
Frontier Health, Blountville, TN,

TEACHING EXPERIENCE

Doctoral Level Courses at Oakland University
CNS 674 Advanced Consultation (2 credits)

CNS 691 Program Evaluation (2 credits)

ED 799: Independent Doctoral Studies (4 credits)

Master's Level Courses at Oakland University
CNS 500 Introduction to the Counseling Profession (2 credits)

CNS 510: Multicultural Counseling (2 credits)

CNS 530 Developmental Counseling (4 credits)

CNS 600 Techniques in Counseling (4 credits)

CNS 660 Research in Counseling (4 credits)

Oakland University William Beaumont School of Medicine Courses
MDM19160 Medical Humanities and Clinical Bioethics (Lab Instructor)

Doctoral Level Courses at Old Dominion University
ECI 890: Qualitative Research Design (Co-Instructor, 3 credits)

Master's Level Courses at Old Dominion University
COUN 633: Growth Group (1 credit)

COUN 633: Counseling and Psychotherapy (Co-Instructor; 3 credits)

COUN 635: Research Methods and Program Evaluation (Co-Instructor; 3 credits)

COUN 648: Foundations of Career Development (3 credits)

COUN 667/8 Internship in Counseling (6 credits)

COUN 669 Practicum in Counseling (3 credits)

Undergraduate Level Courses at Old Dominion University
University 120: Career and Major Exploration (1 credit)

HMSV 344: Career Appraisal (3 credits)

HMSV 491: Family Guidance (3 credits)

HMSV 449: Methods and Techniques of Prevention (3 credits)

PUBLICATIONS

Refereed Publications

Crockett, S., Byrd, R., & Erford, B. (In press). *Career Development Quarterly* (CDQ) publication pattern review: A meta-study from 1990-2011. *Career Development Quarterly.*

Crockett, S.A., & Prosek, E. (2013). Promoting Cognitive, Emotional, and Spiritual Client Change: The Infusion of Solution-Focused Counseling and Ritual Therapy. *Journal of Counseling and Values, 58,* 237-253.

Erford, B. & Crockett, S. (2012). 2011 Annual Review for Career Development Quarterly. *Career Development Quarterly, 60,* 290-332. [Invited]

Crockett, S.A. (2012). A 5-Step Guide to Conducting SEM Analysis in Counseling Research. *Counseling Research and Outcomes Evaluation Journal, 3,* 30-47.

Crockett, S., Byrd, R., & Erford, B. (2012). *Journal of Mental Health Counseling* (JMHC) author and article publication characteristics from 1980-2010. *Journal of Mental Health Counseling, 34,* 82-94.

Byrd, R., Crockett, S., & Erford, B. (2012). *Journal for Specialists in Group*

Work (JSGW) author and article publication characteristics from 1980-2010. *Journal for Specialists in Group Work, 37* (1), 66-70.

Byrd, R., **Crockett, S.,** & Erford, B. (2012). *Journal of College Counseling* (JCC) author and article publication characteristics from 1998-2009. *Journal of College Counseling, 15,* 172-185.

Lorelle, S, Byrd, R, & **Crockett, S.A.** (2012). Globalization and counseling: Professional issues for counselors. *The Professional Counselor: Research and Practice, 2,* 115-123.

Erford, B., **Crockett, S.,** Giguere, M., & Darrow, J. (2011). *Journal of Employment Counseling* (JEC) publication patterns from 1994-2009. *Journal of Employment Counseling, 48,* 81-92.

Crockett, S. & Hays. D.G. (2011). Understanding and responding to the career counseling needs of international college students on American campuses. *Journal of College Counseling, 14*(1)*,* 65-79.

Crockett, S., Byrd, R., Erford, B., & Hays, D. (2010). *Counselor Education & Supervision* (CES) golden anniversary publications pattern review: Author and article characteristics from 1985-2009. *Counselor Education & Supervision, 50,* 5-20. [Invited, Lead article]

Lorelle, S., **Crocket, S.,** & Hays, D. (2010). Human services professional and trainee perceptions of conflict in the helping relationship. *Journal of Human Services, 30*(1), 30-42.

Books

Erford, B.T., Hays, D.G., & **Crockett, S.** (2014). *Mastering the National Counselor Examination and Counselor Preparation Comprehensive Examination (*2nd ed*).* Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Erford, B.T., Hays, D.G., **Crockett, S.,** & Miller, E.M. (2010). *Mastering the National Counselor Examination and Counselor Preparation Comprehensive Examination.* Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Book Chapters

Crockett, S. (2013). O*NET Interest Profiler and Computerized O*Net Interest Profiler. In C. Wood & D.G. Hays (Eds.), *A Counselor's Guide to Career Assessment Instruments* (6th ed.; pp. 261-268). Location and Publisher.

Crockett, S. (2011). Multicultural career dialogue: An experiential technique. In M. Pope, J. Pangelinan, & A. Coker (Eds.). *Experiential activities for teaching multicultural counseling classes and infusing cultural diversity into core classes* (pp. 85-87). Alexandria, VA: American Counseling Association Press.

Manuscripts Under Review

Crockett, S. (In review). Young Adulthood. In B.T. Erford (Ed.), *The Odyssey: An Advanced Life Span Adventure for Counseling Professionals*

Manuscripts in Progress
Crockett, S.A., & Hays, D.G. (In progress). Multicultural Supervision. CES
Crockett, S.A., & Chaney, M. (In progress). Women in Counseling. JCD
Crockett, S.A., & Bornsehure, J. (In progress). Benevolent Sexism in Counseling. TPC
Crockett, S.A., & Binkley, E. (Data Collection). The role of client optimism and the working alliance on career counseling outcome.
Chaney, Crockett, Binkley, Bornsehure, Freeman (Data Collection). Autoethnography

Other Publications

Crockett, S. (2010, March). Considerations for using survey research in the counseling field. *NewsNotes, AACE Newsletter, 50*(1), 4-5.

Hays, D.G., & **Crockett, S.** (2009, May). Test Critique Template. *NewsNotes, AACE Newsletter, 49*(2), 8-9.

Crockett, S. (2009, February). The Implications of pilot study outcomes in the development of qualitative research design. *NewsNotes, AACE Newsletter, 49* (1), 10.

REFEREED PRESENTATIONS

International/National Presentations

Crockett, S. (2014, March). *The Role of Client Dispositional Optimism in Promoting Career Counseling Process and Outcomes*. Presented at ACA 2014 National Conference.

Chaney, M., **Crockett, S.,** Binkley, E., Bornsheuer, J. & Freeman, A. (2013, October). *The Influence of Sexism in the Professional and Personal Lives of Women in Counselor Education*. Presented at ACES 2013 Conference.

Prosek, E. & **Crockett, S.** (2013, March). *Infusing Ritual Practices and Solution-Focused Counseling: A Model for Facilitating Client Change*. Presented at ACA 2013 National Conference.

Popiolek, M., **Crockett, S.,** Elliot, S. (2013, March). *Oakland University's Adult Career Counseling Center: A Model of No-Cost Career Counseling in the Community*. Presented at ACA 2013 National Conference.

Crockett, S. (2012, September). *Assessing the Role of Supervisor-Supervisee Cultural*

Differences and Supervisor Multicultural Competence in Counselor Trainee Supervision Outcomes: A Moderated Mediation Model. Presented at AACE 2012 National Conference.

Crockett, S. (2012, March). *The Role of Supervisor Multicultural Competence in Promoting Effective Outcomes in Supervision.* Presented at ACA 2012 National Conference.

Crockett, S., & Byrd, R. (2011, October). *Globalization and Counseling: Professional Issues for Counselors.* ACES 2011 National Conference.

Crockett, S. (2011, October). *Supervisory Multicultural Competence and the Working Alliance: Essential Ingredients for Successful Supervision.* ACES 2011 National Conference.

Crockett, S. (2011, September). *Assessing the Role of Supervisor-Supervisee Cultural Differences and Supervisor Multicultural Competence in Supervision Processes and Outcomes: A Moderated Mediation Model.* Presented at AACE 2011 National Conference.

Crockett, S. (2011, March). *Navigating Supervisor-Supervisee Cultural Differences: Using the Working Alliance to Promote Supervisee Development.* Presented at ACA 2011 National Conference.

Crockett, S., Healey, A., & Byrd (2011, March). *Assessing Professional Identity Development and Counselor Burnout Behaviors: Practice and Prevention.* Presented at ACA 2011 National Conference. [Sponsored by CSI]

Michel, R. E., Prosek, E. A., **Crockett, S. A.,** & Lorelle, S. S. (2011). *International Immersion: Connecting the Profession Across Continents.* Presented at ACA 2011 National Conference. [Sponsored by CSI]

Crockett, S. (2010, September). *Assessing the Strength of the Supervisory Working Alliance in Multicultural Supervision: A Review of Instrumentation and Future Directions.* Presented at AACE 2010 National Conference.

Spurgeon, S.L., & **Crockett, S.** (2010, September). *African American Males and Career Counseling: A Social Constructivist Approach.* Presented at AACE 2010 National Conference.

Healey, A., Byrd, R., **Crockett, S.** & Emelianchik, K., (2010, March). *Self-injury: Assessment and Symptomatology.* Presented at the ACA 2010 National Conference. [Invited]

Emelianchik., Byrd, R., **Crockett, S.,** & Lorelle, S. (2010, March). *Dating Violence among the Adolescent Population: Etiology, Perception, and Implications for Counselors.* Presented at the ACA 2010 National Conference.

Crockett, S.A. (2010, March). *Teaching from a Social Constructivist Viewpoint: Preparing*

Counseling Students to Work with Client Career Issues. Presented at the ACA 2010 National Conference.

Healey, A., Byrd, R., & **Crockett, S.** (2009, October). *Discouragement and the Influence of Personality Type on Leadership and Mistaken Goals as it Relates to Supervisors and Counselors.* Presented at the ACES 2009 National Conference.

Healey, A., Byrd. R., & **Crockett, S.** (2009, September). *Environmental Character Inventory: Personality Characteristics in a Discouraging Work Environment.* Presented at the AACE 2009 National Conference.

Crockett, S. & Lorelle, S. (2009, September). *Mental Health Professionals' Conceptualizations of conflict and Preferred Conflict Resolution Styles: An Exploratory Study.* Presented at the AACE 2009 National Conference.

Crockett, S. (2009, September). *Exploring the Vocational and Mental Health Needs of International Students: A Grounded Theory Approach.* Presented at the AACE 2009 National Conference.

Crockett, S. (2009, August). *Irish work ethic and values.* Presented at Diversity and Counseling Summer 2009 Institute in Ireland.

Healey, A., Byrd, R., **Crockett, S.**, Emelianchik, K., & Lorelle, S. (2009, March). *CSI Showcase of Chapters: Professionalism, Highlights, and Accomplishments.* Presented as a CSI sponsored poster session at ACA in Charlotte, NC.

Remley, T.P., **Crockett, S.A.,** Moore, K.S., & Shaw, B. (2009, March). *Avoiding Unwanted Court Appearances.* Presented at the ACA 2009 National Conference.

Crockett, S. (2008, September). *The Integrated Developmental Model (IDM) of Supervision: Searching for Empirical Support.* Presented at the ACES 2008 Conference.

Crockett, S. (2008, September). *Assessing the Vocational and Mental Health Needs of International Students: A Review of Instrumentation and Future Directions.* Presented at the Association for Assessment in Counseling and Education 2008 Conference.

Crockett, S. & Prosek, E. (2007, November). *College Seniors' Transition into the Workforce: An Educator's Program to Post-Graduate Success.* Program presented at the ACES 2007 Conference.

Invited International/National Presentations

Erford, B.T., & **Crockett, S.** (2011, March). *Assessment Standards and Free Access Depression, Anxiety, Eating Disorder, Disruptive Behavior and Substance Abuse Inventories.* Presented at ACA 2011 National Conference. [Invited]

Regional/State Presentations

Popiolek, M., Elliot, S., & **Crockett, S.** (2012, November). *Oakland University's Adult Career Counseling Center: A Model of No-Cost Career Counseling in the Community.* Proposal accepted for MCA 2012 State Conference.

Crockett, S. (2010, October). *Spicing Up Career Courses: Increasing Student Interest and Competence in Career Counseling.* Presented at the SACES 2010 Conference.

Crockett, S.A., & Neuer, A. (2010, October). *Inadequate Supervision: Prevalence, Consequences, and Prevention.* Presented at the SACES 2010 Conference.

Emelianchik-Key, K., Byrd, R., **Crockett, S.,** Forman, J., Lorelle, S., & Michel, B. (2010, October). *Healthy and Unhealthy Relationships: New Research, Implications for Practice, and Training.* Presented at the SACES 2010 Williamsburg Conference.

Healey, A. & **Crockett, S.** (2010, October). *Burnout and Assessment of Mistaken Goals in the Workplace.* Presented at the SACES 2010 Williamsburg Conference.

Remley, T.P., **Crockett, S.A.,** Moore, K.S., & Shaw, B. (2008, November). *Counseling Record-Keeping Requirements in Virginia.* Presented at the VCA 2008 Conference.

Crockett, S., McFerron, H., & Harrell, A. (2008, April*). Navigating Students Through the Twists and Turns of Professional Communication.* Program presented at the VACE 2008 Conference.

Forbes, B. & **Crockett, S.** (2007, May). *Counting the Stars: A Discussion of Effective Methods for Tracking Student Placements.* Facilitated a roundtable discussion at the VACE 2007 Conference.

Invited Lectures, Community Presentations, and Professional Interviews

Invited Speaker, *"Infusing Ritual Practices and Solution-Focused Counseling: A Model for Facilitating Client Change."* Eastern Michigan University Counseling Program, May 2013

Invited Interviewee. *"Conference close-up for students and new professionals."* Counseling Today Magazine, February 2012

Invited Speaker. *"Being Successful in Your Doctoral Program."* Counseling Doctoral Pro-seminar at Oakland University, October 2011

Invited Panelist. *"Undergraduate Teaching Experiences and Tips for New Instructors."* Panel discussion for College of Education GTA Orientation at Old Dominion University, August 2010

Community Expert. *"An Introduction to Career Education."* Presentation for Marine Tech Institute and Hampton Roads Public Schools, June 2010.

Invited Speaker. *"Quantitative Sampling Methods and Validity Threats."* Guest instructor for COUN 835, Advanced Counseling Research and Program Evaluation at Old Dominion University in PhD Counselor Education program, June 2010.

Invited Speaker. *"Administering, Scoring, and Interpreting Career Assessments."* Guest instructor for COUN 645, Testing and Client Assessment at Old Dominion University in M.S.Ed Counseling program, March 2009.

Invited Panelist. *"Designing and Writing Research Proposals."* Panel discussion for COUN 635, Research and Program Evaluation at Old Dominion University in M.S.Ed Counseling program, November 2008.

Invited Speaker. *"Administering, Scoring, and Interpreting Career Assessments"* Guest instructor for COUN 645, Testing and Client Assessment at Old Dominion University in M.S.Ed Counseling program, July 2008.

Invited Panelist. *" A Discussion on the Diversity of the Counseling Profession"* Old Dominion University College of Education, June 2007

Supported Research

Crockett, S. (2010). The Influence of Supervisor-Supervisee Cultural Differences and Supervisory Relationship on Supervision Outcomes. Southern Association for Counselor Education and Supervision. ($500.00). Funded

Crockett, S. (2009). International Student Career Needs: A Grounded Theory Approach. The American College Counseling Association. ($500.00). Funded

SERVICE

Departmental Service

2011-present   *Director,* Adult Career Counseling Center

2012-present   *Member,* Pat Faircloth Speaker Series Committee

2012-2013   *Member,* Master's Program Admissions Committee

Winter 2012   *Member*, Professional Conduct Committee

2011-2013   *Member,* Community/Mental Health Curriculum Committee, Department of Counseling, Oakland University

2011-2012   *Chapter Faculty Advisor,* Chi Sigma Iota, Theta Chapter

Dissertation Committee Member

Joel Lane, (Defended May 2013), The Impact of Attachment Working Models and Social Support on the Psychological and Subjective Wellbeing of Emerging Adults in Transition: Testing a Theoretical Mediation Model.

School Service

2012   *Principal Investigator*, SEHS-NOS Collaborative Grant (Unfunded)

2011-Present   *Member*, SEHS Committee on Instruction (COI), Oakland University

University Service

2013   *Alternate Member,* Institutional Review Board, Oakland University

Professional Service

Offices Held in Professional Organizations

2011-2013   *Treasurer*, Association for Assessment in Counseling and Education (AACE)

Board Committees

2013-present   *Committee Member,* Multicultural Standards for Research, Association for Assessment and Research in Counseling (AARC)

2012   *Committee Member,* CORE Editor Search Committee

2012   *Committee Member,* MECD Editor Search Committee

2009-2010   *Committee Member,* Professional Development Committee, American College Counseling Association

Award and Conference Reviews

2013   *Proposal Reviewer*, American Counseling Association's 2014 National Conference

2012   *Proposal Reviewer*, American Counseling Association's 2013 National Conference

2011-2012   *Reviewer,* Chi Sigma Iota National Awards

2011-2012   *Reviewer,* Chi Sigma Iota Doctoral Student Leadership Essay

2011-2012	*Proposal Reviewer,* Chi Sigma Iota Research Grants
2011	*Proposal Reviewer,* American Counseling Association's 2012 National Conference
2010	*Proposal Reviewer,* American Counseling Association's 2011 National Conference
2009	*Proposal Reviewer,* American Counseling Association's 2010 National Conference
2009	*Proposal Reviewer,* American College Counseling Association's proposals for American Counseling Association's 2010 National Conference

Editorial Review

2013	Editorial Review Board Member, *Counseling Outcome and Research Evaluation*
2013	Editorial Review Board Member, *The Professional Counselor*
2012	One-time Invited Expert Reviewer, *Journal of Counseling and Values*

AWARDS AND HONORS

2013	TAC Grant ($5717.25)
2013	SEHS Travel Grant Award ($1250)
2012	Outstanding Scholar Award from *The Professional Counselor* (TPC) for an article titled "Globalization and Counseling: Professional Issues for Counselors"
2012	SEHS Travel Grant Award ($1000)
2011	ACA Glen E. Hubele National Graduate Student Award
2011	CSI National Outstanding Doctoral Student Award
2011	CSI Leadership Fellow Award
2011	Outstanding Doctoral Student in Counseling, Old Dominion University
2010	CSI Omega Delta Outstanding Doctoral Student, Old Dominion University
2009	CSI Omega Delta Outstanding Doctoral-Level Mentor, Old Dominion University
2009	Emerging Leader Award, American College Counseling Association

2009   ACA Graduate Student Ethics Competition, Doctoral Level, Second Place

2008   CSI Omega Delta Outstanding Service to the Chapter Award, Old Dominion University

PROFESSIONAL AFFLIATIONS

- Member of Association for Counselor Education and Supervision (ACES)
- Member of American Counseling Association (ACA)
- Member of Association for Assessment and Research in Counseling (AARC)

VITAE

ROBERT S. FINK, Ph.D.

HOME

25735 Hereford
Huntington Woods, MI 48070
(248) 548-2972

WORK

Oakland University
Department of Counseling
491C Pawley Hall
Rochester, MI 48309
(248) 370-2012
fink@oakland.edu

EDUCATION

Ph.D.	State University of New York at Buffalo	1974	Major: Psychology
B.A.	University of Michigan	1969	Major: History *cum laude* and with high honors

LICENSURE AND CERTIFICATION

Licensed Psychologist, State of Michigan, 1980
National Certified Counselor, 2001

PROFESSIONAL EXPERIENCE

8/96 - present	Oakland University Associate Professor, Counseling
6/01 - 12/01	Oakland University Acting Chair, Department of Counseling
5/79 - 8/96	Oakland University Director, Counseling Center
9/78 - 4/79	Oakland University Associate Director, Counseling Center
9/76 - present	Private Practice Clinical Psychologist
9/74 - 8/78	Oakland University Assistant Professor, Psychology

9/73 - 8/74	Langley Porter Psychiatric Institute
	Pre-Doctoral Intern (full-time)
9/69 - 6/73	State University of New York at Buffalo
	Graduate Assistant/Instructor

PUBLICATIONS

Fink, R.S., Allen, R. And Barak, A. (1986). Teaching and supervising career assessment interns. Michigan Journal of Counseling and Development, 17, (2), 27-30.

Fink, R.S. (1978). Students as suicide/crisis therapists: What do they learn? Teaching of Psychology, 5 (2), 82 - 83.

Fink, R.S. (1976). Role of imaginative play in cognitive development. Psychological Reports, 39, 895 - 906.

Fink, R.S. and Levine, M. (1973). The problem is always more complex than it appears: A review of Model City by F.F. Powledge and Blaming the Victim by W. Ryan. Community Mental Health Journal, 9, 287 - 291.

Graziano, A.M. and Fink, R.S. (1973). Second order effect in mental health treatment. Journal of Consulting and Clinical Psychology, 40, 356 - 364.

PUBLICATIONS: BOOK CHAPTERS

Fink, R. (2005). What Murder Leaves Behind: Special Considerations in the Treatment of Surviving Family Members. In J. Webber, D.D. Bass & R. Yep (Eds.), *Terrorism, trauma and tragedies: A counselor's guide to preparing and responding* (pp. 103-108), (2nd Ed.). Alexandria, VA: American Counseling Association Foundation.

Fink, R. (2000). Foreword. In R. Schillace, *Relationship pain* (pp. 1-3). New York: Writers Book Club.

Fink, R.S. (1979). The future of the self: the anticipation of adulthood I children and adolescents. In J.F. Magary (Ed.) Piagetian Theory and the Helping Professions, Vol. 8. (pp. 89-95) Los Angeles: University of Southern California Press.

Fink, R.S. (1977). Piagetian theory and child clinical psychology: The making of a marriage? In J.F. Magary (Ed.), Piagetian Theory and the Helping Professions, Vol. 6. (pp. 206-214) Los Angeles: University of Southern California Press.

Fink, R.S. (1976). The role of imaginative play in cognitive development. In J.F. Magary (Ed.), <u>Piagetian Theory and the Helping Professions</u>, Vol. 5 (pp. 325-337) Los Angeles: University of Southern California Press.

OTHER PUBLICATIONS

Fink, R.S. (1998). Adoption. <u>Michigan Psychological Association FYI</u> (Pamphlet). 2 pages.

Fink, R.S. and Symons, S. (1995). Holiday depression and happiness. <u>The Oakland Post</u>.

Fink, R.S. (1995). Depression screening day. <u>The Oakland Post</u>

Talbot, B. and Fink, R.S. (1992). Alcohol and the college student. (Pamphlet). 6 pages.

Fink, R.S. (1983). Test anxiety: the symptoms, the cure. <u>Oakland Sail</u>. December 5, 1983.

Fink, R.S. (1991). The working student: time and stress. <u>Student Employment Bulletin</u>, 4(2), 1.

UNPUBLISHED RESEARCH

Fink, R.S. (1974). The role of imaginative play in cognitive development: An experimental inquiry. Unpublished doctoral dissertations, State University of New York at Buffalo.

JURIED RESEARCH GRANT PROPOSALS

Blume, T.W., Cron, E., Fink, R., Hansen, J., and Ramey, L. (2002). *Training and supporting site supervisors through web-based resources*. Oakland University School of Education and Human Services Technology Integration Award, $2000.

Fink, R. S. and Talbot, B. (1993). *Alcohol and drug use at oakland university*. Oakland University Foundation, $2400.

Fink, R. S. and Talbot, B. (1992). *Alcohol and the college student*. Office of Substance Abuse, Michigan Department of Public Health, $3,625.

Fink, R. S., (1976). *The growth of self-concept in childhood and adolescence*. Oakland University Research Grant, $600.

Fink, R. S. (1975). *Piagetian theory and child-clinical psychology*. Oakland University Research Fellowship, $2,000.

PAPER PRESENTIONS: PEER-REVIEWED

The allure of the "almost smiling death": Clinical perspectives on psychotherapy with clients habitually attracted to suicide. American Counseling Association Annual Conference, March 2009, Charlotte, North Carolina.

I bask in dreams of suicide: Special challenges in counseling clients who are habitually attracted to death. Michigan Counseling Association Annual Conference, October 2008, Dearborn, Michigan.

I bask in dreams of suicide: Special challenges in counseling clients who are habitually attracted to death. American Counseling Association Annual Conference, March 2008, Honolulu, Hawaii.

What murder leaves behind: The special issues of survivor-victims and how counselors can help or hurt. American Counseling Association Annual Conference, March 2008, Honolulu, Hawaii.

The student possessing a good heart and limited empathy: A troubling dilemma for counselor educators. Michigan Counseling Association Annual Conference, November, 2007, Grand Rapids, MI (with S. Clement).

The allure of the "almost smiling death": Clinical work with clients who are haitually attracted to death. Michigan Counseling Association Annual Conference, November, 2007, Grand Rapids, MI.

Depression and visions of greatness: How Vincent Van Gogh and Abraham Lincoln harnessed their suffering into creative action. Michigan Counseling Association Annual Conference, October, 2006, Grand Rapids, MI.

The counselor as a change agent outside of the office: Building a therapeutic community in residential treatment settings that invites attachment disordered/traumatized children to attach, trust and hope. Oakland University Graduate Counseling Student Association Conference, April, 2006, Rochester, MI.

Vincent Van Gogh's suicide: Clinical considerations in ongoing therapy with clients habitually attracted to death. Michigan Counseling Association Annual Conference, October, 2005, Traverse City, MI.

Poetry as a vehicle of therapeutic change. Michigan Counseling Association Annual Conference, October 2005, Traverse City, MI.

What murder leaves behind: The clinical issues of survivor victims and how counselors can help or hurt. American Counseling Association Annual Conference, April, 2005, Atlanta, GA.

What murder leaves behind: Special issues in counseling survivor victims. Michigan Counseling Association Annual Conference, October, 2004, Detroit, MI.

Vincent Van Gogh's suicide: Lessons for clinicians. Michigan Counseling Association Annual Conference, October, 2004, Detroit, MI.

What murder leaves behind: Special issues in counseling survivor victims. Graduate Counseling Student Association Annual Conference, May, 2004, Rochester, MI.

Clinical challenges with the client attracted to death: A psychological autopsy of Vincent Van Gogh's suicide. American Counseling Association Annual Conference, April, 2004, Kansas City, MO.

What murder leaves behind: The special issues of survivor-victims and how counselors can help or hurt. Michigan Counseling Association Annual Conference, October, 2003, Lansing, MI.

Vincent van Gogh's suicide: Lessons for clinicians. Michigan Counseling Association Annual Conference, October, 2003, Lansing, MI.

What murder leaves behind: The special issues of survivor-victims and how counselors can help or hurt. American Counseling Association Annual Conference, March, 2003, Anaheim, CA.

Conflict in supervision as a growth experience. Association for Counselor Education and Supervision, October, 2002, Park City, Ut. (with S. Szczotka and S. Pickover).

Murder as trauma for family survivors. American Counseling Association Annual Conference, March, 2002, New Orleans, LA.

Therapy with Vincent Van Gogh. Michigan Counseling Association Annual Conference, October, 2001, Traverse City, MI.

What murder leaves behind: The families of victims. Michigan Counseling Association Annual Conference, October, 2001, Traverse City, MI.

Conflict in supervision as a growth experience. Michigan Counseling Association Annual Conference, October, 2001, Traverse City, MI. (with S. Pickover and S. Szczotka).

Murder as trauma for family survivors. Graduate Counseling Student Association Annual Conference, May, 2001, Rochester, MI.

The interpersonal approach to therapeutic counseling. Graduate Counseling Student Association Annual Conference, May, 1999, Rochester, MI.

The interpersonal approach to personal counseling. Michigan Counseling Association Annual Conference, October, 1997, Mackinac Island, MI.

Dealing with client hate in the counseling relationship. Michigan Counseling Association Annual Conference, October, 1997, Mackinac Island, MI.

The child and adolescent treatment specialization. Michigan Counseling Association Annual Conference, October, 1997, Mackinac Island, MI.

The use of the relationship in the room: A vehicle for change or dinosaur (keynote address). Michigan Association of Professional Psychologists Annual Conference, September, 1997, Rochester, MI.

Relational strategies in psychotherapy: A case conference. Michigan Association of Professional Psychologists Annual Conference, September, 1997, Rochester, MI.

Social and psychological influences on children's anticipation's of their future. Michigan Educational Research Association, March, 1978, Detroit, MI.

The present of things future: children's anticipation of who they will be as adults. Ninth International Conference on Piagetian Theory and the Helping Professions, February, 1978, Los Angeles, CA.

Piaget and child - clinical psychology. Michigan Psychological Association, March, 1977, Detroit, MI.

Crisis intervention. Michigan Association of Rehabilitation, Counselors Annual Conference, June, 1977, Rochester, MI.

The application of developmental psychology in the community. Dialectical Conference, August, 1976, Martha's Vineyard, Cape Cod, MA.

The growth of self-concept in childhood and early adolescence. Michigan Division of the National Institute of Education, July, 1976, Howell, MI.

Piaget and child - clinical psychology: possibilities and problems. University of Southern California Conference on Piaget and the Helping Professions, January, 1976, Los Angeles, CA.

Students as suicide/crisis therapists: what do they learn? American Psychological Association Annual Convention, August, 1975, Chicago, IL.

The role of the imaginative play in cognitive development. University of Southern California Conference on Piaget and the Helping Professions, January, 1975, Los Angeles, CA.

PRESENTATIONS: PROFESSIONAL COMMUNITY

Therapeutic strategies with clients having a history of suicidal preoccupations. Catholic Social Services of Oakland Mental Health Clinic, February, 2006, Royal Oak, MI.

Clinical considerations in ongoing therapy with clients having a history of suicidal preoccupations. Catholic Social Services of Oakland Mental Health Clinic, August, 2005, Royal Oak, MI.

Psychotherapy of sexual identity confusion: A videotape of eight psychotherapy sessions with commentary. Catholic Social Services of Oakland Mental Health Clinic, January - April, 2003, Royal Oak, MI.

Assessment, case formulation and treatment planning. St. Vincent/Sarah Fisher professional clinic, March, 1996, Farmington Hills, MI.

The DSM-4, part 2. St Vincent/Sarah Fisher professional clinic, February, 1996, Farmington Hills, MI.

Therapeutic communication with a prophet: a study in clinical narcissism. University of Detroit Mercy Psychological Clinic, January, 1996, Detroit, MI.

The DSM-4 part 1. St. Vincent/Sarah Fisher professional clinic, January 1996, Farmington Hills, MI.

Metaphorical communication in psychotherapy. Sinai Hospital Psychology Department, January, 1995, Detroit, MI

Treatment of disturbed children and families. Sinai Hospital Psychology Department, January, 1995, Detroit, MI

The assessment of family dynamics. Troy School District school psychologists and social worker workshop, November, 1990, Troy, MI

Psychotherapy with children and parents. American Biodyne Inc. Seminar, March 1990, Phoenix, AZ.

Adopted children: psychological, developmental and treatment issues. Troy School District School psychologists and social workers workshop, February, 1990, Troy, MI.

Child psychotherapy. Michigan State University Psychological Clinic staff, May, 1987, East Lansing, MI.

Child psychotherapy. Macomb County Inter-Agency Consortium Conference, May, 1986, Mt. Clemens, MI.

The personality development of gifted children. Macomb County Inter-Agency Consortium Conference, May, 1986, Mt. Clemens, MI.

Therapeutic communication with children. Langley Porter Psychiatric Institute, August, 1985, San Francisco, CA.

Infant development: 0-6 months. Macomb County Early Intervention Study Group, November, 1976, Mt. Clemens, MI.

DISSERTATION COMMITTEES

Agaskar, V. R. (2011). Mediating and moderating factors in asian america psychological distress: An analysis of national latino and asian american study (NLAAS) study. Oakland University. (chair).

Rohrbach, D. (2010). Untitled (in progress). Oakland University. (chair).

Carey, KR. N. P. (2009). The experience of the African American stepmother: An exploratory investigation. Oakland University. (chair).

Haskins, C. (2009). The counseling supervisory dyad: A qualitative examination of the interpersonal relationship. Oakland University. (chair).

Balton, M. (2009). untitled (in progress). Oakland University. (chair).

Thomas, M. S. (2009). Stress and burnout in urban school counselors: An investigation into moderating factors. (in progress). Oakland University. (chair).

Pickover, S. (2006). The relationship between attachment style and social problem solving in four and five-year-old children, assessed concurrently. Oakland University. (chair).

Clement, S. (2006). Understanding excellence in empathy: The development of the empathic counselor. (in progress). Oakland University. (chair).

Szczotka, S. (2005). Attention deficit/hyperactivity disorder profile on the bender gestalt test. Oakland University. (chair).

Faircloth, P. (2011). Gender role conflict in police officers. Oakland University.

Voorheis-Sargent, A. L. (2008). Motivating factors for an adult to enroll in college. Oakland University.

Stotts, E. (2006). untitled. (in progress). Oakland University

Sosnick, D. (1998). Object relations, attachment and adult adoptees: Implications for human connectedness. University of Detroit-Mercy.

Halpern, R. (1994). Mastery through self-efficacy. University of Detroit-Mercy.

Gonte, S. (1993). The effect of enhanced self-efficacy and the contribution of attributions for success or failure for attainment of math skills in a high school population. University of Detroit-Mercy.

Gozdor, G.B. (1993). The use of the Mac Andrew Alcoholism Scale, Revised, in Identifying alcoholics with psychiatric diagnoses. University of Detroit-Mercy.

Toll, R. (1990). Parent-child unresolved conflict. Wayne State University.

Schmidt, L. (1989). The processing of traumatic memories: a heuristic study. University of Detroit-Mercy.

Nahmias, V. R. (1983). The functional significance of interpersonal behavior in psychotherapy. Michigan State University.

HONORS

Diplomate, International Academy of Behavioral Medicine, Counseling and Psychotherapy, 2006.

Oakland University Teaching Excellence Award nominee, 2004, 2005, 2006, 2008. 2011

Oakland University Faculty Recognition Award, 2000.

Diplomate, American Board of Administrative Psychology, 1990.

Oakland University Focus and Impact Award For Contributions to Race Relations, 1989.

Best Academic Paper Award, Michigan Psychological Association, 1977.

United States Public Health Service Fellowship, State University of New York at Buffalo, 1969-1973.

PROFESSIONAL SERVICE (CURRENT)

Site Visitor Team Leader
Office of Accreditation
American Psychological Association

Member
Child and Youth Committee
Michigan Psychological Association

Consultant
St. Vincent/Sarah Fisher Center
Farmington Hills, MI

Consultant
Catholic Social Services of Oakland
Royal Oak, MI

Medical Expert
Office of Disability Adjudication and Review
Social Security Administration

Editorial Review Board Member
Michigan Journal of Counseling and Development

PROFESSIONAL ASSOCIATIONS

America Board of Administrative Psychology, Diplomate
American Counseling Association
Association for Counselor Education and Supervision
American Psychological Association
International Academy of Behavioral Medicine, Counseling and Psychotherapy
Michigan Counseling Association
Michigan Psychological Association
National Register of Health Service Providers in Psychology

GRADUATE COURSES TAUGHT

Clinical Supervision
Doctoral Proseminar
Counseling the Infant and Younger Child
Counseling the Older Child and Adolescent
Counseling Children and Adolescents Fieldwork
Theories of Counseling
Developmental Counseling
Internship
Practicum
Psychopathology
Applied Developmental Psychology

UNIVERSITY SERVICE (since 1996)

Member, Faculty Senate
Member, University Human Relation Committee
Member, Learning Skills Center Faculty Council
Sponsor/Committee Member, Sidney Fink Award
(For Improvement of Race Relations by Students)
Consultant, University Police
Consultant, University Counseling Center
Member, Committee on Appointments and Promotion
Member, SEHS Constitution Committee
Coordinator, Doctoral Program, Counseling Department
Member, Specialization Coordinators Committee
Coordinator, Child and Adolescent Counseling Specialization
Doctoral Program Committee, Counseling Department
Lowry Early Education Center Curriculum Committee
Administrator, Craig Parrish Memorial Fund

James T. Hansen

Work: Oakland University, Department of Counseling, 450E Pawley Hall, Rochester, MI 48309
Home: 109 Grosse Pines Drive, Rochester Hills, MI 48309
Telephone numbers: work: (248) 370-3071 cell: (248) 812-9347 fax: (248) 370-4141
E-mail: Jthansen@oakland.edu
Website: https://sites.google.com/site/jamesthansenphd/

Education

University of Detroit, Detroit, MI
Ph.D., Clinical Psychology, 5/92 (APA accredited doctoral program)
M.A., Clinical Psychology, 12/88

Eastern Michigan University, Ypsilanti, MI
Completed all course work for M.S. in General Psychology, 12/85

Xavier University, Cincinnati, OH

B.S., Psychology, 5/84

Academic Positions

Oakland University, Department of Counseling, Rochester, MI

Professor, 8/08-Present

Associate Professor (with tenure), *8/02-8/08*
Assistant Professor, 8/96-8/02
Visiting Assistant Professor, 8/95-8/96
Part-time Instructor, 9/92-6/95

Publications

Books

Hansen, J. T. (2014). *Philosophical issues in counseling and psychotherapy: Encounters with four questions about knowing, effectiveness, and truth.* Lanham, MD: Rowman & Littlefield. ISBN: 978-1-4422-2877-1
[This book was the winner of the 2014 Joe and Lucille Hollis Publications Award from the Association for Humanistic Counseling. The Hollis award was established in 1985 to recognize leadership and expertise in publishing in the counseling field that is relevant to the humanistic philosophy in counseling]

Scholl, M., McGowan, A. S, & Hansen, J. T. (Eds.). (2011). *Humanistic perspectives on contemporary counseling issues*. New York, NY: Routledge.
[This book was the winner of the Joe and Lucille Hollis Publications Award from the Association for Humanistic Counseling. The Hollis award was established in 1985 to recognize leadership and expertise in publishing in the counseling field that is relevant to the humanistic philosophy in counseling]

Book Chapters

Hansen, J. T. (2013). The future of humanism: Cultivating the humanities impulse in mental health culture. In R. House, D. Kalisch, & J. Maidman (Eds.), *The future of humanistic psychology* (pp. 86-92). UK: PCCS Books. ISBN: 978-1906254650

Scholl, M.B., McGowan, A.S., & Hansen, J.T. (2012). Introduction to humanistic perspectives on contemporary counseling issues. In M.B. Scholl, A.S. McGowan, & J.T. Hansen (Eds.), *Humanistic perspectives on contemporary counseling issues* (pp. 3-14). New York, NY: Routledge. ISBN: 978-0-415-88595-9

Scholl, M.B., McGowan, A.S., & Hansen, J.T. (2012). Epilogue. In M.B. Scholl, A.S. McGowan, & J.T. Hansen (Eds.), *Humanistic perspectives on contemporary counseling issues* (pp. 307-313). New York, NY: Routledge. ISBN: 978-0-415-88595-9

Journal Articles

Hansen, J. T. (in press). Talking about counseling: A plea to return to humanistic language. *Journal of Humanistic Counseling.*

Hansen, J. T. (2013). What does it mean to know a client? Personal and theoretical reflections. *Self & Society: An International Journal of Humanistic Psychology, 40,* 40-47.

Hansen, J. T. (2012). The future of humanism: Cultivating the humanities' impulse in mental health culture. *Self & Society: An International Journal of Humanistic Psychology, 40,* 21-25.

Hansen, J. T. (2012). Extending the humanistic vision: Toward a humanities foundation for the counseling profession. *Journal of Humanistic Counseling, 51,* 133-144. doi: 10.1002/j.2161-1939.2012.00011.x
[A special issue of *JHC* is devoted to this article, counterpoint responses, my rejoinders, and replies to my rejoinders. An abbreviated version of this article appeared in the October 2010 issue of *Counseling Today*]. In addition to my primary article, I also contributed the following articles to this special issue:

Hansen, J. T. (2012). Rejoinder to Guterman, Martin, and Kopp. *Journal of Humanistic Counseling, 51,* 155-160. doi: 10.1002/j.2161-1939.2012.00013.x

Hansen, J. T. (2012). Rejoinder to Lemberger. *Journal of Humanistic Counseling, 51,* 176-179. doi: 10.1002/j.2161-1939.2012.00016.x

Hansen, J. T. (2012). Rejoinder to Brady-Amoon. *Journal of Humanistic Counseling, 51,* 197-201. doi: 10.1002/j.2161-1939.2012.00019.x

Hansen, J. T. (2012). Rejoinder to Leibert. *Journal of Humanistic Counseling, 51,* 217-222. doi: 10.1002/j.2161-1939.2012.00022.x

Hansen, J. T. (2012). Rejoinder to V. Suthakaran. *Journal of Humanistic Counseling, 51,* 241-245. doi: 10.1002/j.2161-1939.2012.00025.x

Hansen, J. T. (2012). Extending the humanistic vision: Closing thoughts. *Journal of Humanistic Counseling, 51,* 251-254. doi: 10.1002/j.2161-1939.2012.00027.x

Hansen, J. T. (2010). Multiplicity and its discontents: Life on the counseling farm. *International Journal for the Advancement of Counselling, 32,* 240-247. doi: 10.1007/s10447-010-9103-3

Hansen, J. T. (2010). Ideas on the margins: Professional counseling and ideological insularity. *International Journal for the Advancement of Counselling, 32,* 214-224. doi: 10.1007/s10447-010-9102-4

Hansen, J. T. (2010). Counseling practice: In defense of passive modes of professional engagement. *Journal of Humanistic Counseling, Education and Development, 49,* 5-15. doi: 10.1002/j.2161-1939.2010.tb00083.x

Hansen, J. T. (2010). Inner subjective experiences and social constructionism: A response to Rudes and Guterman. *Journal of Counseling & Development, 88,* 210-213. doi: 10.1002/j.1556-6678.2010.tb00011.x

Hansen, J. T. (2010). Counseling and psychoanalysis: Advancing the value of diversity. *Journal of Multicultural Counseling and Development, 38,* 16-26. doi: 10.1002/j.2161-1912.2010.tb00110.x

Hansen, J. T. (2010). Consequences of the postmodernist vision: Diversity as the guiding value for the counseling profession. *Journal of Counseling & Development, 88,* 101-107. doi: 10.1002/j.1556-6678.2010.tb00156.x

Hansen, J. T. (2009). On displaced humanists: Counselor education and the meaning-reduction pendulum. *Journal of Humanistic Counseling, Education and Development, 48,* 65-76. doi: 10.1002/j.2161-1939.2009.tb00068.x

Hansen, J. T. (2009). Self-awareness revisited: Reconsidering a core value of the counseling profession. *Journal of Counseling & Development, 87,* 186-193. doi: 10.1002/j.1556-6678.2009.tb00566.x

Hansen, J. T. (2008). Copying and coping conceptualizations of language: Counseling and the ethic of appreciation for human differences. *International Journal for the Advancement of Counselling, 30,* 249-261. doi:10.1007/s10447-008-9061-1

Hansen, J. T. (2008). Neopragmatic thought and counseling values: Reconsidering the role of values in counseling from an alternative epistemological foundation. *Counseling and Values, 52,* 100-112. doi: 10.1002/j.2161-007X.2008.tb00094.x
[I served as Guest Editor for this issue of the journal, which is devoted to counseling and philosophy with an emphasis on values]. I also contributed the following article, which introduces the special issue:

Hansen, J. T. (2008). Introduction to the special issue, *Counseling and Values, 52,* 98-99. doi: 10.1002/j.2161-007X.2008.tb00093.x]

Hansen, J. T. (2007). Relational and transcendental humanism: Exploring the consequences of a thoroughly pragmatic humanism. *Journal of Humanistic Counseling, Education and Development, 46,* 131-141. doi: 10.1002/j.2161-1939.2007.tb00031.x

Hansen, J. T. (2007). Counseling without truth: Toward a neopragmatic foundation for counseling practice. *Journal of Counseling & Development, 85,* 423-430. doi: 10.1002/j.1556-6678.2007.tb00610.x

Hansen, J. T. (2007). Should counseling be considered a health care profession? Critical thoughts on the transition to a health care ideology. *Journal of Counseling & Development, 85,* 286-293. doi: 10.1002/j.1556-6678.2007.tb00476.x
[Reprinted in the October 2007 edition of *Therapy Today,* the national publication of the British Association for Counselling and Psychotherapy]

Hansen, J. T. (2007). Epistemic contradictions in counseling theories: Implications for the structure of human experience and counseling practice. *Counseling and Values, 51,* 111-124. doi: 10.1002/j.2161-007X.2007.tb00069.x

Hansen, J. T. (2006). Discovery and creation within the counseling process: Reflections on the timeless nature of the helping encounter. *Journal of Mental Health Counseling, 28,* 289-308.

Hansen, J. T. (2006). Humanism as moral imperative: Comments on the role of knowing in the helping encounter. *Journal of Humanistic Counseling, Education and Development, 45,* 115-125. doi: 10.1002/j.2161-1939.2006.tb00011.x

Hansen, J. T. (2006). Counseling theories within a postmodernist epistemology: New roles for theories in counseling practice. *Journal of Counseling & Development, 84,* 291-297. doi: 10.1002/j.1556-6678.2006.tb00408.x

Hansen, J. T. (2006). Humanism as ideological rebellion: Deconstructing the dualisms of contemporary mental health culture. *Journal of Humanistic Counseling, Education and Development, 45,* 3-16. doi: 10.1002/j.2161-1939.2006.tb00001.x

Hansen, J. T. (2006). Is the best practices movement consistent with the values of the counseling profession? A critical analysis of best practices ideology. *Counseling and Values, 50,* 154-160. doi: 10.1002/j.2161-007X.2006.tb00051.x

Hansen, J. T. (2005). The devaluation of inner subjective experiences by the counseling profession: A plea to reclaim the essence of the profession. *Journal of Counseling & Development, 83,* 406-415. doi: 10.1002/j.1556-6678.2005.tb00362.x

Hansen, J. T. (2005). Truth or consequences: A neopragmatic critique of contemporary mental health culture: *Journal of Mental Health Counseling, 27,* 210-220.

Hansen, J. T. (2005). Postmodernism and humanism: A proposed integration of perspectives that value human meaning systems. *Journal of Humanistic Counseling, Education and Development, 44,* 3-15. doi: 10.1002/j.2164-490X.2005.tb00052.x

Hansen, J. T. (2004). Thoughts on knowing: Epistemic implications of counseling practice. *Journal of Counseling & Development, 82,* 131-138. doi: 10.1002/j.1556-6678.2004.tb00294.x

Hansen, J. T. (2003). Including diagnostic training in counseling curricula: Implications for professional identity development. *Counselor Education and Supervision, 43,* 96-107. doi: 10.1002/j.1556-6978.2003.tb01834.x

Hansen, J. T. (2002). Postmodern implications for theoretical integration of counseling orientations. *Journal of Counseling & Development, 80,* 315-321. doi: 10.1002/j.1556-6678.2002.tb00196.x

Hansen, J. T. (2000). Human responses in assessing object relations subscales of the psychoanalytic Rorschach profile. *Psychological Reports, 87,* 675-676. doi:10.2466/PR0.87.6.675-676

Hansen, J. T. (2000). Mental health counseling: Comments on the emerging identity of an adolescent profession. *Journal for the Professional Counselor, 15,* 39-51.
Hansen, J. T. (2000). Psychoanalysis and humanism: A review and critical examination of integrationist efforts with some proposed resolutions. *Journal of Counseling & Development, 78,* 21-28. doi: 10.1002/j.1556-6676.2000.tb02556.x

Hansen, J. T. (1999). A review and critical analysis of humanistic approaches to treating disturbed clients. *Journal of Humanistic Counseling, Education and Development, 38,* 29-38. doi: 10.1002/j.2164-490X.1999.tb00159.x

Hansen, J. T. (1998). Do mental health counselors require training in the treatment of mentally disordered clients? A challenge to the conclusions of Vacc, Loesch, and Guilbert. *Journal of Mental Health Counseling, 20,* 183-188.

Hansen, J. T. (1997). The counseling process and the management of countertransference anxiety with disturbed clients. *Journal of Mental Health Counseling, 19,* 364-372.

Hansen, J. T. (1997). The impact of managed care on the therapeutic identity of psychotherapists. *Psychotherapy in Private Practice, 16,* 53-65. doi:10.1300/J294v16n03_04

Hansen, J. T. (1997). Questions frequently asked about the internet for counselors. *Michigan Journal of Counseling and Development, 25,* 17-19.

Hansen, J. T., & Slevin, C. (1996). The implementation of therapeutic community principles in acute care psychiatric hospitals: An empirical analysis and recommendations to clinicians. *Journal of Clinical Psychology, 52,* 673-678. doi:10.1002/(SICI)1097-4679(199611)52:6<673::AID-JCLP9>3.0.CO;2-L

Hansen, J. T. (1991). Autoerotism to secondary narcissism: Clarifying the developmental line. *Psychoanalytic Review, 78,* 225-236.

Refereed Presentations

Hansen, J. T. (2007, October). The inclusion of psychiatric topics in counselor education curricula: Implications for professional identity development. Presented at the annual meeting of the Association for Counselor Education and Supervision.

Hansen, J. T. (2000, October). An alternative diagnostic system for counselors. Presented at the annual meeting of the Michigan Counseling Association.

Hansen, J. T. (1999, October). The psychodiagnostic process with the DSM-IV. Presented at the annual meeting of the Michigan Counseling Association.

Teaching

Oakland University, Department of Counseling, Rochester, MI

Professor, 8/08-Present

Associate Professor **(with tenure), *8/02-8/08***
Assistant Professor, 8/96-8/02
Visiting Assistant Professor, 8/95-8/96
Part-time Instructor, 9/92-6/95
- Courses Taught:
    - Advanced Appraisal: Models & Methods (I developed this course)
    - Counseling Inquiry
    - Dissertation Research I
    - Dissertation Research II
    - Dissertation Research III
    - Doctoral Internship
    - Fieldwork in Mental Health Counseling (I developed this course)
    - Intelligence and Personality Assessment (I developed this course)
    - Philosophical and Meta-theoretical Issues in Counseling (I developed this course)
    - Psychopathology (I developed this course)
    - Research Methods
    - Techniques of Counseling
    - Testing and Assessment in Counseling
- Coordinator of Post-masters & Doctoral Mental Health Specialization, 9/95-Present

Michigan State University, School of Osteopathic Medicine, Department of Psychiatry, East Lansing, MI

Adjunct Instructor, 7/95-6/96
- Training and clinical supervision of medical externs and psychiatric residents

Eastern Michigan University, Psychology Department, Ypsilanti, MI

Part-time Instructor, 1/93-5/95
- Projective Techniques, graduate level Clinical Psychology course (three semesters)

Henry Ford Community College, Dearborn, MI

Part-time Instructor, 9/90-6/91
- Introductory Psychology (two semesters)
- Child Development (one semester)

University of Detroit, Psychology Department, Detroit, MI

Doctoral Teaching Assistant, 9/86-5/91
- Assessment II, Lab Section: Comprehensive (Exner) Rorschach System, second year

course in Clinical Psychology Doctoral Program (three semesters)
- Developmental Psychology, Recitation Section (four semesters)

Service

Service to the Counseling Profession
- Member, Editorial Board, *Self & Society* (9/13-Present)
- Appointed Special Editor for issue of *Counseling and Values* devoted to relationship between philosophy and counseling with an emphasis on values (January 2008, v. 52)
- Member, Editorial Board, *Journal of Humanistic Counseling*, 4/04-Present
- Member, Editorial Board, *Journal of Mental Health Counseling*, 7/97-7/08
- Manuscript reviewer on numerous book proposals for major publishers in the counseling field, such as Prentice-Hall, Sage, and John Wiley and Sons.
- Member of multiple, national professional committees (e.g., Contemporary Issues and Newsletter committees of the Association for Humanistic Counseling)
- Research Consultant, Michigan Mental Health Counseling Association (6/03-6/05)
- President, Michigan Association of Counselor Educators and Supervisors (7/98-6/99)

Service to Oakland University
- Member, Honorary Degree Committee (8/03-8/06)
- Member, Teaching and Learning Committee (9/99-5/01)
- Member, University Research Committee (9/05-5/07)

Service to the School of Education and Human Services (SEHS)
- Served on numerous SEHS committees throughout my career
- Chair, Technology Advisory Committee (9/97-5/99)
- Chair, Committee on Appointments and Promotions (1/07-1/08)

Departmental Service
- Served on and chaired numerous departmental committees throughout my career
- Coordinator, Mental Health Specialization (1995-present)
- Chaired and have been a member of numerous doctoral committees
- Chaired and have been a member of numerous dissertation committees

Service to the Community
- I have conducted numerous invited presentations to regional mental health clinics, agencies, and hospitals throughout my career

Honors and Awards

- Association for Humanistic Counseling 2014 Joe and Lucille Hollis Publications Award for my book, *Philosophical Issues in Counseling and Psychotherapy: Encounters with Four Questions about Knowing, Effectiveness, and Truth*
- Association for Humanistic Counseling 2012 Joe and Lucille Hollis Publications Award for my book, *Humanistic Perspectives on Contemporary Counseling Issues*
- Academic Excellence Recognition Award, Oakland University, 9/11
- Association of Humanistic Counselors, 2011 Distinguished Journal Reviewer Award
- Faculty Recognition Honoree, 4/18/06 (honored for academic excellence in scholarship)
- Honored at Oakland University Board of Trustees Meeting, 11/3/04
- Faculty Recognition Honoree for excellence in scholarship, teaching, and service, 4/24/98

Professional Affiliations

- Member, American Counseling Association
- Member, Association for Humanistic Counseling

Licensure

- Full License to practice as a Psychologist in Michigan (ID#6301007423)
- Licensed Professional Counselor in Michigan (ID#6401006264)

Curriculum Vitae
Lisa D. Hawley, Ph.D.
Department of Counseling
435F Pawley Hall
Rochester, MI

Office Telephone: 248-370-2841
hawley@oakland.edu

EDUCATION:

Ph.D.	1999	University of South Carolina, Columbia, SC Major: Counselor Education
M.Ed.	1995	Kent State University, Kent, OH Major: Community Counseling
B.A.	1992	University of Dayton, Dayton, OH Major: Psychology

LICENSE

Licensed Professional Counselor (LPC), Michigan   2000-present

PROFESSIONAL EXPERIENCE:

Department Chair   2008-present

Oakland University, Rochester, MI
Position requirements include fostering academic, research and clinical leadership.

Doctoral Coordinator   2004-2007
Oakland University, Rochester, MI
Position requirements include coordinating doctoral education and developing improved
process and procedures.

Associate Professor in Department of Counseling   2005-present
Oakland University, Rochester, MI
Position requirements include teaching, maintaining a scholarly record, and engaging in
service activities.

Assistant Professor in Department of Counseling   1999-present

> Oakland University, Rochester, MI
> Position requirements include teaching, maintaining a scholarly record, and engaging in service activities.

Graduate Teaching Fellowship   1998-1999

> University of South Carolina, Columbia, SC
> Position requirements included teaching graduate counselor education courses and integral involvement in the Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation process.

Part-time Clinical Counselor and Graduate Assistant   1997-1999

> University of South Carolina, Columbia, SC
> Counseled families, children, and individuals in a hospital setting.

Graduate Research Assistant   1997-1997

> University of South Carolina, Columbia, SC
> Graduate assistant in the Counselor Education Program. Responsibilities included involvement in the CACREP accreditation process.

Graduate Staff Assistant (School Counselor)   1996-1997

> Institute for Families in Society, Columbia, SC
> School based counselor at Southside Middle School, Greenwood, South Carolina. Responsible for counseling students and families in a middle school setting.

AWARDS

Michigan Counseling Association Legislative Award: An award   2011
recognizing contribution to public policy which significantly enhances
the counseling profession.

2003 Outstanding Journal Article for Specialists in Group Work   2004
"Use of Reflecting Team Process in the Training of Group Workers"
(Cox, J., Banez, L., Hawley, L.D., & Mostade, J. 2003).

Association for Specialists in Group Work   2004
President's Award 2003-2004
Recognition for extraordinary service to the Association for Specialists in Group Work.
National Conference Chair, Association for Specialists in Group Work.

Association for Specialists in Group Work State Branch Award
2004

Recognition as part of the leadership team of Michigan Association for
Specialists in Group Work (Division of Michigan Counseling Association).

Nomination for Oakland University Teaching Excellence Award   2002
Recognition of teaching by students.

Oakland University Faculty Recognition   2001
Recognition for service to Department of Counseling and University.

Outstanding Doctoral Student, University of South Carolina   1999
Outstanding Doctoral Student by the Department of Educational Psychology.

GRANTS

MacDonald, M., Connally, D., Hawley, L.D. & Wren, P. (2012). *Garrett Lee Smith Campus Suicide Prevention Grant.* Substance Abuse and Mental Health Service Administration; $306,000.

Leibert, T.W. & Hawley, L.D. (2010). *Does a standardized measure of counseling outcome reflect perceptions of outcome?* Oakland University Research Support Committee; $2,000.

Hawley, L.D. (2007). *E-learning and instructional support grant to teach and develop CNS 697: Human Sexuality.* Oakland University E-Learning; $750.

Hawley, L.D., & Oden, S. (2002). *Building qualitative analytic capacity for the school of education and human services.* Oakland University: SEHS Research Support Committee; $2,855.

Hawley, L.D. (2002). *A study of homelessness assistance programs: Integrating outcomes of direct services, providers, and client utilization.* National Science Foundation; Not Funded.

Bhargava, A., Hawley, L.D., Stein, M., Phelps, A., & Scott, C.L. (Fall, 2000). *Students' multicultural knowledge, attitudes, and experiences: An analysis across programs in the school of education and human services.* Oakland University: SEHS Research Support Committee; $2,750.

Blume, T., & Hawley, L.D. (Spring, 2000). *Couple relationships of adult students: Supports and barriers.* Oakland University: SEHS Research Support Committee; $2,900.

Book Chapters

Chaney, M. & Hawley, L.D. (2013, accepted). Chapter 7: Developing human resource development competencies to manage sexual orientation and transgender issues in the workplace. In Byrd, M. & Scott, C. (Eds.), *Diversity in the workplace.* New York, NY: Rutledge.

Scott, C. L, Stein M., Phelps A., Bhargava A., & Hawley, L. (2003). Chapter 1: Has anything really changed? The current status of multicultural education in higher education. In Morris, M.A. (Ed.), *Hostile corridors: Advocates and obstacles to educating multicultural america* (pp. 1-14). Stanford, Ct: Thomson Custom.

Jencius, M., Durant, C., & Hawley, L.D. (2003). John (Johnnie) McFadden. In West, J. Osborne, C., & Bubenzer, D., (Eds.), *Leaders and legacies: Contributions to the profession of counseling* (pp. 229-237). New York, NY: Brunner-Routledge.

Hawley, L.D., Goodman, J., & Shaieb, M. (2002). Research in context. In Evans, K., Rotter, J., & Gold, J.M. (Eds.), *Synthesizing family, career and culture: A model for counseling in the twenty-first century* (pp.123-138). Alexandria, VA: American Counseling Association.

Hawley, L. D., & Mostade, J. S. (1999). Transcending the culture of prejudice to a culture of pride as a counselor. In J. McFadden (Ed.), *Transcultural counseling* (317-339). Alexandria, VA: American Counseling Association.

Journal Articles (Refereed)

Calley, N. G. & Hawley, L. D. (2010). Increasing self-empowerment related to depression among court-involved youth: The Moods Matter project. *Michigan Journal of Counseling: Research, Theory, and Practice, 37,* 18-30.

Hawley L.D. & Pickover, S. (2010). Counseling students' knowledge and perception of socioeconomic status. *New York State School Counseling Journal, 7,* 28-35.

Hawley, L. D. & Calley, N. G. (2009). Professional identity of counseling: A template for action. *Michigan Journal of Counseling, 36,* 1-12.

Calley, N. G. & Hawley, L. D. (2008). The professional identity of counselor educators. *The Clinical Supervisor, 27,* 3-16.

Flynn, R., Ramey, L. & Hawley, L.D. (2006). Surveying graduates of a CACREP-Accredited counselor education program: Instrumentation and results. VISTAS 2006. Retrieved

from http://www.counseling.org/Resources/.

Hawley, L.D. (2006). Reflecting Teams and Microcounseling in Beginning Counselor Training: Practice in Collaboration. *The Journal of Humanistic Counseling, Education and Development, 45,* 198-207.

Hall, J., & Hawley, L.D. (2004). Interactive process notes: An innovative tool in counseling groups. *The Journal for Specialists in Group Work, 29,* 193-205.

Bhargava, A., Hawley, L.D., Scott, C, Stein, M., & Phelps, A. (2004). An investigation of students' perceptions of multicultural education experiences in a School of Education. *Multicultural Education 11,* 18-22.

Cox, J., Banez, L., Hawley, L.D., & Mostade, J. (June, 2003). Use of the reflecting team process in the training of group workers. *The Journal for Specialists in Group Work,* 89-105.

Hawley, L.D. (2001). Impact of socioeconomic status on family and career. *Career Planning and Adult Development Journal 17,* 106-114.

Gold, J. S., & Hawley, L. D. (2001). A study of the gender role orientations of beginning counselors. *The Journal of Humanistic Education and Development 40,* 200-207.

Rotter, J. C., & Hawley, L. D. (1998). Therapeutic approaches with immigrant families. *The Family Journal: Counseling and Therapy for Couples and Families, 6,* 219-222.

In Progress Research (to Refereed Journals)

Hawley, L.D., Leibert, T.W., & Lane, J. (2014). *The relationship of socioeconomic status and counseling outcomes.* Manuscript submitted for publication in the Counseling Outcome Research and Evaluation Journal.

Hawley, L.D. (2013). *A pilot study investigating an integrated SES measure for school and mental health counseling services.* Data collected and currently being analyzed.

Hawley, L.D., Connally, D., MacDonald, M. & Wren, P. (2013). *Campus mental health surveillance studies: The why, how and practical implications.* Analyzing results

Program Evaluation Consultation

Hawley, L.D. & Leibert, T.W. (2011). A program evaluation of a 12 month restorative justice program for families impacted by sexual abuse. *National Institute of Justice* (2009-D1-BX-0094). $2,000.

Newsletters

Hawley, L.D. (Regularly). From the department chair.

The encounter. Oakland University Chi Sigma Iota Newsletter.

Hawley, L.D. (Fall 2001). When more that one is gathered. MASGW Newsletter. Detroit, MI.

Hawley, L.D., & Gold, J. (Fall 1999). Preventing dating violence: Developing programs to reach students. The First Year Experience Newsletter. Columbia, S.C.: University of South Carolina. Vol. 12(1).

Self-Studies

Smiley, K, & Hawley, L.D. (2009). *CACREP self-study of the Department of Counseling at Oakland University.* (3 vols.) Unpublished.

Hawley, L.D., & Ramey, L. (2000). *CACREP self-study of the Department of Counseling at Oakland University.* (3 vols.) Unpublished.

Hawley, Faculty, & Staff at the University of South Carolina (1998). *CACREP self-study of the University of South Carolina Counselor Education Program.* (3 vols.) Unpublished.

PRESENTATIONS (Sample)

National

Wren, P., MacDonald, M. G., Connally, D., Hawley, L., Wallace, E, & Wummel, B. (accepted). Development of a conceptual framework to guide a university campus-de suicide prevention initiative. Poster accepted for presentation at the XXVII World Congress of the International Association for Suicide Prevention, Oslo, Norway.

Hawley, L. D., Wummel, B., Connally, D., MacDonald, M. G., Wren, P. A., & Wallace, E.H. (2013). Unifying a college campus to prevent death by suicide and related mental Health issues. Paper presentation at the Association for Counselor Education and Supervision, Denver, CO.

Hawley, L.D.; Leibert, T. W. & Lane, J. (2013). *Using socio-economic status indices within mental health and school counseling research.* American Counseling Association, Cincinnati, OH.

Hawley, L.D.; Leibert, T. W. & Lane, J. (2011). *Shaping the discourse on socio-economic status (ses): Investigating the link between ses and client outcomes at a university counseling center.* Association for Counselor Educators and Supervisors, Nashville, TN.

Hawley, L.D. (2008). *Social class and group: Theory to practice.* Presentation at the Association for Specialists in Group Work National Conference, St. Petersburg, FL.

Hawley, L.D. (2007). *Integrating socioeconomic and poverty research in counselor training programs: A call for justice.* Presentation at the Association for Counselor Educators

and Supervisors National Conference, Columbus, OH.

Hawley (2006). *Socio-economic class a pandora's box for mental health of families.* Presentation at the American Counseling Association, Montreal, Canada.

Calley, N. & Hawley, L.D. (2005). *Counselor educators: Professional identity and current trends.* Presentation at the Association for Counselor Educators and Supervisors, Pittsburgh, PA.

Ramey, L., Flynn, R. & Hawley, L.D. (2004). *Integrating technology and practice: A state-of-the art digital counseling and training center.* Presentation at American Counseling Association, Kansas City, MO.

Hawley, L.D. & Pickover, S. (2002). *Counseling students' knowledge and narratives of socio-economic status.* Presentation at Association for Counselor Educators and Supervisors National Conference, Park City, UT.

Casado, M. & Hawley, L.D. (2002). *Supervision at its best: Bringing out the gifts of counselors.* Presentation at Association for Counselor Educators and Supervisors National Conference, Park City, UT.

Hawley, L.D. & Hall, J. (2002). *The use of interactive process notes in women's groups.* Presentation at Association for Specialists in Group Work, St. Petersburg, FL.

Fawcett, M. Casado, M., Rhoades, D., Hawley, L.D., Hayes, G.B., Barron, L., Jones, D. & Ward, C. (2001). *The junior faculty experience: What to know as you search for your first position.* Presentation at American Counseling Association, San Antonio, TX.

Rotter, J., Jencius, M., Hawley, L.D. & McFadden, J. (2000). *Modeling naturalistic inquiry throughout counselor education and curriculum.* Presentation at American Counseling Association, Washington, D.C.

Rotter, J., Jencius, M., Hawley, L.D. & McFadden, J. (1999). *Improving our research agenda through naturalistic study.* Presentation at the Association for Counselor Education and Supervision, New Orleans, LA.

Hawley, L. D. (1998). *Facilitating community with individuals, families, groups and institutions.* Presentation at Association for Specialists in Group Work Conference, Tucson, AZ.

Haley-Banez, L., Cox, J., Hawley, L. D. & Mostade, J. S. (1996). *Reflecting teams: A natural training method for group workers.* Presentation at the Association for Specialist in Group Work Conference, Athens, GA.

Haley-Banez, L., Cox, J., Hawley, L. D. & Mostade, J. S. (1996). *Reflecting teams: A natural training method for group workers.* Presentation at the American Counseling

Association Conference, Pittsburgh, PA.

Regional

Calley, N.G. & Hawley, L.D. (2008). *Professional identity of counseling: A template for action.* Presentation at North Central Association for Counselor Educators and Supervisors, Indianapolis, IA.

Hawley, L.D., Cox, J., Hall, J. & Sommer, C.A. (2003). *Innovative faculty/student collaboration in teaching, research, and service.* Presentation at North Central Association for Counselor Educators and Supervisors, Cinncinnati, OH.

Hawley, L.D. & Blume, T. (2001). *Issues in the use of focus groups as a qualitative research method.* Presentation at North Central Association for Counselor Educators and Supervisors, Chicago, IL.

Hawley, L.D. (2000). *Counseling issues and practices regarding economic status.* Presentation at North Central Association for Counselor Educators and Supervisors, Indianapolis, IN.

Hawley, L. D. & Gold, J. M. (1997). *Gender role orientation and counselor education and supervision.* Presentation at the Southern Association for Counselor

Education and Supervision Conference, Louisville, KY.

State and University

Binkley, E. & Hawley, L.D. (2012). *Working with issues of sexuality as a school counselor.* Presentation at the Michigan Sexual Orientation & Gender Identity Issues in Education, Oakland University, MI.

Hawley, L.D. (2012). *Your role in licensure advocacy.* Presentation at Michigan Counseling Association, Troy, MI.

Calley, N.G. & Hawley, L.D. (2011). *Licensure committee update & Advocacy.* Presentation at Michigan Counseling Association, Kalamazoo, MI.

Hawley, L.D. (2008). *How do we know our groups are working?* Presentation at Michigan Counseling Association, Dearborn, MI.

Calley, N.G. & Hawley, L.D. (2006). *Professional identity of counseling: A template for action.* Presentation at Michigan Counseling Association, Grand Rapids, MI.

Chaney, M. P. & Hawley, L.D. (2005). *Exploring the rainbow, lesbian, gay, and bisexual identity development across the lifespan.* Chi Sigma Iota Conference, Oakland University, MI.

Hawley, L.D. (2004). *Reflecting teams: A look at content and process.* Presentation at Michigan Counseling Association, Detroit, MI.

Fox, A., Hawley, L.D., Hedstrom, S. & Souders, E. (2004). *The development of researchers: Using a research team.* Presentation at Michigan Association for Counselor Educators & Supervisors, Detroit, MI.

Hall, J., & Hawley, L.D. (2002). *Group counseling for women: An innovative approach.* Presentation at Michigan Counseling Association, Grand Rapids, MI.

Hall, J., & Hawley, L. D. (2001). *Navigating a here-and-now group for women.* Presentation at Michigan Counseling Association, Traverse City, MI.

Hawley, L.D. (2000). *Counseling issues and practices regarding economic status and counselor education.* Presentation at Michigan Counseling Association, Yipsilanti, MI.

Hawley, L. D. & Griffith, B. C. (1997). *Facilitating community building with individuals, families and groups.* Presentation at the South Carolina Adlerian Society Conference, Myrtle Beach, SC.

Invited

Hawley, L.D. & MacDonald, M. (2012). *GRASP suicide prevention grant: An interdisciplinary perspective.* Faculty Research Symposium, Oakland University.

Hawley, L.D. (regular presenter). *State and national licensure trends.* Chi Sigma Iota Conference, Oakland University.

Hawley, L. D. (1998). *Women mystics and spiritual direction.* Presentation at the Spiritual Direction Workshop for Palmetto Baptist Pastoral Counseling Center, Columbia, SC.

Hawley L. D., & Casado M. (1998). *Training for group workers.* In-service for clinical staff at Palmetto Baptist Medical Center, Columbia, SC.

Hawley L. D. & Casado M. (1998). *Diversity workshop.* Two in-service programs for the staff of York Children's Home, York Place, York, SC.

Hawley, L. D. & Fawcett, M. (1998). *Nurturing the self.* Presentation at the South Carolina American Counseling Association Conference, Myrtle Beach, SC.

Hawley, L. D. (1997). *Premarital counseling as a preventive measure against abuse and*

violence in the family. Presentation at a conference entitled A Spiritual Response to Abuse and Violence in the Family: The Fourth Dimension in Treatment, Spartanburg, SC.

Hawley, L. D. & Casado, M. (1997). *Groups as a therapeutic means.* Presentation for the counseling graduate students, University of South Carolina, Columbia, SC.

Hawley, L. D. & Casado, M. (1997). *How to work with multicultural issues in the schools.* Presentation at the South Carolina Conference on Rural Education, McCormick, SC.

Interviews

Schreiber, L.M. (February, 2013). *School business partnerships helping southeast michigan kids.* Metro Parent. Metro Detroit Edition.

Schreiber, L. M. (February, 2011). *The age of arrogance.* Metro Parent. Metro Detroit Edition.

OAKLAND UNIVERSITY TEACHING EXPERIENCE

Masters-Level
CNS 500 (2 credit) Introduction to the Counseling Profession
CNS 510 (2 credit) Multicultural Counseling
CNS 661 (4 credit) Techniques of Counseling
CNS 663 (4 credit) Group Counseling
CNS 664 (4 credit) Counseling Practicum
CNS 666 (4 credit) Internship in Counseling

Doctoral-Level
CNS 673 (4 credit) Advanced Group Counseling*
CNS 674 (2 credit) Advanced Consultation Techniques*
CNS 691 (2 credit) Program Evaluation*
CNS 697 (2 credit) Human Sexuality (online course)
CNS 794 (4 credit) Counseling Inquiry
CNS 799 (4 credit) Dissertation III: Implementation and Writing

*Indicates new course offering

Dissertation Committees (Sample)
Anderson, M.
Battle, P.*
Burns, C.
Clement, S.
Delavan, K. (Early Childhood)
Eckman Himanek, C.
Eikelberg, S.
Flynn, R.

Grey, L.
Griffin, P. (Early Childhood)
Haskins, C.
Donohue, K.
Liesen, A.
Niforos, Angie*
Papinaw-Krajewski, S.
Smiley, K.
Sosa, G.
Stotts, E.*
Suggs, H.
Wright, K.P.
Weinstein, D.
Wilkinson, J.

*Denotes Chairing Responsibilities
Contributions on committees is substantial including offering consultation on qualitative research

PROFESSIONAL DEVELOPMENT

American Council on Education   2012

Qualitative Research Software Training, University of Michigan   2002

PROFESSIONAL MEMBERSHIPS

American Counseling Association (ACA)

Association for Counselor Education and Supervision (ACES)

Association for Multicultural Counseling and Development (AMCD), previous

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

Association for Specialists in Group Work (ASGW)

Counselors for Social Justice (CSJ)

Chapter Chi Sigma Iota Counselor Honor Society, previous member

Michigan Counseling Association (MCA)

Michigan Association for Counselor Educators and Supervisors (MACES)

Michigan Association for Specialists in Group Work (MASGW)

Currently on leadership team and have provided conferences in MI on group work.

PROFESSIONAL SERVICE

University

Oakland University FRPC (current)	2012
Oakland University Women and Gender Studies Executive Board (current)	2010
Oakland University Internal Review Board (1 term)	2011
Oakland University Senate (1 term)	2008
Graduate Council Member (2 terms)	2002-2008

School

Committee on Appointments and Promotion

Committee Member
   SEHS Equity and Multicultural Committee

Department

Department Chair	*2008-present*
Doctoral Coordinator	2004-2007

CACREP Liaison
            Oakland University, Rochester, Michigan   1999 - Present
      Provided leadership for self-study and department for re-accreditation process,
                              including site visit.

National

CACREP Accreditation Site-Visitor
                  Evaluate Counselor Education Programs

(Served on one team to date)

ASGW Conference Chair, New York City, January 2004
        Association for Specialists in Group Work Conference Chair   2002-2004

State

MCA Licensure Chair
               Michigan Counseling Association

MASGW Leadership Team
        Michigan Association for Specialists in Group Work   2000-Present
        Facilitated professional development conferences.

Co-President
        Michigan Association of Counselor Educators and Supervisors   2002- 2003

Membership Chair
        Michigan Association of Counselor Educators and Supervisors   2000 - 2001

Community

American Red Cross (Disaster Relief Training)   2002

Judson Center   2000
        Programming for children in foster care

Habitat for Humanity   1999
        Assisting in house construction

CURRICULUM VITAE

TODD W. LEIBERT

PERSONAL INFORMATION

Home
1710 Christian Hills Dr.
Rochester Hills, MI 48309
Phone: (248) 605-1861

Office
Department of Counseling
440k Pawley Hall
Rochester, MI 48309
Phone: (248) 370-2626
Fax: (248) 370-4141
Email: leibert@oakland.edu

EDUCATIONAL BACKGROUND

University of Florida, Gainesville, FL
Ph.D., Mental Health Counseling, 8/05 (CACREP accredited doctoral program)
M.Ed./Ed.S., Mental Health Counseling, 12/98 (CACREP accredited master's program)

University of South Florida, Tampa, FL
M.A., Experimental Psychology, 5/96

Central Missouri State University
B.S., Psychology, 12/92

PROFESSIONAL CREDENTIALS

Licensed Professional Counselor, State of Michigan, 2005
Licensed Mental Health Counselor, State of Florida, 2002
National Certified Counselor, 1999

PROFESSIONAL EXPERIENCE

Oakland University, Department of Counseling, Rochester, MI
Associate Professor, 8/05-Present

Manatee Glens Hospital, Bradenton, FL
Associate Mental Health Counselor, 4/04-7/05

University of Florida, School of Education, Special Education, Gainesville, FL
Research Assistant, 8/01-1/04

Manatee Glens Hospital, Bradenton, FL
Mental Health Counselor, 11/99-7/01

Charter Behavioral Health System, Bradenton, FL
Mental Health Counselor, 1/99-11/99

University of South Florida, Psychology Department, Tampa, FL
Doctoral Research and Teaching Assistant, 8/93-8/94

PUBLICATIONS

Journal Articles (refereed)

Leibert, T. W. (2012). Response to Hansen: Economic Pressures, not Science, Undermines Humanistic Counseling. *Journal of Humanistic Counseling, 51,* 206-216.

Leibert, T. W. (2012). Reply to Hansen. *Journal of Humanistic Counseling, 51,* 223-226.

Leibert, T. W., Smith, J. B., & Agaskar, V. R. (2011). Relationship between the working alliance and social support on counseling outcome. *Journal of Clinical Psychology, 67,* 709-719.

Leibert, T. W. (2011). The dimensions of common factors in counseling. *International Journal for the Advancement of Counselling, 33,* 127-138.

Taber, B. J., **Leibert, T. W.,** & Agaskar, V. R. (2011). Relationships among client-therapist personality congruence, working alliance, and therapeutic outcome. *Psychotherapy, 48,* 376-380.

Ramey, L., & **Leibert, T. W.** (2011). How well are students of wellness? *ACA VISTAS.* Retrieved from http://counselingoutfitters.com/ vistas/vistas11/Article_42.pdf

Leibert, T. W. (2010). Brief client self-report predictors of psychological distress: Implications for counseling outcome studies. *Counseling Outcome Research and Evaluation, 1,* 50-67.

Leibert, T. W., Smith-Adcock, S., & Munson, J. (2008). Exploring how online self-help groups compare to face-to-face groups from the user perspective. *Journal of Technology in Counseling, 5(1).* Retrieved May 24, 2010, from http://jtc.colstate.edu/Vol5_1/Leibert.htm

Leibert, T. W. (2006). Making change visible: The problems and possibilities in assessing mental health counseling outcomes. *Journal of Counseling & Development, 84,* 108-113.

Leibert, T. W., Archer, J. A., Munson, J., & York, G. (2006). An exploratory study of client perceptions of internet counseling and the therapeutic alliance. *Journal of Mental Health Counseling, 28,* 69-83.

Sindelar, P. T., Shearer, D. K., Yendol-Hoppey, D., & **Leibert, T. W.** (2006). The sustainability of inclusive school reform. *Exceptional Children, 72,* 317-331.

Leibert, T. W., & Nelson, D. L. (1998). The roles of cue and target familiarity in making feeling of knowing judgments. *American Journal of Psychology, 111,* 63-75.

Nelson, D. L., Bennett, D. J., & **Leibert, T. W.** (1997). One step is not enough: Making better use of association norms to predict cued recall. *Memory and Cognition, 25*, 785-796.

Manuscripts Submitted for Publication

Binkley, E. E. & Leibert, T. W. (2013). Pre-practicum counseling students' perceived preparedness for suicide response. *Manuscript submitted for publication.*

Hawley, L. D., **Leibert, T. L.**, & Lane, J. A. (2013). The Relationship of Socioeconomic Status and Counseling Outcomes. *Manuscript submitted for publication*. (Counseling Outcome Research and Evaluation.)

Leibert, T. W., Smith, J. B., & Agaskar, V. R. (2013). Impact of Client Self-Determination Types on Counseling Outcome: Autonomous versus Controlled Motivation. *Manuscript submitted for publication*. (Psychotherapy Research)

Leibert, T. W., & Dunne-Bryant, A. (2013). Do Common Factors Account for Counseling Outcome? *Manuscript submitted for publication*. (Journal of Counseling and Development)

Manuscripts in Preparation

Unpublished Research
Leibert, T. W. (2005). Relationship between client factors and symptom levels for clients in ongoing mental health treatment. Unpublished doctoral dissertation, University of Florida.

Research Grant Awards (Juried)
Hawley, L., & **Leibert, T. W.** (2008). Does a standardized measure of counseling outcome reflect client perceptions of outcome? Oakland University School of Education and Human Services Investigative Activities Award, $2000.

Leibert, T. W. (2005). Can common factors in counseling explain client outcomes at a university counseling center? Oakland University School of Education and Human Services Investigative Activities Award, $1800.

PRESENTATIONS
Refereed
Binkley, E. E., & **Leibert, T. W.** (2013). *Suicide response preparation and anxiety in beginning master's level counseling practicum students*. Association for Counselor Education and Supervision National Conference. Denver, CO.

Hawley, L.D., **Leibert, T. W.**, Lane, J. A. (2013). *Using socio-economic status indices within mental health and school counseling research*. American Counseling Association Annual Convention. Cincinnati, OH.

Hawley, L.D., Leibert, T. W., Lane, J. A. (2011). Shaping the discourse on socio-economic status (SES): Investigating the link between SES and client outcomes at a university counseling center. Association of Counselor Educators and Supervisors.

Leibert, T. W., & Agaskar, V. (2009, March). *Empirical investigation of whether Common Factors explain counseling outcome in a University Practicum Center*. American Counseling Association Annual Convention, Charlotte, NC.

Leibert, T. W. (2007, March). *How discovering the driving force behind counseling may help the standing of the mental health counselor.* American Counseling Association Annual Convention, Detroit, MI.

Sindelar, P. T., **Leibert, T. W.**, Shearer, D. K., & Yendol-Silva, D. (2004, April). *The sustainability of inclusive school reform*. American Educational Research Association, San Diego, CA.

Invited
Leibert, T. W. (2010). *Relationship between the therapeutic alliance and social support on counseling outcome.* Oakland University School of Education and Human Services Fall Academic Forum.

Leibert, T. W. (2007). *Can common factors explain counseling outcomes at the SEHS counseling center?* Oakland University School of Education and Human Services Research Support Committee Annual Scholarship and Research Forum: "Speaking of Research."

Leibert, T. W. (2006). *What makes talk therapy work?* Oakland University School of Education and Human Services Research Support Committee Annual Scholarship and Research Forum: "Sharing Scholarship & Research Oriented Work and Thinking."

TEACHING
Master's Level Courses Taught at Oakland University
CNS 660 (4 credit), Research in Counseling
    Fall 2005 (2 sections), Winter 2006 *(2 sections),* Spring 2006, Winter 2007,
    Spring 2007, Fall 2007, Winter 2008 *(2 sections),* Fall 2008 *(2 sections),*
    Winter 2009 *(2 sections),* Summer 2009, Fall 2009, Winter 2010 *(2 sections),* Fall 2010
CNS 664 (4 credit), Counseling Practicum
    Fall 2005, Fall 2006, Fall 2007 (2 sections), Winter 2009, Fall 2009,
    Fall 2010 (2 sections)

Doctoral Level Courses Taught at Oakland University
CNS 795 (4 credit), Dissertation Research I
    Winter 2007, Winter 2010
CNS 796 (4 credit), Dissertation Research II
    Spring 2007

<u>Courses and Teaching Experiences Prior to Oakland University</u>
Stress and Anxiety Management, SDS 3482, University of Florida, School of Education,
    Department of Counselor Education, Gainesville, FL, 6/02-8/02
Research Methods in Psychology Lab, PSY 3213, University of South Florida, Department of
    Psychology, Tampa, FL, 8/93-8/94

SERVICE
<u>Departmental Service</u>
Member, Counseling Department Faculty Search Committee, 2010-2011
Member, Counseling Department Admissions, 2005-Present

Dissertation Committees
Aseltyne, K. A. (2013). The Experience of an affective self-awareness intervention in women
    diagnosed with Fibromyalgia. Oakland University.

Chue, M. S. (2011). College student video gaming and parental influence. Oakland University.

Lane, J. A. (2013). The impact of attachment working models and social support on the
    subjective and psychological well-being of emerging adults in transition: Testing a
    theoretical mediation model. Oakland University.

Liesen, A. (2012). The influence of coping processes and social supports on stress and quality of
    life outcomes of parents of children with autism spectrum disorders. Oakland University.

McClellan, T. (2013). Influences on black fathers' identities and fathering behaviors. Oakland
    University.

Smolenski, M. (2009). Stress and burnout in urban school counselors: An investigation into
    moderating factors. Oakland University.

Tyce, S. (2009). Religiosity, emotional responses, perceived pressure, and start-time compliance
    among individuals who are court mandated to attend 12-step groups. Oakland University.

Vannest, J. L. (2013). Fostering parental involvement – school interventions at the secondary
    level. Oakland University.

<u>Service to School of Education and Human Services</u>

Committees
Member, School of Education and Human Services Research Support Committee, 8/05-Present
Chair, School of Education and Human Services Research Support Committee, 8/06-11/08
Member, School of Education and Human Services Committee on Instruction, 8/07-8/09

Dissertation Committees
Educational Leadership (outside member)

Shepherd, K. (2009). Studying Effective Teaching at the Community College Level. Oakland University.

University Service
Member, Oakland University Senate, 8/09-Present

Service to the Profession
National Service
Member, Editorial Board, *Counseling Outcome Research and Evaluation, 01/09-Present*
Member, Editorial Board, *Journal of Clinical Psychology, 06/10-Present*
Manuscript Reviewer, *Psychology and Psychotherapy: Theory, Research and Practice, 2007*

HONORS
Faculty Recognition Honoree, Honored for excellence in scholarship at annual Founders' Day Celebration at Oakland University, 4/14/10
Oakland University Teaching Excellence Award nominee, 2011
Oakland University Teaching Excellence Award nominee, 2006
Chi Sigma Iota Honor Society, Beta Chapter, 1997-1998

CURRICULUM VITAE

TERRANCE R. McCLAIN, DOCTORAL CANDIDATE (ABD), MA, LPC, SCL

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Pontiac, Michigan 48341
Work Tel: (248) 370-2714
Cell Tel: (734) 716-9910
Email: trmcclai@oakland.edu

EDUCATION

Doctor of Philosophy, Counselor Education and Supervision
 School of Education, Oakland University (CACREP), Rochester, MI
Anticipated Date: April 2014.

> Dissertation, *African American racial identity identity and its intersection with academic identity in adolescent males.* Dissertation advisor, Thomas W. Blume, Ph.D.

Master of Arts, Counseling
School Counseling, Oakland University (CACREP), Rochester, MI, 2006.

Bachelor of Science, Counseling Psychology
Rochester College, Rochester Hills, MI, Magna cum laude, 2003.

Associate of Arts, Bible
Michigan Christian College, Rochester Hills, MI, 1979.

COUNSELING WORK EXPERIENCE

August 2012-Present	Oakland University Visiting Assistant Professor Department of Counseling	Rochester, MI
September 2009-2011	Oakland University Graduate Assistant, Department of Counseling	Rochester, MI
September 2009-December 2010	Oakland University Practicum Supervisor, School of Education and Human Services (SEHS) Counseling Center	Rochester, MI
September 2007-June 2008	Trenton High School Career Center Specialist	Trenton, MI
February 2, 2007-April 5, 2007	Trenton High School	Trenton, MI

Interim Counselor

OTHER WORK EXPERIENCE

September 1, 2011-October 24, 2012   Oakland Church of Christ   Southfield, MI
Minister/Evangelist/Pastoral Counselor

April 2011-August 31, 2011   Oakland Church of Christ   Southfield, MI
Interim Minister/Pastoral Counselor

October 1995-January 2009   Annapolis Park Church of Christ   Westland, MI
Minister/Evangelist/Pastoral Counselor

April 1990-September 1995   North Central Church of Christ   Flint, MI
Minister/Evangelist/Pastoral Counselor

January 1982-March 1990   Westside Church of Christ   Jacksonville, FL
Minister/Evangelist/Pastoral Counselor

TEACHING EXPERIENCE

Winter 2014   **Group Counseling,** CNS 663 (4 credits), Oakland University. Instructor

Theories of Counseling, CNS 520 (4 credits), Oakland University. Instructor

Techniques of Counseling, CNS 661 (4 credits), Oakland University. Instructor

Fall 2013   **Theories of Counseling,** CNS 520 (4 credits), Oakland University. Instructor

Theories of Counseling, CNS 520 (4 credits), Oakland University, Macomb University Center. Instructor

Intro to Counseling Profession, CNS 500 (2 credits), Oakland University. Instructor

Multicultural Counseling, CNS 510 (2 credits), Oakland University. Instructor

Summer 2013   **Theories of Counseling,** CNS 520 (4 credits), Oakland University. Instructor

Winter 2013   **Theories of Counseling,** CNS 520 (4 credits), Oakland University. Instructor

Group Counseling, CNS 663 (4 credits), Oakland University. Instructor

Intro to Counseling Profession, CNS 500 (2 credits), Oakland University. Instructor

Multicultural Counseling, CNS 510 (2 credits), Oakland University. Instructor

Fall 2012   **Theories of Counseling**, CNS 520 (4 credits), Oakland University. Instructor

Theories of Counseling, CNS 520 (4 credits), Oakland University, Macomb University Center. Instructor

Intro to Counseling Profession, CNS 500 (2 credits), Oakland University. Instructor

Multicultural Counseling, CNS 510 (2 credits), Oakland University. Instructor

GRADUATE TEACHING EXPERIENCE

Winter 2012   **Group Counseling**, CNS 663 (4 credits), Oakland University. Instructor

Fall 2011   **Theories of Counseling**, CNS 520 (4 credits), Oakland University, Macomb University Center. Instructor

Integrating Academic, Career & Personal Development, CNS 274 (2 credits) Oakland University. Instructor

Sp/Sum 2011   **Theories of Counseling**, CNS 520 (4 credits), Oakland University. Instructor

Winter 2011   **Theories of Counseling**, CNS 520 (4 credits), Oakland University. Instructor

Integrating Academic, Career & Personal Development, CNS 274 (2 credits) Oakland University. Instructor

Fall 2010   **Theories of Counseling**, CNS 520 (4 credits), Oakland University. Instructor

Integrating Academic, Career & Personal Development, CNS 274 (2 credits) Oakland University. Instructor

Sp/Sum 2010   **Internship in Counseling**, CNS 666 (4 credits), Oakland University. Instructor

Theories of Counseling, CNS 520 (4 credits), Oakland University. Instructor

Winter 2010   **Internship in Counseling**, CNS 666 (4 credits), Oakland University. Instructor.

Fall 2009   **Internship in Counseling**, CNS 666 (4 credits), Oakland University. Instructor.

Winter 2009   **Group Counseling,** CNS 663 (4 credits), Oakland University.
         Co-Instructor with Cohort Peer.

Substitute Teaching as Professors Need

Intro Counseling Profession/Multicultural Counseling CNS 500/510

Developmental Counseling CNS 530

SUPERVISION EXPERIENCE

Practicum, CNS 664, Oakland University. Individual Supervisor--Provide individual supervision for five Masters' Practicum students for the following semesters:

Fall 2011, Sp/Sum 2011, Fall 2010, Sp/Sum 2010, Winter 2010, Fall 2009, Winter 2009

Interpersonal Aspects of Medical Interviewing (Part of the Medical Humanities & Clinical Bioethics Class, M1-Fall 2011), Oakland University William Beaumont School of Medicine. Preceptor—provide individualized instruction and feedback for groups of three medical students conducting role plays.

FELLOWSHIPS

King, Chavez, Parks (KCP) Fellowship   Oakland University   Rochester, MI
                                           2006, 2008

The KCP Fellowship is a competitive award that provides recipients with financial assistance to pursue masters and/or doctoral degrees. The purpose of the program is to increase the pool of traditionally underrepresented candidates pursuing faculty teaching careers in postsecondary education.

Michigan Political Leadership Program   Michigan State University   Lansing, MI
                                           2006-2007

The Michigan Political Leadership Program (MPLP) at Michigan State University (MSU) recruits, trains, and inspires tomorrow's public policy leaders, preparing them with vision, commitment, and the skills for effective governance.

MANUSCRIPTS

Scott, C. & **McClain, T.** (2014). Ethnicity. In Scott, C. & Byrd, M. (Eds.),
     Workforce diversity: Current issues and case studies. New York: NY, Routledge

Publishers.

PRESENTATIONS

McClain, T. (2013). *Keeping it Real: Reality Therapy/Choice Theory in the Mentoring Relationship.* Presented at 2013 CMI CORE Ambassador Training, Oakland University, Rochester, Michigan.

McClain, T. (2013). *Creating Your Own Vision for Success: Interactive Reflection Session.* Presented at the B.E.R.G. (Black Employee Resource Group) Professional Development Program, Oakland University, Rochester, Michigan.

McClain, T. (2013). *A Question of Identity.* Presented at the Learning Achievement Coalition-Oakland County's Student Leadership Conference, Oakland University, Rochester, Michigan.

McClain, T. (2012). *Creating Your Vision.* Presented at the B.E.R.G. (Black Employee Resource Group) Retreat, Oakland University, Rochester, Michigan.

McClain, T. (2012). Keynote Speaker at the Fall Induction Ceremony of Chi Sigma Iota at Oakland University in Rochester, Michigan.

McClain, T. (2012). Keynote Speaker at the Spring Induction Ceremony of Chi Sigma Iota at Oakland University in Rochester, Michigan.

McClain, T. & Lane, J. (2011). *African American male adolescent identity renegotiation.* Association of Counselor Education & Supervision (ACES) Conference, October 26-30, 2011 in Nashville, Tennessee.

McClain, T. (2011). Keynote Speaker and Workshop Presenter at the Annual Conference of Chi Sigma Iota at Oakland University in Rochester, Michigan.

Lawrence, D. & **McClain, T.** (2010). *School counseling group supervision.* Presented at the Michigan Association for Counselor Educators and Supervisors (MACES) and Michigan Association for Group Workers (MASGW) workshop at Central Michigan University.

McClain, T. (2010). *The multicultural metamorphosis in counseling.* Presented at the Annual Conference of Chi Sigma Iota at Oakland University in Rochester, Michigan.

Blume, T., Lane, J., **McClain, T.** & Semphadile, K. (2010). *Students renegotiating their identities.* Poster presentation at the Fourth Annual Conference on Teaching and Learning co-sponsored by the University of Windsor and Oakland University at Oakland University in Rochester, Michigan.

Blume, T., Lane, J., **McClain, T.** & Semphadile, K. (2010). *Renegotiating personal and professional identities of beginning counselors.* Presented at the 2010 North Central Aces (NCACES) Conference in Itasca, Illinois.

McClain, T. (2010). Keynote Address. Chi Sigma Iota Induction Ceremony at Oakland University in Rochester, Michigan.

LICENSES/CERTIFICATIONS

Licensed Professional Counselor (LPC) Michigan
School Guidance Counselor License (SCL), Guidance & Counseling (NT) K-12 Michigan
Child & Adolescent Specialization (Oakland University Department of Counseling)

SERVICE

Winter 2014	Diversity Committee, School of Education and Human Services (SEHS), Oakland University, Rochester, Michigan. The committee's task was to construct a proposal for a Graduate Certificate in Human Diversity and Social Justice through the Organizational Leadership department of the School of Education and Human Services.
Winter 2014	Global Initiatives Advisory Committee of the School of Education and Human Services (SEHS). This committee was convened to review what programs are already in existence throughout SEHS and brainstorm ways in which we could improve our global reach to benefit our students and encourage more collaboration across borders with institutions of higher education.
2013-2014	Technology Advisory Committee (TAC), School of Education and Human Services (SEHS), Oakland University, Rochester, Michigan. This committee reviews and advises the dean's office on the technology requests from departments within the School of Education and Human Services for technology to be purchased for direct student use.
March, April 2011	**Co-Coordinator** of the *Gear Up for Life After High School* program in collaboration with the OU campus pre-college office, which administers the 6-year Gear Up federal/state grant. We created a 5-week curriculum, trained and supervised OU Masters of Counseling Interns & Practicum students to provide guidance units to 11th grade students from Pontiac and Oak Park High Schools. These students are part of the Gear Up grant group from underrepresented populations.

COMMUNITY SERVICE ORGANIZATIONS

Michigan Association of School Boards (MASB)   2003-2008
- Board Leadership Training Committee (2006-2008)
- Urban Conference Planning Committee (2005-2008)
- Ambassador for Public Education (2006-2008)
- Michigan Caucus of Black School Board Members (MCBSBM)
  Board Member, President and Immediate Past President (2005-2008)

National School Board Association (NSBA) 2004-2008
- Federal Relations Network (FRN) Delegate to Washington, DC (2006-2008)
- National Caucus of Black School Board Members (2004, 2006)

Wayne-Westland Community Schools District Board of Education (2003-2008)
- Treasurer (2005-2006)
- Vice-President (2006-2007)

PROFESSIONAL AFFILIATIONS

American Association of Christian Counselors
American Counseling Association
American School Counselor Association
Association for Counselor Education and Supervision
Association of Michigan School Counselors
Association for Specialists in Group Work
Association for Spiritual, Ethical and Religious Values in Counseling
Black African-American Christian Counselors
Chi Sigma Iota
Michigan Counseling Association
Michigan Association for Counselor Education and Supervision
Michigan Association for Specialists in Group Work
North Central Association for Counselor Education and Supervision

COMPUTER SKILLS

Software Programs

Atlas.ti, SPSS, Microsoft Word, PowerPoint, Excel, Publisher

Moodle

BRIAN J. TABER
Curriculum Vita

Office: Department of Counseling
Oakland University
Rochester, MI 48309-4494
Phone: (248) 370-4173
Fax: (248) 370-4141

e-mail: *taber@oakland.edu*

Current Rank: Associate Professor of Education (with tenure)

A.   *Education*

Ph.D.	Counselor Education and Supervision, Kent State University.	2004
M.A. Ed.	Community Counseling, The University of Akron.	1995
B.A.	Psychology, The University of Akron.	1993

Licensure & Certification

Licensed Professional Counselor – Michigan
National Certified Counselor

B.   Professional Employment

Associate Professor of Education, Department of Counseling Oakland University.	8/11 – Present
Assistant Professor of Education, Department of Counseling, Oakland University.	8/05 – 8/11
Research Associate, Department of Research and Development, Press-Ganey Associates, Inc. South Bend, IN.	12/04 – 7/05
Graduate Research Assistant, Department of Behavioral Sciences, Northeastern Ohio University's College of Medicine.	8/97 – 12/04

Research Assistant, Institute for the Study and Prevention of   *10/97 – 6/00*

Violence, Kent State University.

cal Manager, The Foundation for Clinical Neuroscience 10/96 – 8/97
Research and Education, Case Western Reserve University/
University Hospitals of Cleveland.

C.   Teaching

<u>Oakland University</u>

CNS 540 Testing and Assessment in Counseling (Community Counseling) (4 cr.)
CNS 640 Career Development Theory and Practice (School Counseling) (4 cr.)
CNS 640 Career Development Theory and Practice (Community Counseling) (4 cr.)
CNS 675 Advanced Career Counseling (4 cr.)
CNS 790 Doctoral Internship (4 cr.)
CNS 795 Dissertation Research I (4 cr.)

<u>Northeast Ohio Medical University (Formerly Northeastern Ohio Universities College of Medicine)</u>

Medical Interviewing Skills: Principles and Procedures   1998 – 2004
Medical Interviewing Skills: Clinical Applications   1999 – 2004

D.   Publications

<u>Refereed Publications</u>

Taber, B. J. (2013). Time perspective and career decision-making difficulties in adults. *Journal of Career Assessment, 21,* 200-209.

Taber, B. J. & Leibert, T., Agaskar, V. (2011). Relationships among client-therapist personality congruence, working alliance and therapeutic outcome. *Psychotherapy, 48,* 376-480.

Taber, B. J. & Briddick, W. C. (2011). Adlerian based career counseling in an age of protean careers. *Journal of Individual Psychology, 67,* 107-121.

Taber, B. J., Hartung, P. J. & Borges, N. (2011). Personality and values as predictors of medical specialty choice. *Journal of Vocational Behavior, 78,* 202-209.

Taber, B. J., Hartung, P. J., Briddick, H., Briddick, W. C., & Rehfuss, M. (2011). Career style interview: A contextualized approach to career counseling. *The Career Development Quarterly, 59,* 274-287.

Hartung, P. J. & **Taber, B. J.** (2008). Career construction and subjective well-being. *Journal of Career Assessment,* 16, 75-85.

*Wolosin, R. Gessell, S., **Taber, B.**, & Epting, G. (2006). Construct*

validation of a physician satisfaction survey. Journal for Healthcare Quality, *28, 10-21.*

Savickas, M. L. & **Taber, B. J**. (2006). Individual differences in RIASEC profile similarity across five interest inventories. *Measurement and Evaluation in Counseling and Development, 38,* 203-210.

Hartung, P. J., **Taber, B. J** & Richard, G. V. (2005). The Physician Values in Practice Scale: Construction and initial validation. *Journal of Vocational Behavior, 67,* 309-320.

Busacca, L. & **Taber, B. J**. (2002). The Career Maturity Inventory-Revised: A preliminary psychometric investigation. *Journal of Career Assessment, 10,* 441-453.

Castellani, B., Wedgeworth, R., Buckwalter, J., Bartlett, G., **Taber, B.**, & Wear, D. (2002). Do clinical faculty endorse preparation for today's changing healthcare system? *Journal of Managed Care Medicine*, 6, 28-31.

Savickas, M. L., **Taber, B.J**., & Spokane, A. R. (2002). Convergent and discriminant validity of five interest inventories [Monograph No. 4]. *Journal of Vocational Behavior, 61,* 139-184.

Taber, B. J. & Luzzo, D. A. (1999). A comprehensive review of research on the effectiveness of DISCOVER in promoting career development (ACT Research Reports Series 99-3). Iowa City, IA: ACT, Inc.

Book Chapters

Taber, B.J. (in press). Enhancing future time perspective and exploring occupational possible selves. To appear in P.J. Hartung, M.L. Savickas, & W. B. Walsh (Eds.) *APA Handbook of Career Intervention*. Washington DC: American Psychological Association.

Taber, B. J. (2013). The career construction interview and its use in career counseling. In J. Maree & A. Di Fabio (Eds.), *Psychology of career counseling: New challenges for a new era*. (pp. 149-161). Hauppauge, NY: Nova Science Publishers.

Hartung, P. J. & **Taber, B. J.** (2013). Career construction: Heeding the call of the heart. In B. Dik, Z. Byrne, & M. Steger (Eds.), *Purpose and meaning in the workplace*. (pp. 17-36). Washington, D.C.: APA Books, Inc.

Taber, B. J. & Splete, H. H. (2009). Explore and Plan. In E. Whitfield,

C. Wood, & R. Feller (Eds.), *A counselor's guide to career assessment instruments (5th ed.)* (pp. 144-154). Tulsa, OK: National Career Development Association.

Taber, B. J. & Hartung, P. J. (2002). Developmental career assessment and counseling with a multipotentialed client. In S. Niles, M. Pope & J., Goodman (Eds.), *The career counseling casebook: A resource for counselor educators, students, and practitioners* (pp. 171-175). Tulsa, OK: National Career Development Association.

Crites, J. O. & **Taber, B. J.** (2002). Appraising adult career capabilities: Abilities, aptitudes, interests and personality. In S. Niles (Ed.) *Adult career development: Concepts, issues and practices (3rd ed.)*(pp. 121-137). Tulsa, OK: National Career Development Association.

Manuscripts in Review

Taber, B. J. & Blankemeyer, M. S. (in review). Time perspective and mindfulness in relation to vocational identity statuses of emerging adults.

Other Publications

Taber, B. J. (2010). Vocational testing. In I. B. Weiner & W. E. Craighead (Eds.) *The Corsini encyclopedia of psychology, Fourth Edition.* Hoboken, NJ: John Wiley & Sons, Inc.

Dik, B. J. & **Taber, B. J.** (2009). Career interests (Expressed, manifest, inventoried and tested). In B. Erford (Ed.) *ACA encyclopedia of counseling.* Alexandria VA: American Counseling Association.

Taber, B. J. (2008). Career Mastery Inventory (CMAS). In F.T.L. Leong (Ed.), *Encyclopedia of counseling (Vol. 4).* Thousand Oaks, CA: Sage.

Taber, B. J. (2006). The Vocational Preference Inventory (VPI). In J. Greenhaus & G. Callahan (Eds.), *Encyclopedia of career development.* Thousand Oaks, CA: Sage.

Taber, B. J. (2005, August). Employee priorities. *Satisfaction Monitor*, 4, 8-10.

Taber, B. J., & Busacca, L. A. (1999, Spring/Summer). Contextual factors examined in spring conference. Society for Vocational Psychology, *Vocational Psychology News.*

E.   *Presentations*

Refereed Presentations

Taber, B. J. (2013, July). Examining childhood role models in the career construction interview. In P. J. Hartung (Chair), Creating Hope With the Career Construction Interview. Paper presented for the annual meeting of the National Career Development Association. Boston, MA.

Taber, B. J. (2012, June). The limits of self-knowledge and its implications for career assessment. Paper presented for the annual meeting of the National Career Development Association. Atlanta, GA.

Hartung, P. J. & Taber, B. J. (2012, June). Work's promise: Heeding the call of the heart. Paper presented for the annual meeting of the National Career Development Association. Atlanta, GA.

Taber, B. J. (2011, June). *Facilitating hope in career counseling*. Paper presented at the annual meeting of the National Career Development Association. San Antonio, TX.

Taber, B. J. (2010, June). *Time perspective and career decision-making*. Paper presented at the annual meeting of the National Career Development Association. San Francisco, CA.

Taber, B. J. (2009, July). Career style interview: Exploring childhood role models. In P. J. Hartung (Chair), *Inspiring the Practice of Career Construction.* Skill Building Workshop at the National Career Development Association Conference. St. Louis, MO.

Tidimane, C. & Taber, B. J. (2008, July). How to use computer assisted career guidance systems effectively. National Career Development Association. Washington D. C.

Taber, B. J. (2008, July). The role of educational experiences in career style assessment. In P. J. Hartung (Chair), *Career Construction Counseling: Principles and Practice.* Skill Building Workshop at the National Career Development Association Conference. Washington D. C.

Taber, B. J. (2007, October). Using career development assessments to enhance career counseling practice. Paper presented at the Michigan Career Development Association. Waterford, MI.

Hartung, P. J. & Taber, B. J. (2007, August). Career construction and subjective well-being. In W. B. Walsh (Chair) *Career Theory, Assessment, and Subjective Well-Being.* Symposium conducted at the annual meeting of the American Psychological Association. San Francisco, CA.

Taber, B. J. (2007, July). Career style assessment: School subjects. In P. J.

Hartung (Chair), *Career Construction Counseling: Fitting Work into Life*. Skill Building Workshop presented at the National Career Development Association Conference. Seattle, WA.

Taber, B. J. (2001, April). Career decision making: Perspectives and

prospects. In D. E. Schultheiss (Chair), Career decision making: Past, present and future. *Symposium conducted at the Counseling Psychology Great Lakes Regional Conference. Akron, OH.*

Busacca, L. & **Taber, B. J.** (2001, June). *The Career Maturity Inventory Revised: Initial psychometrics and use in career development programming.* Paper presented at the Global Conference of the National Career Development Association. Tucson, AZ.

Hartung, P. J., Lewis, D. M., & **Taber, B. J.** (2001, August). *Self-concept and family determinants of career value expectations.* Poster session presented at the annual meeting of the American Psychological Association. San Francisco, CA.

Hinkelman, J., Luzzo, D., Carson, A., **Taber, B.,** Maples, M., Gati, I., Krumboltz J., and Sampson Jr., J. (2001, March). *Computer Assisted Career Guidance: Focus on Outcome Research.* Paper presented at the National Counseling Psychology Conference. Houston, TX.

Taber, B. J. (2000, June). Examination of rational and other than rational approaches to career decision-making. In P.J. Hartung (Chair), *Career decision-making and the Decisional Process Inventory.* Symposium conducted at the Global Conference of the National Career Development Association, Pittsburgh, PA.

Taber, B. J. & Hartung, P. J. (2000, March). *Applying a developmental approach to the case of a job hopper.* Poster session presented at the annual meeting of the American Counseling Association, Washington, D.C.

Taber, B. J. & Luzzo, D. A. (1999, August). *Review of the effectiveness of DISCOVER as a career intervention.* Poster session presented at the annual meeting of the American Psychological Association. Boston, MA.

Taber, B. J., & Spokane, A. R. (1999, May). *Convergent validity of the "big five" interest inventories in a sample of career counselors.* Paper presented at the biennial meeting of the Society for Vocational Psychology, Milwaukee, WI.

Taber, B. J. (1998, July). *Review and critique of career self-efficacy*

measures. Paper presented at the Global Conference of the National Career Development Association, Chicago, IL.

Taber, B. J. & Spokane, A. R. (1998, April). *Comparing five interest inventories: Item commonality and response consistency.* Paper presented at the annual meeting of the American Counseling Association, Indianapolis, IN.

Invited Presentations

Taber, B. J. (Chair), (2011, June). NCDA leadership academy training. Symposium conducted at the annual meeting of the National Career Development Association, San Antonio, TX.

Taber, B. J. (Chair), (2011, June). NCDA state/organization leadership training. Symposium conducted at the annual meeting of the National Career Development Association, San Antonio, TX.

Taber, B. J. (2010, October). *Preparing for the National Counselor Exam.* Theta Chapter Chi Sigma Iota. Oakland University.

Taber, B. J. (2010, October). *Results from the time perspective and career decision-making study.* Adult Career Counseling Center Advisory Board. Oakland University

Taber, B. J. (2008, November). *Wage and job trends for community and school counselors.* Career Education Panel. Theta Chapter Chi Sigma Iota. Oakland University.

Taber, B. J. (2007, October). *Job transition? Help is just around the corner.* Rochester Hills Public Library. Rochester Hills, MI.

Taber, B. J. (2005, March). *Getting it together: Patient, employee and physician satisfaction.* Press Ganey Regional Conference: Pomona, CA.

Taber, B. J. (2000, September). *Balancing work and love.* PSYC 21211: Psychology of Adjustment. Kent State University.

Taber, B. J. (1999, June). *Using vocational interest inventories and self-efficacy measures in career counseling.* Kent State University.

Taber, B. J. (1999, April). *How parents can help their children with career exploration.* Archbishop Hoban High School. Akron, OH.

<u>Supported Research</u>

Taber, B. J. (2006). *The mediating role of client-counselor congruence in working alliance and counseling outcome.* School of Education and Human Services Investigative Activities Award ($1,041). Funded.

F.   **Service Activities**

Departmental Service

Member, Masters Admissions Standards Committee, Fall 2012
Chair, Professional Conduct Committee, Winter 2012
Chair, Grants Committee, Winter 2011
Member, Program Assessment Committee, Fall 2006 - Present
Member, Scholarship Committee, Fall 2008 - Present
Coordinator, Advanced Career Counseling Specialization Fall 2005 - Present
Member, Faculty Search Committee, 2009-2010

Member, Core Curriculum Committee, Fall 2006 - Fall 2008

Member, Merit Pay Committee, Summer 2007
Member, Faculty Search Committee, Winter 2006
Director, Adult Career Counseling Center, 2005 - 2008
Co-Director, Pontiac Adult Career Counseling Center, 2005 - 2006

Dissertation Committee Member

Paul Battle (2013). *Identity strategies in the workplace: An analysis of quantitative identity measures for lesbian, gay and bisexual individuals.*
Julie Pugini, (Dissertation in progress). *Title TBD.*
Cheryl Sullivan (Dissertation in progress). *Title TBD.*
Debra LaMothe (Dissertation in progress). *Programs of study as a structured approach for delivering academics in career and technical education programs to prepare students for postsecondary education.*

School Service

Member, Workload Policy Committee, Winter 2013
Member, Committee on Appointment and Promotion, Fall 2012 - Present
Member, Dean's Ad Hoc Committee for Research and Travel, Fall 2010
Research Fellowship Program, 2007- Present
Member, Educational Resources Laboratory Committee, 2005 - 2007

University Service

University Research Committee, 2010-2012
Senate Academic Conduct Committee, 2008-2010

Professional Service

Editorial Review

Editorial Board Member: *Journal of Vocational Behavior*, 2011 – Present
Editorial Board Member: *The Career Development Quarterly*, 2012 – Present

Editorial Board Member: *Global Journal of Psychology Research,* 2012 – Present
Editorial Board Member: *Journal of Employment Counseling,* 2013 – Present
Editorial Board Member: *Journal of Counseling & Development,* 2006 – 2012

Ad Hoc Reviewer: Journal of Career Development, *2009 – Present*
Ad Hoc Reviewer: *Journal of Vocational Behavior,* 2000 – 2010
Ad Hoc Reviewer: *The Career Development Quarterly,* 2006 – 2011
Guest Reviewer: *Spanish Journal of Psychology,* Fall 2013
Guest Reviewer: *European Journal of Psychotherapy & Counselling,* Summer 2013
Guest Reviewer: *Scientific Research and Essays,* Winter 2013

Conference Review

Conference Program Reviewer – Annual Conference of the American Counseling Association, 2012.

Conference Program Reviewer – Annual Conference of the American Counseling Association, 2011.

Program Committee Reviewer - Annual Conference of the National Career Development Association, 2009.

Conference Program Reviewer – Annual Conference of the American Counseling Association, 2010.

Program Committee Reviewer – 7th Biennial Conference of the Society for Vocational Psychology, 2007.

Conference Program Chair – Annual Conference of the National Career Development Association, 2007.

Program Committee Reviewer – 5th Biennial Conference of the Society for Vocational Psychology, 1999.

Program Committee Reviewer - Annual Conference of the National Career Development Association, 1999.

Textbook Reviews

Capuzzi, D. & Stauffer, M. D. (2005). *Career counseling: Foundations, perspectives, and applications.* Boston, MA: Pearson Education, Inc.

McIntyre, S. A. & Miller, L. A. (2007). *Foundations of psychological testing: A practical approach (2nd Ed).* Thousand Oaks, CA: Sage Publications, Inc.

Book Proposal Review

Oxford University Press, Winter 2014

Office Held in Professional Organizations

Midwest Trustee, Board of Directors, National Career Development Association, 2008 – 2011.

Board committees:

Chair, Committee on NCDA endorsement of advanced training certification, Winter 2009.
Member, Grant proposal review committee, Winter 2009.
Chairperson, Leadership Academy V, 2010-2011.

Board liaison to the following standing committees:

Ethics 2008-2011
Professional Standards 2008-2011
NCDA/ACES Commission 2008-2009

Leadership Academy III Project Mentor 2008-2009
Lourdes Rivera and Lee Rush
Project Title: Reaffirming the Importance of Career Development in the Preparation of
Professional Counselors: Strengthening the Linkages Between ACES and NCDA

Leadership Academy IV Project Mentor 2009-2010
Stephanie Burns
Project Title: The Subjective Experience of Membership in the National Career Development
Association

External Tenure and Promotion Review

Northern Illinois University, Department of Counseling, Adult and Higher Education, Fall 2012

G.   Membership in Professional Organizations

American Counseling Association
National Career Development Association

The Society for Vocational Psychology

H.   Other Applied and Clinical Activities

Counseling Intern, University Psychological Services,
Kent State University. January 2001-December 2001.

Supervisor, Clinical Performance Center, Northeastern Ohio Universities College

of Medicine. April 1999-April 2004.

Summer Intern, Career Transitions Program, Research Division, ACT, Inc.
Iowa City, IA. June 1998-August 1998.

Counseling Intern, Coleman Professional Services. Kent, OH. August, 1995-December, 1995.

Appendix B
Detailed New Course Descriptions or Syllabi

CNS Introduction Counseling and Ethics
Department of Counseling
Oakland University

Instructor:
Stephanie A. Crockett, Ph.D., NCC
440D Pawley Hall, Department of Counseling
School of Education and Human Services
Office Phone: (248) 370-2715
Email Address: crockett@oakland.edu

Office Hours: Available by appointment.

Course Description:
Introduction to the Counseling Profession is a survey course in which the student will become familiar with both the professional counseling field and its ethical considerations. The focus of the course is to introduce the student to the curriculum and training standards for the various roles of the professional counselor. The course covers the history, ethical and legal issues, socio-cultural diversity, professional organizations, and current issues related to Professional Counseling. Students are expected to demonstrate competencies in theoretical knowledge and proficiency in professional writing as established by the American Psychological Association. A grade less than 3.0 is considered a non-passing grade.

Course Objectives:
Upon completion of this course, students will be able to:
1. To acquire knowledge regarding the history and philosophy of the counseling profession, including professional organizations, the various theoretical approaches to counseling, and professional advocacy. (II.G.1.a.; II.G.1.B.; II.G.1.f; II.G.1.h.; School Counseling Foundations. A. Knowledge.SCI)*
2. To acquire knowledge of factors which influence the counseling relationship and process. (II.G.1.b.)*
3. To examine the relationship between social/cultural factors and the counseling process, and understand how to advocate for institutional equity and access. (II.G.1.i.)*
4. To understand the counselor's role and responsibility in local, regional, or national responses to crisis, disaster, or other trauma-causing events (II.G.1.c.; School Counseling Foundations A. Knowledge. SC7)*
5. To develop an understanding of the multiple skills and specialties in the counseling profession. (II.G.1.b)*
6. To develop an understanding of professional credentialing including certification, licensure, and accreditation practices and standards. (II.G.1.g.; Clinical Mental Health Counseling Foundation A. Knowledge. CMCHC4; School Counseling Foundations A. Knowledge. SC4)*
7. To develop an understanding of ethical standards of professional practice. (II.G.1.j.; Clinical Mental Health Counseling Foundation A. Knowledge. CMHC2; School Counseling Foundations A. Knowledge. SC2)*
8. To become familiar with ethical decision-making models and apply these models to current ethical and legal issues/problems facing counseling professionals. (II.G.1.j.; Clinical Mental

Health Counseling B. Skills and Practices. CMHC1; School Counseling Foundations Skills and Practices B. SC1)*

9. To become familiar with counseling supervision models, practices, and processes (II.G.1.e)*
10. To learn and implement self-care strategies that can be applied to the counselor role. (II.G.1.d)*
11. To become familiar with technological and library research and the use of professional journal publications.
12. To develop skills in writing according to the standards of the American Psychological Association.

Oakland University
School of Education and Human Services
Department of Counseling
Summer 2013
CNS 504 Diversity and Social Justice Issues

Instructor: Terrance R. McClain, MA, LPC, Doctoral Candidate
491B Pawley Hall, Department of Counseling
Office Phone: (248) 370-2714
FAX: (248) 370-4141
Email Address: trmcclai@oakland.edu

Office Hours: Mondays 3-5 pm; Other times available by appointment.

Course Description:
This course will address methods and techniques of counseling, and social justice advocacy in a diverse, and multicultural society. Issues of race, ethnicity, gender, class, ability, spirituality, and sexual orientation as related to the theory, research, and practice of counseling/psychology will be examined. We will address pertinent issues and controversies pertaining to culturally diverse groups and professional mental health practice. A combination of experiential exercises, critical reading of research, discussions, lecture, and media will be utilized to foster culturally pluralistic counselors.

Course Objectives: Upon completion of this course, students will be able to:

Attitudes

- Explore one's own socio-cultural heritage, worldview, values, biases and prejudices as they relate to multicultural interactions and counseling; and the role of the counselor in social justice advocacy (II.G.2.b.; II.G.2.e.*)

Knowledge

- Increase knowledge of the relationship between one's historical background, cultural values, identity, and psychosocial functioning. (II.G.2.b.*)
- Increase knowledge of the historical background and worldview of individuals and groups differing in ethnicity, race, culture, gender, socioeconomic status, and sexual orientation. (II.G.2.a.*, III.C.1*)
- Increase knowledge of multicultural counseling, various identity development and social justice theories (II.G.2.c.*)
- Understand the multicultural & pluralistic trends and how they impact society. (II.G.2.a.*)
- Increase understanding of the concerns and counseling needs of diverse societal and cultural subgroups. (II.G.2.a.*)
- Increase knowledge base regarding research and theoretical frameworks for counseling diverse populations. (II.G.2.c.*)
- Increase knowledge of biases, prejudices, intentional/unintentional oppression, discrimination, and privilege (II.G.2.e. and II G.2.f.*)
- Understand the ethical and legal considerations as related to clinical mental health counseling of multicultural clients and the professional responsibilities within the managed care system (III.A. 2; III.A.7; III.B.1*)

Skills

- Increase understanding of intervention barriers in multicultural counseling. (II.G.2.f.*, III.E.1; III.E.2; III.E.6*)
- Learn strategies for ethical multicultural counseling practice. (II.G.2.e.*; III.E.3; III.F.1; III.F.3*)
- Learn to promote social justice and advocate for systemic change (II.G.2.e.*; III.E.4; III.E.5; III.F.2*)

Oakland University
School of Education and Human Services
Counseling Department
Fall 2012 (2-4 credits)

1. **Course Information:**

   CNS 666: Internship in Counseling
   Tuesday's 8:30 – 11:50am
   Pawley Hall Room 488

2. **Course Description:**

   A field counseling experience supervised by a qualified counseling
   professional. Placement is at a site suitable to the counseling emphasis requirements
   and interests of the student. Related course seminars/supervision groups are
   conducted by the university instructor.

   The internship provides an opportunity for the student to perform, under
   supervision, a variety of counseling activities that a professional counselor is
   expected to perform (CACREP Standard III.H.)

3. Instructor Information:

   Lisa Hawley, Ph.D.
   435F Pawley Hall
   Phone: (W) 370-2841
   Email: hawley@oakland.edu
   Office Hours: Available by appointment and prior to class

4. **Prerequisites:**

   Completion of final course work as specified in the student's authorized degree
   program plan, including completion of CNS 664 with a grade of 3.0 or better.

APPENDIX D

Graduate Assessment Plan

Academic Assessment Plan 2009
Department of Counseling
Draft

I.   Oakland University Mission: Goals Relevant to the Department of Counseling Assessment Plan

The Department of Counseling derives the following goals from Oakland University's Mission Statement as essential to the core of the department's assessment initiatives. The following segments of the university's mission are relevant and vital to the department's assessment plan.

Instruction: "Each program provides a variety of courses and curricular experiences to ensure an enriched life along with superior career preparation or enhancement."

Research and Scholarship: "Oakland University assumes an obligation to advance knowledge through the research and scholarship of its faculty and students." Further Oakland University encourages the "application of research and scholarship to problems and concerns of the state's business and industry to its scientific, educational, governmental and health and human service agencies serves also to reinforce the public service role of the university."

Student Development: "The university has emphasized academic quality, concentration on providing a dynamic, student-focused learning environment with integration of liberal and professional studies by a faculty of dedicated scholar-teachers."

II.   Goals Relevant to the Department of Counseling Assessment Plan

Instructional Goals

The Department of Counseling's instructional goals include:

1. Students will acquire knowledge in the areas of human development, cultural foundations, assessment methods, ethical decision making, counseling theories, and counseling interventions.

2. Students in the counseling program will be able to demonstrate counseling competencies under the supervision of qualified counseling professionals.

3. Graduates from the counseling program have the requisite knowledge and skills for providing counseling services in a pluralistic society.

Research and Scholarship Goals

It is the clear expectation that all full-time and adjunct faculty of the Department of Counseling will remain abreast of the research relevant to their instructional duties. In addition, this research will be reflected in classroom activity. The faculty present recent research results in class presentations, and students are encouraged to read research as a part of some courses. Students are to be exposed to and knowledgeable about research and program evaluation including:

1. Basic types of research methods to include qualitative and quantitative research designs.

2. Basic parametric and nonparametric statistics.

3. Principles, practices, and applications of needs assessment and program evaluation.

4. Uses of computers for data management and analysis.

5. Ethical and legal considerations in research.

Student Development Goals

The Department of Counseling is focused on student development through the organized and developed academic standards related to eight core curriculum competencies deemed necessary for the preparation of professional counselors. The eight areas are listed below.

1. Human Growth and Development
2. Social and Cultural Foundations
3. Helping Relationships
4. Group Work
5. Career and Lifestyle Development
6. Appraisal
7. Research and Program Evaluation
8. Professional Orientation.

III. Department of Counseling Student Learning Outcomes

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has created standard criteria for the preparation of professional counselors and counselor educators. They have outlined eight core curriculum standards deemed necessary for counselor training. Within the eight core curriculum requirements, objectives for student learning are specified. Accordingly, the Department of Counseling has adopted these standards as goals for student learning since being accredited for both Community and School Counseling in 1994. Curricular experiences and demonstrated knowledge in each of the eight common-core areas are required of all students enrolled in the counseling program at Oakland University. The eight core curriculum standards and learning objectives are listed below.

1. HUMAN GROWTH AND DEVELOPMENT - Studies that provide an understanding of the nature and needs of the individual at all development levels. Students will demonstrate knowledge in the following areas:

   a. Theories of individual and family development and transitions across the life span.
   b. Theories of learning and personality development.
   c. Human behavior including and understanding of developmental crises, disability, addictive behavior, psychopathology, and environmental factors as they affect both normal and abnormal behavior.
   d. Strategies for facilitating development over the lifespan.
   e. Ethical considerations.

2. SOCIAL AND CULTURAL FOUNDATIONS - Studies that provide an understanding of issues and trends in a multicultural and diverse society. Students will demonstrate knowledge in the following areas:

a. Multicultural and pluralistic trends including characteristics and concerns for diverse groups.
b. Attitudes and behavior based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability.
c. Individual, family, and group strategies with diverse populations.
d. Ethical considerations.

3. HELPING RELATIONSHIPS - Studies that provide an understanding of counseling and consultation processes. Students will demonstrate knowledge in the following areas:

a. Counseling and consultation theories including both individual and system perspectives as well as coverage of relevant research.
b. Basic interviewing, assessment, and counseling skills.
c. Counselor or consultant characteristics and behaviors that influence the helping process including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, and life circumstances.
d. Client characteristics and behaviors that influence the helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, and life circumstances.
e. Ethical considerations.

4. GROUP WORK - Studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches. Students will demonstrate knowledge in the following areas:

a. Principles of group dynamics, including group process components, developmental stage theories, and group members' roles and behaviors.
b. Group leadership styles and approaches including characteristics various types of group leaders and leadership styles.
c. Theories of group counseling including commonalties, distinguishing characteristics, and pertinent research and literature.
d. Group counseling methods including group counselor orientations and behaviors, ethical standards, appropriate selection criteria and methods, and methods of evaluation of effectiveness.
e. Approaches used for other types of group work, including task groups, prevention groups, support groups, and therapy groups.
f. Ethical considerations.

5. CAREER AND LIFESTYLE DEVELOPMENT - Studies that provide an understanding of career development and related life factors. Students will demonstrate knowledge in the following areas:

a. Career development theories and decision-making models.

b. Career, vocational, educational, and labor market information resources, visual and print media, and computer-based career information systems.
c. Career development programs planning, organization, implementation, administration, and evaluation.
d. Interrelationships among work, family, and other life roles and factors including multicultural and gender issues as related to career development.
e. Career and educational placement, follow-up, and evaluation.
f. Assessment instruments and techniques relevant to career planning and decision-making.
g. Computer based career development applications and strategies, including computer-assisted career guidance systems.
h. Career counseling processes, techniques, and resources including those applicable to specific populations.
i. Ethical considerations.

6. APPRAISAL - Studies that provide and understanding of individual and group approaches to assessment and evaluation. Students will demonstrate knowledge in the following areas:

a. Theoretical and historical bases for assessment techniques.
b. Validity including evidence for establishing content, construct, and empirical validity.
c. Reliability including methods of establishing stability, internal, and equivalence reliability.
d. Appraisal methods including environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods.
e. Psychometric statistics including types of assessment scores, measures of central tendency, indices of variability, standard errors, and correlations.
f. Age, gender, ethnicity, language, disability, and culture factors related to the assessment and evaluation of individuals and groups.
g. Strategies for selecting, administering, interpreting, and using assessment and evaluation instruments and techniques in counseling.
h. Ethical considerations in appraisal.

7. RESEARCH AND PROGRAM EVALUATION -Studies that provide understanding of types of research methods, basic statistics and ethical and legal considerations in research. Students will demonstrate knowledge in the following areas:

a. Basic types of research methods to include qualitative and quantitative research designs.
b. Basic parametric and nonparametric statistics.
c. Principles, practices, and applications of needs assessment and program evaluation.
d. Uses of computers for data management and analysis.
e. Ethical and legal considerations in research.

8. PROFESSIONAL ORIENTATION - Studies that provide an understanding of all Aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing. Students will demonstrate knowledge in the following areas:

a. History of the helping profession including significant factors and events.

b. Professional roles and functions including similarities and differences with other types of professionals.
c. Professional organizations, primarily the American Counseling Association, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases.
d. Ethical standards of the American Counseling Association and related entities, ethical and legal issues, and their applications to various professional activities (e.g., appraisal, group work).
e. Professional preparation standards, their evolution, and current applications.
f. Professional credentialing including certification, licensure, and accreditation practices and standard, and the effects of public policy on these issues.
g. Public policy processes including the role of the professional counselor in advocating on behalf of the profession and its clientele.

IV. Methods of Assessment

Direct Methods of Assessment – Master's Program

Assessment of Capstone Experience:

Assessment of Capstone Experience: CNS 666: Internship in Counseling, is a field counseling experience that is supervised by a qualified counseling professional. Placement is at a site suitable to the counseling emphasis of the student. Assessment of student performance is conducted by the on-site supervisor and the course instructor. Evaluations of performance are based upon students' final papers, on-site supervisor and course instructors' evaluation of the knowledge, skills, and abilities of the students. The on-site supervisor and the instructor complete rubrics to determine the final grade for the Capstone Experience (See Appendix B for the Internship Supervisor Evaluation and the Instructor Evaluation).

Goal of the Internship: This capstone experience assesses instructional goals and student development through inter-rater feedback from the course instructor and site supervisor with regard to student performance. The student is expected to complete 600 hours (300 direct counseling and 300 indirect) at the site. The student is expected to complete the everyday duties of a school or community counselor.

National Counselor Exam (NCE) Results:

The purpose of the NCE is to assess knowledge, skills, and abilities viewed as important for providing effective counseling services. The NCE is designed to be general in nature. It is intended to assess cognitive knowledge which should be known by all counselors regardless of their individual professional specialties.

Each student seeking to become a Licensed Professional Counselor in the state of Michigan must successfully complete this exam. A significant number of our students during the last semester of the program or shortly after graduation take the NCE. Test data is made available to academic programs for assessment purposes. The content areas and work behaviors assessed by the NCE are in line with the department's eight core curriculum areas. Each of the eight of the Department of Counseling's program learning goals are assessed by the NCE and are listed below.

National Counselor Exam Content Areas

- Human Growth and Development
- Social and Cultural Foundations
- Helping Relationships
- Group Work
- Career and Lifestyle Development
- Appraisal
- Research and Program Evaluation
- Professional Orientation & Ethics

Successful completion of the NCE exam is a passing score determined by the following procedures:

1. Of the 200 items on the examination, only 160 items are scored to determine whether you meet or surpass the minimum criterion (passing) score for that form of the NCE.
2. The MAXIMUM possible score on the NCE is 160.
3. The remaining 40 items on the exam are being field tested to determine their appropriateness for future use.
4. Since the 160 items to be scored are not identified in the exam booklet, you should respond with equal effort to all items.
5. The minimum criterion (passing) score is derived from a modified Angoff procedure.
6. The NCE is not scored on a "curve," therefore the candidate pool does not determine the passing score.

We receive a report detailing the passing score of students in our counseling program taking the exam.

Goal of the National Counselor Exam: The National Counseling Exam objectively measures student achievement in all eight CACREP core areas which are in line with the Department of Counseling's program goals and student development objectives.

Indirect Methods of Assessment – Master's Program

Survey of Graduates, Employers, and Supervisors (See Appendix A): A web-based survey will be administered to students who have graduated from the counseling program within the last five (5) years, as well as employers and supervisors identified by recent graduates. Current internship and practicum supervisors will also be surveyed. The survey will use quantitative and qualitative methods. The survey will be administered every three (3) years. The Department Chair will initiate the survey to be regularly administered with the assistance of the CACREP Liaison. The quantitative data is calculated by the web-based tool and the qualitative data is summarized into themes by a supervised doctoral graduate assistant. The final data is presented in a faculty meeting

and distributed to counseling graduates and current students for review. The faculty incorporate the feedback into curriculum planning and overall program development.

Goal of the Survey: The survey measures instructional goals and student development through feedback from community agencies and schools regarding our graduates.

Direct Methods of Assessment – Doctoral Program

Comprehensive Exam

The goals of the Comprehensive Examination are:

- To assess comprehensiveness of the student's knowledge
- To assess the student's written communication skills
- To assess the student's ability to integrate and apply knowledge
- To determine the students readiness to propose and complete dissertation

The Comprehensive Exam is divided into five (5) questions. The first four of those questions are answered by all applicants and are integrative in nature. The answer to each of these four questions is expected to address CACREP's diversity concerns while covering two of the following content areas identified by CACREP for doctoral study:

- Theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation;
- Theories and practices of counselor supervision;
- Instructional theory and methods relevant to counselor education;
- Pedagogy relevant to current social and cultural issues, including social change theory and advocacy action planning
- Design and implementation of qualitative research, including grounded theory, ethnographic, and phenomenological methodologies;
- Models and methods of assessment and use of data;
- Ethical and legal considerations in counselor education and supervision (e.g., the ACA Code of Ethics).

Each student also has a single specialization question. The content of this question, along with a reading list on which the question will be based, is negotiated in advance by the student and his or her Academic Advising committee. During the comprehensive examination period, the student's specialization question is offered as the fifth and final question and it is structured in a take-home format. Student's have 30 days to complete and return their response.

Each of the first four comprehensive questions is written and graded by a 2-person team. The student's Advisory Committee writes and grades the specialization question. First, the questions are individually rated pass/fail by individual members. Second, the teams meet and rate the response and develop a consensus of pass/fail. Teams report their results to the Doctoral Program Coordinator within three (3) weeks following the exam. In the case there is no team consensus a

31

subcommittee of two appointed by the doctoral coordinator reviews the responses and reports a final decision. The students are graded on a pass/fail rubric (Appendix C: Pass/Fail rubric for Comprehensive Exams)

The doctoral coordinator reviews all the results of the doctoral comprehensive exams both individually and as a group. The coordinator reports the results at the annual faculty retreat. The results are discussed based on individual merit as well as pedagogical issues within the academic experience.

Goal of the Comprehensive Exam: This assessment evaluates instructional goals, student development, and research skills at the highest level.

Indirect Methods of Assessment – Doctoral Program

Combined with the *Survey of Graduates, Employers, and Supervisor (See Appendix A)* described in the Masters program we also complete exit interviews with each of our doctoral graduates.

Goal of the Survey: The survey and exit interviews assess instructional goals and student development through feedback from community agencies and schools regarding our students.

V. Procedures in the Department of Counseling for Translating Assessment Results into Program Changes

Results of the assessments will be presented at faculty meetings and distributed to stakeholders of the Department of Counseling (i.e. Dean of the School of Education and Human Services and clinical supervisors). The faculty addresses specific program changes in the Core, Community, School, and Doctoral curriculum subcommittees. These subcommittees report suggested changes to the rest of the faculty during faculty meetings and the faculty retreat. Following discussion and consensus at the faculty meeting and faculty retreat, any necessary program changes will be implemented.

Every eight years the Oakland University Counseling Program completes a self-study and site visit for CACREP. The 2009 self-study is available electronically and may be viewed by the assessment committee. The standards for CACREP are available at the following link: http://cacrep.org/

Graduate, Supervisor/Employer Surveys

Dear Counseling Graduate,

The University is conducting an ongoing research to evaluate the Counseling program and collecting information on demography, professional activities, professional placement, work experiences and self-assessment of professional competencies. The data will be used to assess needs for future graduate counseling classes and assist the university in fulfilling state and accrediting agency standards, goals and expectations.

Your input will be very valuable to us. Please let us know what was useful in your educational preparation and what was more relevant in your training. Please complete the "**Graduate Survey**" and return it to us in the self-addressed-stamped-envelope (SASE) provided. Your responses will remain anonymous and confidential. Codes, not names, will be used in filing and on computer files. Responses will not be made available to third parties, and the reviewers will not be able to track responses back to you.

Please give the "**Supervisor/Employer Survey**" and cover letter to your supervisor and/or employer and invite them to participate in the survey and return it to us in another self-addressed-stamped-envelope. The Supervisor/Employer's responses will also be held in the strictest confidence. **Please complete the survey and return it to us by April 1, 2007. Or you can submit the online survey (or ask your supervisor/employer) by going to http:/www.survey.com/oaklandcounseling.**

If you would like a summary of the overall results of this study, we plan to post them on our website at www.oakland.edu. Thank you very much for your assistance.

Sincerely,

Lisa D. Hawley, Ph.D.
Chair, Department of Counseling

Graduate Survey

Oakland University, Department of Counseling

Demographic Information

Gender: 1.___ Male. 2.___ Female

Age:

        1. ___ 25 – 35.   4. ___ 56 – 65.

        2. ___ 36 - 45.   5. ___ 66 or beyond.

        3. ___ 46 – 55.

Race/Ethnicity:

        1. ___White, non-Hispanic.   4. ___ Hispanic.

        2. ___ African American.   5. ___ Native American.

        3. ___Asian.   6. ___ Others.

When did you receive your Master in Counseling degree? _____/_____ (Mo/Year)

What was your major emphasis of study?

       1. ___ Community agency. 2. ___ School

What elective(s) did you take?

    1. ___ Significant Loss   5. ___ Community Agency Counseling

    2. ___ Intro to Couple & Family   6. ___ Diagnosis & Treatment

    3. ___ Experiential Counseling   7. ___ Art Therapy

    4. ___ Intro to Chem Dep/Addictions   8. ___ Other: _____

What specialization(s) did you complete?

    1. ___ Advanced Career Counseling   5. ___ Mental Health Counseling

    2. ___ Child & Adolescent Counseling   6. ___ Couple & Family Counseling

    3. ___ Post-MA School Counseling   7. ___ Other: _____

    4. ___ Post-MA Teacher's Certificate for Counselors

Employment Information

- How do you identify yourself?

    1. ___ Community Agency Counselor   3. ___ School Counselor

    2. ___ Private Practice Therapist   4. ___ Other: _____

- Current licensures and/or certifications held:

    1. ___ LLPC   2. ___ LPC

3. ___ NCC   6. ___ School licensed.

4. ___ LLP   7. ___ LLMFT

5. ___ School certified.   8. ___ Others: _____

- Current employment setting:

    1. ___ Private Practice.   6. ___ High school.

    2. ___ Non-profit agency.   7. ___ College/University setting.

    3. ___ For profit agency.   8. ___ State agency.

    4. ___ Elementary school.   9. Other:

    5. ___ Middle school.   _____

- Current position title: _____

- Current agency/institution City/State location:

    _____

- Current primary counseling clientele: _____

- Current primary position functions/roles/job duties:

    _____

- Current working hours:
    1. ___ Full time   3. ___ ½ time

    2. ___ ¾ time   4. ___ ¼ time

- Post-graduation starting date: _____

Income per year	Up to $15,000	$15,000-$25,000	$25,000 – $35,000	$35,000 – $45,000	$45,000 -
1. Starting salary.	1	2	3	4	5
2. Current income from primary employment.	1	2	3	4	5
3. Current income from other counseling activities.	1	2	3	4	5

- Other professional counseling activities:

    1. ___ Private Practice.   6. ___ High school.

    2. ___ Non-profit agency.   7. ___ College/University setting.

    3. ___ For profit agency.   8. ___ State agency.

    4. ___ Elementary school.   9. Other: _____

    5. ___ Middle school.

Evaluation of Counseling Program

Oakland University
Graduate Council

Program Components	High Excellent	Above Average	Average	Fair	Low Poor	Not Applicable
1. Program curriculum	5	4	3	2	1	NA
2. Academic knowledge received	5	4	3	2	1	NA
3. Self-evaluation of in-program skills development (e.g., Techniques)	5	4	3	2	1	NA
4. Supervised field experiences (e.g., Internship)	5	4	3	2	1	NA
5. On-campus field experience (e.g., Practicum)	5	4	3	2	1	NA
6. Instructional effectiveness	5	4	3	2	1	NA
7. Faculty competence	5	4	3	2	1	NA
8. Faculty accessibility/availability	5	4	3	2	1	NA
9. Academic advisement	5	4	3	2	1	NA
10. Facilities and resources	5	4	3	2	1	NA
11. Supervisors' competence & effectiveness	5	4	3	2	1	NA
12. Faculty as mentors to you	5	4	3	2	1	NA
13. In-program student evaluation procedures (i.e., did you feel the procedures used to evaluate you were valid and effective?)	5	4	3	2	1	NA
14. Pprogram duration (i.e., 48-hour academic length of the program)	5	4	3	2	1	NA

Oakland University
Graduate Council

Knowledge Attainment in Curricular Areas	High Excellent	Above Average	Average	Fair	Low Poor	Not Applicable
1. Ethical and legal issues in your profession	5	4	3	2	1	NA
2. Small group dynamics and counseling	5	4	3	2	1	NA
3. Theories of counseling	5	4	3	2	1	NA
4. Career and lifestyle counseling	5	4	3	2	1	NA
5. Multicultural counseling	5	4	3	2	1	NA
6. Human growth and development	5	4	3	2	1	NA
7. General evaluation of practicum experiences	5	4	3	2	1	NA
8. General evaluation of internship experiences	5	4	3	2	1	NA
9. Large group dynamics and counseling	5	4	3	2	1	NA
10. School counseling	5	4	3	2	1	NA
11. Standardized (i.e., group) testing	5	4	3	2	1	NA
12. Crisis intervention/counseling	5	4	3	2	1	NA
13. Consultation	5	4	3	2	1	NA
14. Psychological clinical diagnosis	5	4	3	2	1	NA
15. Professional credentialing	5	4	3	2	1	NA
16. Theories of personality	5	4	3	2	1	NA
17. Family counseling	5	4	3	2	1	NA
18. Case management/planning	5	4	3	2	1	NA
19. Professional organizations	5	4	3	2	1	NA
20. Research and statistics	5	4	3	2	1	NA
21. Advocacy	5	4	3	2	1	NA
22. General evaluation of practicum supervisor(s)	5	4	3	2	1	NA
23. General evaluation of internship site supervisor(s)	5	4	3	2	1	NA

	High Excellent	Above Average	Average	Fair	Low Poor	Not Applicable
24. General evaluation of practicum site	5	4	3	2	1	NA
25. General evaluation of internship site	5	4	3	2	1	NA

Skills Attainment While in the Program	High Excellent	Above Average	Average	Fair	Low Poor	Not Applicable
1. Individual counseling skills	5	4	3	2	1	NA
2. Small group counseling skills	5	4	3	2	1	NA
3. Multicultural counseling skills	5	4	3	2	1	NA
4. Large group counseling/guidance skills	5	4	3	2	1	NA
5. Career and lifestyle counseling skills	5	4	3	2	1	NA
6. Crisis intervention/counseling skills	5	4	3	2	1	NA
7. Child and adolescent counseling skills	5	4	3	2	1	NA
8. Family counseling skills	5	4	3	2	1	NA
9. Consultation skills	5	4	3	2	1	NA
10. Case planning/management skills	5	4	3	2	1	NA
11. Psychological clinical diagnosis skills	5	4	3	2	1	NA
12. Assessment skills	5	4	3	2	1	NA
13. Couples/marriage counseling skills	5	4	3	2	1	NA

- What were the major strengths of the preparation program(s) from which you graduated?

- In what ways could the preparation program(s) from which you graduated have been improved? What would you like to have added? Deleted? (Use back of sheet if necessary)

Oakland University
Graduate Council

Dear supervisor and/or employer of an Oakland University Counseling Graduate:

You are in an important position to evaluate the training of an OU Counseling graduate. Your input can be immensely helpful to us in ongoing program improvement.

Please complete the attached "Supervisor/Employer Survey" and return it to us in the return-addressed envelope provided. The information you provide will be pooled with that from other respondents, and only aggregate (i.e., grouped) data will be reported. Your response will remain anonymous and confidential. Your participation is, of course, voluntary. **Please complete the survey and return it to us (using the envelope provided) by April 15, 2007. Or you can submit the online survey by going to http://www.surveymonkey.com/s.asp?u=889093426257**

We realize that this task will take some of your valuable time, but we trust that you understand the importance and value of it for our professional needs. Thank you very much for your assistance.

Sincerely,

Lisa D. Hawley, Ph.D.
Chair, Department of Counseling

Supervisor/Employer Survey

Please tell us your supervision or employment experience with an Oakland University Counseling Graduate.

Demographic Information   You are a _____ supervisor or _____ employer.
- Name and description of your agency/institution:

- Current primary counseling clientele served by your agency/institution:

Evaluations of Graduates:

Knowledge in Specific Curricular Areas	Excellent	Good	Average	Fair	Poor	Not Applicable
1. Ethical and legal issues	5	4	3	2	1	NA
2. Group dynamics and counseling	5	4	3	2	1	NA
3. Theories of counseling	5	4	3	2	1	NA
4. Career counseling	5	4	3	2	1	NA
5. Multicultural counseling	5	4	3	2	1	NA
6. Human growth and development	5	4	3	2	1	NA
7. School counseling	5	4	3	2	1	NA
8. Testing and assessment	5	4	3	2	1	NA
9. Consultation	5	4	3	2	1	NA
10. Psychological clinical diagnosis	5	4	3	2	1	NA
11. Professional credentialing	5	4	3	2	1	NA
12. Couples/Family counseling	5	4	3	2	1	NA
13. Case conceptualization	5	4	3	2	1	NA
14. Professional organizations	5	4	3	2	1	NA
15. Research methods	5	4	3	2	1	NA
16. Advocacy	5	4	3	2	1	NA

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Graduates' Professional Skill	Excellent	Good	Average	Fair	Poor	Not Applicable
1. Individual counseling skills	5	4	3	2	1	NA
2. Group counseling skills	5	4	3	2	1	NA
3. Multicultural counseling skills	5	4	3	2	1	NA
4. Career counseling skills	5	4	3	2	1	NA
5. Child and adolescent counseling skills	5	4	3	2	1	NA
6. Couples/Family counseling skills	5	4	3	2	1	NA
7. Consultation skills	5	4	3	2	1	NA
8. Case conceptualization skills	5	4	3	2	1	NA
9. Psychological clinical diagnostic skills	5	4	3	2	1	NA
10. Assessment skills	5	4	3	2	1	NA

Attributes of the Graduate as an Employee	Excellent	Good	Average	Fair	Poor	Not Applicable
1. Overall competence	5	4	3	2	1	NA
2. Professional/ethical/legal behavior	5	4	3	2	1	NA
3. Responsiveness to supervision, feedback, and/or suggestions	5	4	3	2	1	NA
4. Professional demeanor	5	4	3	2	1	NA
5. Multicultural and gender sensitivity	5	4	3	2	1	NA
6. Relationships with other employees	5	4	3	2	1	NA
7. General work attitude/enthusiasm	5	4	3	2	1	NA
8. Dependability/conscientiousness/responsibility	5	4	3	2	1	NA
9. Professional development	5	4	3	2	1	NA

- What would you consider to be this employee's strongest areas of professional preparation?

- In what ways could the professional preparation of this employee be improved?

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APPENDIX B: Internship Site Supervisor and Instructor Capstone Evaluations

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IINTERNSHIP COMPLETION FORM
Site Supervisor

Intern: _____

Site: _____

This is to verify that _____completed a _____ hour internship at this site under my supervision. I have read the intern's final report and we have discussed it together. Based on the intern's work her, I would suggest the following grade:

Please circle a letter and/or a number grade.

B-	B	B+	A-	A	A+	A++
3.0 3.1	3.2 3.3	3.4 3.5	3.6 3.7	3.8	3.9	4.0

Comments:

_____

_____

Supervisor's Signature   Date

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Counseling Department

IINTERNSHIP COMPLETION FORM
Instructor

Evaluation and Grading: **Points**

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Professionalism (adherence to ethics, attendance, site guidelines, supervisory relationship, attendance etc…).	30
Quality and timelessness of logs, case summaries, annotated bibliography, etc…	30
Supervisory feedback.	40
Final report: quality, thoroughness and evidence growth.	60

APPENDIX C: Comprehensive Exam Rubric

The examination is divided into 4 questions. The four questions are answered by all applicants and are integrative in nature. The answer to each of these four questions is expected to address CACREP's diversity expectations, defined as follows:

> …the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international perspective, and equity issues in counselor education programs

while covering two of the following content areas identified by CACREP for doctoral study:theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation;

- theories and practices of counselor supervision;
- instructional theory and methods relevant to counselor education;
- pedagogy relevant to current social and cultural issues, including social change theory and advocacy action planning;
- design and implementation of quantitative research and methodology, including univariate, multivariate, and single-subject design;
- design and implementation of qualitative research, including grounded theory, ethnographic, and phenomenological methodologies;
- models and methods of assessment and use of data;
- ethical and legal considerations in counselor education and supervision (e.g., the ACA Code of Ethics).

The actual combination of these 8 content areas into 4 questions may be different each time examinations are scheduled. Students have 2 and 1/2 hours for each comprehensive question, two questions per day for the first two days.

The exam is graded *pass/fail*. Pass consists of a comprehensive response integrating knowledge of the CACREP core areas for doctoral study. Fail consists of a lack of a solid knowledge of the CACREP core areas for doctoral study and an inadequate written response.