



Department of Counseling

PhD in Counselor Education and Supervision
Program Student Handbook

Fall, 2022

Welcome

The Counseling Department at Saybrook University welcomes you to our community of learners. The journey to become a counselor educator is an important one and we're delighted that you've chosen to take your journey with us. At Saybrook you'll experience a supportive environment where our unique humanistic tradition is met by engaged and vibrant faculty and students who have commitments to transforming themselves and their communities for the better.

You are about to embark on an educational experience that will both provide you with the knowledge of how to be a counselor educator, researcher, advanced supervisor, advanced practitioner, and a leader in the field. You will be challenged to stretch from your comfort zone, to know yourself more fully, and to engage with others more authentically.

To ensure that you know who we are and what our program entails from the beginning, we strive to be transparent so that we can invite your fullest participation in the years ahead. *The Saybrook University PhD in Counselor Education and Supervision Program Student Handbook* was developed to inform students of the policies and procedures that pertain to both the Counseling Department at Saybrook University, and the profession of counseling/counselor education. In addition, it serves as a detailed guide for PhD students throughout their course of study. We will ask all students to sign a document that verifies that you have read the handbook.

Finally, you are entering a department with an MA Counseling program that is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP accreditation assures that the content and quality of our program has been evaluated and meets standards set by the profession. Our MA program is currently accredited through October 2026. While our PhD program is not yet accredited, achieving CACREP accreditation is a top priority for us.

We look forward to working with you through this journey.

Table of Contents

Mission, Philosophy, and Values	5
Saybrook University Mission Statement.....	5
Counseling Department Mission Statement.....	5
PhD Counselor Education Mission Statement	5
Department Core Values and Related Program Learning Outcomes	5
Academic Unit and Program Overview	7
Academic Unit Overview	7
Primary Faculty	7
PhD Counselor Education and Supervision Program Overview.....	7
PhD Program and Program Requirements.....	8
Required Courses.....	9
Advanced Practicum and Advanced Internship	10
Research.....	10
Dissertation Progression	11
Admissions.....	11
Transferring Credits	12
Teaching Assistantship and Fellowships.....	12
Using Canvas	14
Professional Ethical Standards	14
Virtual Orientation	14
Residential Conferences.....	14
Online Coursework	15
Online Teaching/Supervision	15
Program Sequence	16
Student Advising	16
Step 1: Program of Study Meeting.....	16
Step 2: Written Comprehensive Exam.....	16
Step 3: Oral Comprehensive Exam	17
Step 4: Dissertation Proposal Defense.....	17
Step 5: Dissertation Oral Examination	17
Being Successful in the Program	18

SAYBROOK UNIVERSITY PhD CES PROGRAM STUDENT HANDBOOK

What We Expect of Students 18

Attendance Policy 18

Late Work Policy 19

PhD CES Student Review Process 19

Academic Review 19

Appeal Process 20

Personal and Professional Review 20

Career Opportunities..... 21

Faculty Research and Expertise Areas..... 21

University Policies 22

 Saybrook University’s Academic Progress Policies 22

 Saybrook University’s Diversity Policies 22

 Saybrook University Disability Accommodation Policy..... 22

 Student Retention and Dismissal Policy 22

 Reaching Out..... 22

Resources 23

Student Handbook Responsibility Statement 24

Mission, Philosophy, and Values

Saybrook University Mission Statement

Saybrook University relentlessly pursues a socially just, sustainable world by educating humanistic leaders who transform their fields and communities.

Counseling Department Mission Statement

Counseling faculty are committed to preparing competent mental health professionals who inspire transformational change in individuals, families, and communities toward a just, humane, and sustainable world.

PhD Counselor Education Mission Statement

The Doctoral degree program in Counselor Education and Supervision at Saybrook University is intended to prepare students to work as counselor educators, supervisors, and advanced practitioners in academic and clinical settings. Graduates are prepared to contribute to the knowledge base in the field of counseling, through leadership and research skills. The PhD program will hold to the broader mission of preparing advocates and leaders in humanistic social transformation that is at the core of the mission of Saybrook University.

Department Core Values and Related Program Learning Outcomes

The Counseling Department has adopted a set of professional and personal qualities to be demonstrated by all students and faculty. These qualities are directly linked to the mission and core values of Saybrook University and inform the related program objectives. HUMANITI is a representation of our core values. The program learning outcomes were born directly out of the department core values. All members of the counseling community are expected to embody these qualities inside and outside of courses to the greatest extent possible. Upon completion of the PhD program, students will demonstrate the associated learning outcomes.

The professional and personal qualities to be demonstrated by all students and all faculty are:

H olistic	We approach what we do from a holistic and systemic perspective based on a belief in the inherent interconnectedness of all things. <i>Program Learning Outcome #1:</i> Demonstrate an advanced ability to assess, integrate and respond to individual and relational dynamics within a systemic framework.
U nconditional Positive Regard	We create relationships and communities built on compassion, respect, authentic voice, deep listening, reflective awareness, support, and challenge leading to responsible presence and action. <i>Program Learning Outcome #2:</i> Discern the elements of an effective therapeutic alliance and demonstrate the ability to co-construct and maintain a counseling relationship. In addition, students will show a high level of competency in supporting MA level students in gaining these skills- demonstrated in teaching and/or supervision.
M ultiple Perspectives	We seek to honor difference because we recognize that there are many ways of knowing and that there are inherent strengths in diverse perspectives. <i>Program Learning Outcome #3:</i> Examine and demonstrate an advanced understanding of diverse experiences and the role of privilege, marginalization, and how aspects of power impact individual, familial, group, and community experiences. In addition, students will show competency in exploring these areas with MA level students- demonstrated in teaching and/or supervision.
A cademic Rigor	We are committed to rigor in our academic and clinical experiences, with the desire to best serve others. <i>Program Learning Outcome #4:</i> Demonstrate an advanced ability to apply, critique and synthesize theory as students integrate this knowledge into their teaching and supervision.
N ew Possibilities	We are creative, imaginative, and courageous leaders who challenge assumptions and imagine and embody new possibilities. <i>Program Learning Outcome #5:</i> Utilize effective communication skills to advocate for individual and social change within their advanced clinical work, supervision and teaching.
I ntegrity	We live and conduct our work and relationships with integrity. <i>Program Learning Outcome #6:</i> Apply relevant professional ethical codes and ethical decision making to guide their clinical work, supervision, and teaching.
T ransformation	We are scholar-practitioners who seek and apply knowledge to solve problems and foster personal, relational, and social transformation. <i>Program Learning Outcome #7:</i> Utilize professional literature, research knowledge and best practices to generate original research to support counselor development and preparation, as well as to support individual, familial, group, and community change.
I nclusive	We value life and embrace our responsibility to support the potential of those we serve to thrive in a just, inclusive, healthy, and sustainable world. <i>Program Learning Outcome #8:</i> Describe, demonstrate, and teach MA level students about the relationship between their "self" as a therapist, their professional identity as a counselor, and their responsibility to serve clients and the community.

Academic Unit and Program Overview

Academic Unit Overview

Our academic unit consists of primary core faculty with doctoral degrees in Counselor Education and Supervision, who work alongside highly qualified adjunct faculty who also have strong identities as counselors. We work together as an education team to support the mission, goals, and curriculum of our counseling program. All faculty are committed to supporting future counselors as they develop their professional identities.

Primary Faculty

- Jennifer Preston, PhD, NCC, LPC: Department Chair, PhD Program Coordinator
- Hridaya L. Sivalingam, PhD, NCC, LCMHC: MA Practicum and Internship Coordinator
- Kent Becker, EdD., LPC, LMFT: Program Faculty
- Dominique Avery, PhD., NCC, LPC, LMHC: Program Faculty, MA Program Coordinator
- Aja Burks, PhD, LCSW: Program Faculty
- Aparna Ramaswamy, EdD, PhD, LCPC, ACS: Program Faculty
- Alfonso Ferguson, PhD, LPC, LMHC, ACS, NCC: Program Faculty
- Amanuel Asfaw, PhD, NCC: Program Faculty
- Kimberly Jayne, PhD, LPC, NCC, RPT-S: Program Faculty

PhD Counselor Education and Supervision Program Overview

The PhD program prepares graduates to hold full-time faculty positions within counseling programs, supervisory positions within counseling clinics and/or to contribute to the fields' research as scholar-practitioners. The aim of the program is to provide students with skills in teaching, clinical supervision, research, advocacy, and leadership. As a department, we believe that counseling faculty should be committed to preparing competent mental health professionals who inspire transformational change in individuals, families, communities towards a just, humane, and sustainable world.

The curriculum is grounded in the Council for Accreditation of Counseling and Related Programs (CACREP) standards, which provide a set of standards for programs to follow - to ensure quality education.

To get started in the program, each student submits an application to Saybrook's Admissions department, who then forwards the materials to the program faculty for review. The program faculty interview applicants who demonstrate high levels of potential for success, and successful applicants are admitted. Once admitted, students complete a program of study with their advisor, and move through the program in approximately three to four years, including summer sessions, and dissertation.

PhD Program and Program Requirements

The program provides a low-residency, blended, and mixed model of distance learning. At the beginning of each fall and spring semester, faculty and students come together for intensive face-to-face learning at 5-day Residential Conferences (RCs). Successful completion of all RCs during coursework is required to fulfill degree requirements. PhD students will have a combination of coursework, and teaching experiences at each RC.

After each RC, students join their student cohort online to learn together and receive instruction from faculty in a predominately asynchronous environment. A portion of the **54 (post-master's degree) credit program** includes three semesters of supervised field work, inclusive of teaching, supervision, research, and leadership activities. The program plan includes Advanced Practicum, Advanced Internship I, and Advanced Internship II, as well as 9 credits of Dissertation. Graduates of the PhD CES program are prepared for careers in higher education teaching within counselor education departments, supervising clinical mental health counselors, advocating to improve the lives of marginalized individual and families, and conducting research through a humanistic lens. The five core areas represent the advanced knowledge required of all PhD-level counselor education graduates. The common core areas are:

1. Counseling
2. Supervision
3. Teaching
4. Research and Scholarship
5. Leadership and Advocacy

Required Courses

The following table lists the required courses.

PhD Counselor Education and Supervision		
Course #	Course Title	Credit
Core Courses		
CES7000	Advanced Theories and Practice	3
CES7010	Supervision and Consultation	3
CES7015	Cultural Responsiveness and Advocacy	3
CES7020	Leadership, Advocacy, and Ethics	3
CES7025	Instructional Theory and Practice	3
CESXXXX	Community Engagement and Leadership	3
CES7035	Introduction to Counselor Education	3
CES7045	Research and Publication Seminar	3
CES7050	Quantitative Research Methodology	3
CES7055	Qualitative Research Methodology	3
CES7060	Advanced Statistics	3
CES7065	Advanced Qualitative Analysis	3
CES7070	Advanced Practicum	3
CES7075	Advanced Internship I	3
CES7080	Advanced Internship II	3
CES7085	Comprehensive Exam	0
CES8000A-C	Dissertation	9
CES8000D-F	Dissertation Continuation	0
Total Required Core Courses:		54

For more information about course sequencing, refer to the *Saybrook University PhD Program of Study* for Fall start and Spring start.

Advanced Practicum and Advanced Internship

All students will complete *Advanced Practicum* and *Advanced Internship*. The focus of the experience within the courses is on advanced clinical work, teaching, supervision, advocacy, and research.

Advanced Practicum

Students will complete their practicum course in their second year, with approval from their advisor. Students in this course are required to be engaged in advanced clinical work, up to 100 hours with 40 of these hours being direct client contact. In accordance with CACREP requirements, students will participate in individual supervision that is provided by a qualified mental health professional that can advance their skills, and will engage in regular university group supervision. **Students are required to carry liability insurance throughout their practicum and will submit verification as an assignment in their course.**

Advanced Internship I, II

Students will be engaged in at least two semesters of internship and will complete a minimum of 600 hours during this experience. Students will engage within at least three of the following areas: counseling, teaching, supervision, research and scholarship, and advocacy and leadership. Ahead of the start of the internship, students will meet with their advisor to map out their internship plan, based on their interests, and growth areas. Students will engage in individual or triadic supervision weekly, as well as the ongoing university group supervision. Individual supervision will be provided by PhD level faculty, and/or by highly qualified clinical site supervisors when students are engaged in clinical work as part of their internship. All supervision will be logged and signed by all supervisors. **Students are required to carry liability insurance throughout their internship I and II and will submit verification as an assignment in their course.**

Research

All students will have opportunities to engage in individual and collaborative research from the start of their program. Student research will culminate in their dissertation. The following gives an overview of the research requirements of the program.

Coursework

Students move through a series of five research courses over the first two years of their program. The sequence of courses is designed to introduce them to a variety of methodologies, and analysis procedures.

Year One: Students become familiar with methodologies and designs in qualitative and quantitative research and initial statistical analysis procedures. This is an opportunity for students to explore potential methods and topics for future research.

Year Two: Students continue learning about research skills for qualitative data analysis and about the research publication process. Students may begin preliminary work towards developing their dissertation proposal. Students are eligible to complete their

comprehensive exam at the end of year two.

Year Three: After completing their comprehensive exam, students are eligible to begin the dissertation coursework by completing and defending their dissertation proposal.

Dissertation Progression

This multi-semester independent study course will focus on preparing students to inform professional practice by generating new knowledge for the counseling profession through dissertation research. Students may register for the first dissertation course after successfully completing oral and written comprehensive exams and with the permission of their dissertation committee. The student's doctoral dissertation committee chair will oversee the work of the student.

CES 8000A – This first semester of the dissertation sequence should focus on the completion of the dissertation proposal. Students should not enroll in this course until they receive approval from their chair. Students must have a clear research topic, purpose statement, and their methodology selected (at minimum) before registering for this first semester of dissertation.

CES 8000B – Students should aim to have their dissertation proposal meeting early in this semester (if not completed in 8000A). This semester should include completion of the IRB application (following a successful proposal meeting), and data collection.

CES 8000C – Students should complete any remaining data collection and analysis early in this semester and should aim to complete their dissertation, inclusive of their dissertation defense, prior to the end of the semester.

CES 8000D – This is a zero-credit course option, should a student need additional time to complete the dissertation. Approval to register for this course will come from the dissertation chair.

More specific information about the dissertation process and final product can be found on the dissertation guidelines document, which can be found in the advising course shell.

Admissions

Saybrook University's PhD Counselor Education and Supervision program will give primary consideration to applicants with a master's degree in counseling from a CACREP accredited institution who are licensed professional counselors (LCPC, LPC) or license-eligible, or licensed in other areas within the field of Counseling (for example, Licensed School Counselor). As part of the application process, faculty will verify any licenses or certifications, to ensure that they remain in good standing.

Those not possessing a counseling degree from a CACREP accredited institution or not currently eligible for licensure will be evaluated on a case-by-case basis. In order to be admitted into the PhD Counselor Education and Supervision program under these conditions, applicants must demonstrate successful completion of the following master's level core areas:

SAYBROOK UNIVERSITY PhD CES PROGRAM STUDENT HANDBOOK

- Human Growth and Development
- Counseling and Helping Relationship
- Professional Counseling Orientation and Ethical Practice
- Career Counseling
- Group Counseling and Group Work
- Social and Cultural Diversity
- Research and Program Evaluation
- Assessment and Testing
- Minimum 700-hour Practicum/Internship Experience
- Standards for entry level specialization must be met (for example: clinical mental health counseling, school counseling, addiction counseling, etc.)

Applicants requiring no more than three MA level courses are eligible for admission and if admitted will be required to complete the missing coursework as Progression Requirements.

Progression Requirements must be completed by the end of the first calendar year in the program. Students who do not successfully fulfill their Progression Requirement(s) will not be allowed to register in any further courses in the program until the requirement is met. Extensions may be requested from the Program Chair or designee, if extenuating circumstances prevent completion of the requirement in the specified timeframe. Requests for an extension must be submitted in writing to the Program Chair for consideration.

Transferring Credits

Students may transfer in up to 9 core course credits from another PhD in CES program. Students are required to submit a written transfer request and provide a copy of the syllabus of the desired transfer course in advance of taking it, so the faculty can determine if the course sufficiently aligns with the course it intends to replace. No guarantees are given that courses will be transferred in. *See *University Catalog* for full transfer policy. No transfer credit will be accepted for courses more than five years old, or for grades lower than a "B".

Teaching Assistantship and Fellowships

Students will have opportunities to engage in teaching, supervision, research, and other professional development activities. To support student learning, and to recognize the work that they are contributing to the department, we offer Counselor Education and Supervision Assistantships (CES – A) and Counselor Education and Supervision Fellowships (CES – F).

Counselor Education and Supervision Assistantship (CES-A) Counseling Department Assistantships in the PhD Counselor Education and Supervision program will be engaged in work that supports MA program student development, and other program and department processes. These assistantships will be awarded for teaching, supervision, department service/leadership, and research opportunities.

Funding amount- \$2000 per semester- awarded as a tuition scholarship

Eligibility – Students must be full-time in the program (at least 6-credits per semester), be continuously enrolled, and be in good academic standing. Students are eligible for a CES-A position starting their first semester in the program, through year 3 of their program.

Application Process

- Applications are submitted to the PhD Program Coordinator and are due the semester prior to receiving the CES-A (i.e. due by end of the fall semester for a spring award).
- Completed applications include the request for the specific CES-A position, a brief summary of interests, and related experiences.
- During their CES-A students are expected to be available to work 5-7 hours per week during the semester, demonstrate good communication by replying to emails within 1-2 business days, and fulfill the duties specific to the positions listed in the appendix.
- Students must participate in weekly or biweekly supervision with the faculty supervisor.

The applications will be reviewed by faculty and are awarded for a one-year duration. Students must reapply each year that they are interested in a position.

Counselor Education and Supervision Fellowships (CES- F): CES fellowships in the PhD Counselor Education and Supervision program will engage in teaching and supervision at an advanced level. Fellowships will have the opportunity to take the lead on a course, an independent CES project (such as supporting a major program development project), or a supervision experience (with support and mentoring from faculty). Teaching assignments are made based on student areas of interest and department needs.

Funding amount - \$3000 per semester – awarded as a tuition scholarship

Eligibility – Students must be full-time in the program (at least 6-credits per semester), be in good academic standing, and demonstrate advanced level teaching and/or supervision skills. Students may apply for this position in their 3rd year of the program.

Application Process

- Students will submit an application to the PhD Program Coordinator before the start of the academic year.
- The application will include a statement of readiness to be a lead instructor on a course, or in a supervision experience, and a vita with teaching or supervision experiences listed.
- During their CES-F, students are expected to be available to work 10 hours per week during the semester, demonstrate good communication by replying to emails within

SAYBROOK UNIVERSITY PhD CES PROGRAM STUDENT HANDBOOK

1-2 business days, be active in their assigned course a minimum of 4 days per week, and fulfill the duties specific to the positions listed in the appendix.

- Students must participate in weekly or biweekly supervision with the faculty supervisor.

The applications will be reviewed by faculty before the start of the academic year. A fellowship is awarded for a full year – two semesters of teaching/supervision. However, if a student does not continue to meet the requirements for the fellowship, the department reserves the right to discontinue the fellowship in subsequent semesters.

All CES–A and CES-F students will participate in an end of semester meeting with their faculty supervisor. The goal of this meeting is for students to receive feedback on their work during the term.

Students that leave a position during an academic semester, are no longer eligible to apply for future positions.

*More information about the specific positions can be found in the advising course shell.

Using Canvas

The Saybrook PhD program involves a combination of face-to-face residential meetings and online work that promotes strong communication between faculty and students. This program uses a learning management system known as Canvas, to host classroom discussions of assigned material, share community information, course syllabi, and more. Training in Canvas is ongoing and offered both online and at the Residential Conferences, and by faculty and staff.

Professional Ethical Standards

Throughout the PhD program, doctoral students will be engaged in teaching and supervision with MA counseling students, which will include case consultation and review of client materials. PhD students are required to review the Ethical Standards of the American Counseling Association (ACA), during their first semester of enrollment in the doctoral program. Violation of these professional ethics can result in litigation, suspension, or expulsion from the PhD program.

Virtual Orientation

All new students in the PhD CES program begin their studies with a Virtual orientation. Virtual Orientations are offered in the week prior to the RC at the start of the Fall and Spring semesters.

Residential Conferences

Activities during the required RCs are designed to expand further on the knowledge from coursework, to develop teaching, and supervision skills, and to participate in

professional development through workshops, courses, and seminars, as well as formal and informal meetings and discussions with faculty, advisors, and peers. Although students complete most of their coursework online, attendance at residential conferences, during completion of the core courses (not including dissertation) is required. **To receive credit for a RC, students must attend all scheduled sessions and meetings.**

Online Coursework

The learning goals and objectives of online courses are met through a combination of discussion modules, application-based papers, and/or projects. Students are expected to prepare each week by engaging in assigned readings, videos, and/or additional resources. Discussion modules may include asynchronous online discussions and/or synchronous videoconferences sessions with faculty and peers.

Online Teaching/Supervision

Throughout the doctoral program, students will have opportunities to engage in online teaching and supervision. This training will have a developmental trajectory, with all students starting with co-teaching, with a goal of independent (supervised) teaching by the end of the doctoral program. Students will also have opportunities to engage in supervision, both online and through synchronous course meetings. Similar to teaching, supervision training will begin with co-supervision, and lead to independent (supervised) supervision of master's level students.

Program Sequence

This section will provide you with an overview of the program sequence, and the steps for completion of the PhD.

Student Advising

Upon admission, students are assigned a faculty advisor. While students work closely with all the faculty, the advisor has a unique role with each student. The role of the faculty advisor is to work with the student on a plan of study, to address concerns of the student, and to help the student achieve his or her educational goals. The advisor is the person to see if students need guidance regarding University policies, registration procedures, course selection, and career options, or need to talk confidentially with someone about educational situations. Developing a good faculty advisor-student relationship involves connecting both online, at the RC, and in synchronous, online meetings. All students will be assigned to the program coordinator for initial advising.

As students move into the second year of their program, they will select a dissertation chair who will also serve as their program advisor. The dissertation chair will provide mentorship and research support. To select a dissertation chair, students must meet with the desired chair to discuss their research interests, and to request that the faculty member serve as their chair. Your initial advisor will share more details about this process.

Your advisor or dissertation chair will work with you through the following stages of the program:

Step 1: Program of Study Meeting

Early in the first semester, students should meet with their faculty advisor to develop their program of study. This meeting will include a review of any master's level coursework that may be needed, and the plan to complete that work within the first year of the student's program. In addition, this meeting will review the student's program goals, potential research interests, and long-term career goals. *See Plan of Study Form in the Advising Canvas Shell.*

In addition, during the first year of the program, students should begin to consider who they may want to include on their dissertation committee. This should be based on areas of interest, research methodology expertise, and overall fit. The committee will be three (3) members, 2 of whom must be full-time CES faculty members. The third member can include someone from outside of the department and/or the university. Approval to include an outside member must be obtained from the dissertation chair, as well as the department chair.

Step 2: Written Comprehensive Exam

Students may register for, and take their comprehensive exam starting in the second semester of their second year of the program. It is at that point that most of the academic coursework is complete. The exam is project-based and includes the following: Students

will create a community or agency based project that includes a combination of their teaching, research, and advocacy philosophy. This project can be theoretical, or could be part of their Internship coursework. *See Comprehensive Exam syllabus for more information.*

Step 3: Oral Comprehensive Exam

The student will submit their project to their dissertation chair for review. The CES faculty will then schedule an oral exam. During the oral exam, the student will present their project, along with a description of their growth and development as a counselor educator. Part of this oral exam will be to explore the next steps of the project- which could include incorporating the work into Internship, or into dissertation research. *See Comprehensive Exam syllabus for more information.*

Step 4: Dissertation Proposal Defense

Students will complete their dissertation proposal, which will include the introduction to their topic, a literature review, and their research method and methodology. Once this is approved by the students' chair, the paper will be submitted to the dissertation committee. Upon review by the committee, the student will schedule their proposal defense meeting. This is a formal presentation of their research plan and passing this is required to move forward with the research and the final dissertation defense.

Step 5: Dissertation Oral Examination

Students will complete their dissertation research and will submit their final dissertation manuscripts to their chair for initial approval. Once the chair approves the dissertation, it is submitted to the committee for review. At that point, the student may schedule their dissertation oral defense. The dissertation is approved following the oral defense. *See Dissertation Guidelines for more information.*

Being Successful in the Program

What We Expect of Students

- Students will assess and assure alignment between personal goals and the PhD CES program's emphasis on developing a strong professional identity as a counselor educator, researcher, and leader in the field.
- Students will evidence cultural humility, and work to develop cultural competence and responsiveness within classes, field experience, and beyond.
- Students will evidence consistent academic engagement, including clear and regular communication throughout their academic program such as checking and responding to Saybrook email and Canvas announcements.
- Students' engagement and practice will evidence ethical behavior consistent with the 2014 American Counseling Association's Code of Ethics.
- Students will evidence knowledge and skills related to the 2016 CACREP standards consistent with that expected of doctoral-level graduate students.
- Students will engage in ongoing personal reflection and counseling as needed to support their preparation to engage fully and compassionately with clients, peers and students of all backgrounds.
- Students will join and become involved in relevant state and national professional associations, such as the ACA and ACES.

Attendance Policy

General Policy

Students are expected to attend all class activities including Residential Conferences and online engagement. Attendance and participation according to professional dispositions is required to achieve a passing grade in all courses. The minimum expectation is that all students arrive on time and demonstrate professional behaviors outlined in the department dispositions.

Online Courses

Attendance in the online courses is measured through engagement with discussion module postings, and/or synchronous class meetings. Students are expected to participate in all discussion modules to demonstrate integration of the course material.

Residential Conferences

Class time during the Residential Conference is counted towards that semester's enrolled courses. At times missing a portion of an RC course may be unavoidable - such as for illness, family emergency, etc. Students may miss (with approval from faculty) up to 10% without penalization. Students are responsible for consulting with their classmates regarding notes or missed material. Students who miss more than 10% of any RC course should consult with faculty regarding make up work and impact on the final course grade.

Advanced Practicum and Advanced Internship

Students in Advanced Practicum and Advanced Internship are required to attend ongoing and regular group supervision for successful completion of the program. Students will fulfill a portion of this requirement during Residential Conferences and synchronous video online supervision throughout the semester. *Students are expected to consult the Advanced Internship syllabus for more information.*

Late Work Policy

Students are expected to complete all assignments by the due date. **Papers and other assignments will not be accepted after the due date without prior permission from the instructor. In cases of an emergency, the student can work with the instructor after a due date on a timeline to submit the missed.** All assignment extensions must be submitted by the date agreed upon by the student and instructor. This date may be no later than the last day of semester.

PhD CES Student Review Process

In accordance with the American Counseling Association (ACA) Code of Ethics and the standards set forth by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) department faculty have the responsibility to review students' personal and professional characteristics that have the potential to interfere with students' ability to perform in an ethical and professionally competent manner. Additionally, faculty review students' academic performance. Thus, all PhD CES students are continuously reviewed while they are enrolled in program courses, and field experiences. This review is done at regularly scheduled faculty meetings in consultation with any adjunct faculty members and site supervisors. All students' academic, personal, and professional progress is reviewed by faculty at least once annually. During this review, students will also have an opportunity to self-reflect and connect with advisors around areas for further development.

Academic Review

The PhD CES faculty review students' grade point averages on a yearly basis. Students must retake any courses for which they do not receive credit (B or better) until they receive credit (B or better). Two or more course failures may result in dismissal from the program in accordance with program policies. Additionally, withdrawal from a course due to academic challenges may result in the student being placed on an academic remediation plan. Students are encouraged to review the current program handbook and Saybrook catalog for additional information about maintaining successful academic progress.

Appeal Process

In cases of Academic Dismissal from the department, students who wish to appeal the decision should do so in writing by submitting a letter to the Registrar. The registrar will then form a review committee comprised of the Registrar, Department Chair, Dean of the College of Social Sciences, and the VP of Academic Affairs. Students are then informed in writing about the appeal decision. For more information about university appeal processes visit the *Academic and School Policies* section of the *Saybrook University's Academic Catalog and Student Handbook*.

Personal and Professional Review

In order to ensure proper training and professional competency, students in the PhD CES program must abide by and demonstrate competency of relevant ethical codes and must be able to demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character; beyond the master's level. These factors are evaluated based on, among other factors, academic performance and the ability to convey warmth, genuineness, respect, and empathy in interactions with classmates, staff, faculty, clients, site supervisors, and co-workers. Students should be cognizant of their impact on others and should be able to demonstrate the ability to accept and integrate feedback, accept personal responsibility, express feelings appropriately, and exercise professional judgment in decision making relative to issues and situations encountered in the program.

As part of the ongoing review of students' academic performance and professional development, faculty members will observe and note personal and professional issues that might significantly affect students' ability to function adequately as doctoral students and future counselor educators. First semester students will complete a self-review at the end of their first semester. Following the self-review, the faculty will review the form, offer written comments, and return the form to the student. All students will be evaluated by faculty annually at the conclusion of their 1st, 3rd, and 5th semesters in the program and the review form will be completed only for ongoing students who are not meeting the expectations. In addition, faculty will informally review student concerns as they arise at weekly faculty meetings and initiate a formal review when warranted.

Following the review meeting, students will be provided with written feedback from the program faculty. The PhD CES faculty will provide specific action steps for students as needed. The students' advisors (perhaps in conjunction with the Department Chair) will meet with students to discuss remediation action steps. Depending upon the nature and severity of the concerns, appropriate action steps range from (a) collaborative strategies for personal and professional improvement to (b) required leave of absence to (c) dismissal from their program. For those continuing in the program, a schedule of follow-up meetings occurs as part of the process. *See the full Student Review Form in the Advising Canvas Shell.*

Career Opportunities

Graduates of the PhD Counselor Education and Supervision program have many career opportunities. While the primary focus is to prepare students for faculty positions in Counselor Education programs, graduates can also expand their clinical practice, provide advanced supervision, and take on leadership roles within mental health organizations.

While job prospects will vary with location and specialization, opportunities are generally positive because the number of job openings often exceed the number of CES program graduates.

Faculty Research and Expertise Areas

Dominique Avery	<ul style="list-style-type: none"> • Q methodology and mixed methods • Trauma competency in counseling and counselor education • Licensure and portability • Multicultural competence and cultural humility in counselor education
Kent Becker	<ul style="list-style-type: none"> • Instructional Theory & Practice • Photovoice • Family Systems • Basic Counseling Skills
Jennifer Preston	<ul style="list-style-type: none"> • Qualitative research, advocacy focused research • Counselor Education • Feminist theory in teaching and research • LGBTQIA identity
Hridaya Sivalingam	<ul style="list-style-type: none"> • Ethics in Counseling • LGBTQ issues in counseling • Counselor Education Pedagogy • Blended/Online Counselor Education Pedagogy
Aja Burks	<ul style="list-style-type: none"> • Cross-racial supervision/ rupture & repair experiences • Race Based Trauma Practices • Anti-Racism Practices in Counselor Education & Supervision • Qualitative Research
Kimberly Jayne	<ul style="list-style-type: none"> • Qualitative Research, Grounded Theory and Participatory Action Research • Child-Centered Play Therapy • Early Childhood & Parent/Caregiver Mental Health & Development • Trans and Gender-expansive Children/Youth & Their Families
Aparna Ramaswamy	<ul style="list-style-type: none"> • Eastern healing traditions of Yoga & Meditation • Spirituality in Counseling for BIPOC communities • Expressive arts as healing modalities • Cultural Humility & Counselor presence in clinical work

Alfonso Ferguson	<ul style="list-style-type: none"> • LGBT issues in counseling • Multicultural competence and cultural humility in counselor education • Field experience • Basic counseling skills
Amanuel Asfaw	<ul style="list-style-type: none"> • Addictions and recovery journeys • Clinical supervision • Internationalization of counseling • Trauma

University Policies

Saybrook University’s Academic Progress Policies

For more information about Saybrook University’s Academic Progress Policies, visit the Academic and School Policies section of the *Saybrook University’s Academic Catalog and Student Handbook*.

Saybrook University’s Diversity Policies

For more information about Saybrook University’s non-discrimination and non-retaliation policies, visit the *Academic and School Policies* section of the *Saybrook University’s Academic Catalog and Student Handbook*.

Saybrook University Disability Accommodation Policy

For more information about Saybrook University’s Disability Accommodation Policy, visit the *Academic and School Policies* section of the *Saybrook University’s Academic Catalog and Student Handbook*.

Student Retention and Dismissal Policy

For more information about Saybrook University’s retention and dismissal policies, visit the *Saybrook University’s Academic Catalog and Student Handbook*.

Reaching Out

To support student growth and success, Saybrook University offers assistance. For more information about assistance resources, visit Student Solutions.

Resources

Site	URL
American Counseling Association	counseling.org
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	cacrep.org
National Association of Alcoholism and Drug Abuse Counselors Ethical Standards	naadac.org/ethics.htm
NBCC state-specific licensure info	nbcc.org/stateboardmap
The National Counselor Examination for Licensure and Certification	nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification/
NBCC Code of Ethics	nbcc.org/ethics
NBCC Policy Regarding the Provision of Distance Professional Services.	nbcc.org/Assets/Ethics/NBCCPolicyRegardingPracticeofDistanceCounselingBoard.pdf
Saybrook University's progressive approach	http://www.saybrook.edu/about/essentials/
American Association for Marriage and Family Therapy Code of Ethics	aamft.org/imis15/AAMFT/Content/Legal_Ethics/Code_of_Ethics.aspx

Student Handbook Responsibility Statement

I understand that I am responsible for, and will be held accountable for, all information presented in the *Saybrook University PhD in Counselor Education and Supervision Program Student Handbook* and, those related to the:

- mission statement
- academic unit and program objectives
- information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students
- matriculation requirements
- expectations of students
- academic appeal policy
- policy for student retention, remediation, and dismissal from the program, student performance, and other ethical and professional standards

I understand that violating the policies and procedures outlined in the *Saybrook University PhD in Counselor Education Program Student Handbook* puts at risk my privilege to remain a member of this training program. I will review these materials carefully, and, if I have questions concerning them, will ask for clarification from my advisor or other faculty in this program.

Student Name _____ **Date signed** _____