



TheChicagoSchool[®]
of Professional Psychology

2012-2013 Program Guidebook

Ph.D. Counselor Education and Supervision

Chicago

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Program Policies and Procedures

Program Educational Model and Goals

The mission of the PhD in Counselor Education and Supervision is to prepare mental health professionals as leaders who possess the skills to educate, motivate, advocate and innovate within the field of counseling, and foster the development of a robust professional identity for the counseling profession.

The purpose of the post master's Counselor Education and Supervision Ph.D. program is to engage learners in the evaluation of the theoretical and practical aspects of counseling through both qualitative and quantitative research, and to prepare them to act as educators and leaders in the field of counseling. The program adopts a constructivist framework, promoting an academic environment that is sensitive to difference. Counselor Education and Supervision learners will be equipped with the knowledge and experiences necessary to assume leadership roles in both academic and professional settings, having been equipped with the highest degrees of professional and ethical standards.

The aim is to ensure the development of professionals who apply knowledge about counseling principles, education and supervision to work more effectively with specific populations. Graduates will be able to select, implement, and supervise educational methodologies to meet the individual, group and organizational needs of specific populations, including non-profit, for-profit, and institutional and non-institutional settings.

The PhD in Counselor Education and Supervision is a program within the Counseling Department.

TCSPP Individual and Cultural Differences

The Chicago School is committed to preparing for practice in a multicultural and diverse society. In keeping with this commitment, the content of all courses is informed, by knowledge of individual and cultural differences (e.g., age, ethnicity, gender, physical and mental disability, race, religion, sexual orientation, and socioeconomic status), so that students develop the skills that enable them to provide professional services to individuals of diverse backgrounds. The faculty conveys attitudes respectful of these individual and cultural differences.

Program Competencies

The program has 6 overarching competencies: Research & scholarship; Social and Cultural Diversity; Ethics; Supervision, Teaching and Leadership; Advanced Counseling Theory and Practice; Assessment. These competencies have been aligned with the both Institutional goals and CACREP Doctoral Standards. The competencies of Counselor Education and Supervision PhD Program are defined within the Chicago Schools four Institutional Goals of Scholarship; Diversity; Professional Behavior and Professional Practice. Inherent in each program competency is the ability to communicate effectively in both written and oral formats.

Students will demonstrate competency in **Research and Scholarship**, evidenced by the ability to apply the principles of social science research to the field of counselor education and supervision; analyze the strengths and limitations of using qualitative and quantitative research in the field of counselor education and supervision; design research methodologies that may be used to further knowledge in the field of counselor education and supervision; evaluate studies to identify gaps and

opportunities to refine the existing body of knowledge in the field of counselor education and supervision.

Students will be able to conceptualize **Social and Cultural Diversity** as the application of knowledge on identity related to race, ethnicity, gender, sexual orientation, socioeconomic status, age, religious belief, and ability, to issues in counselor education and supervision; demonstrate the ability to select interventions that acknowledge, preserve and promote diversity of race, ethnicity, gender, sexual orientation, socio-economic status, age, religious belief and ability; the ability to revise existing interventions that are not inclusive and to compare and critique policies mindful of the impact of privilege, prejudice, oppression, culture and sociopolitical structures.

Students will demonstrate competency in **Ethics** indicated by the ability to apply the ethical standards and guidelines of counseling, counselor education and counselor supervision to issues, cases and situations discussed in the classroom and at their practicum site; analyze professional ethical standards (e.g. ACA Code of Ethics, others relevant codes of ethics) and laws as they relate to the professional delivery of services in the field of counselor education and supervision; design activities, interventions, and research that take into consideration the demands imposed by professional ethics upon the field of counselor education and supervision; evaluate issues and research in the field of counselor education and supervision from the perspective of ethics.

Students will demonstrate competency in **Supervision, Teaching and Leadership** evidenced by the ability to apply the theories of leadership, teaching and supervision to counseling education; analyze learning outcomes assessed within the field of counselor education and supervision; design and implement instructional theory and teaching methods relevant to counselor education, and leadership theory, leadership roles, and advocacy; to design assessment of learning outcomes within the field of counselor education; evaluate assessment designs used in the examining learning outcomes within the field of counselor education.

Students will demonstrate competency in **Advanced Counseling Theory and Practice** indicated by the ability to utilize theoretical applications to the treatment of individuals and groups within the context of counselor education and supervision; analyze tools pertaining to the principles and practice of counseling, career development, group work, family systems, and consultation; design tools pertaining to the principles and practice of counseling, career development, group work, family systems, and consultation; evaluate tools pertaining to the principles and practice of counseling, career development, group work, family systems, and consultation.

Students will demonstrate competency in **Assessment** through their proficiency in the utilization of theoretical applications in the treatment of individuals and groups within the context of counselor education and supervision; demonstrate the ability to use assessment instruments, analyze interviews, case histories, observations and related methods to generate best practices; generate reports on individuals and groups in the context of counselor education and supervision; critique procedures used to select, administer, and interpret tests designed to assess individuals (i.e. intelligence, aptitudes, abilities, interests, etc.), and the ethical use and interpretation of data.

Student Learning

The Student Learning Assessment (SLA) is an annual process that reflects student mastery of all PhD program learning competencies. These competencies are evaluated using formative and summative assessment tools, which include capstone rubrics, site supervisor evaluations, and dissertation. All faculty and administrators meet to review student learning data and prepare an action plan for the following academic year.

Student Professional Evaluation (SPE) Requirements and Student Review Process

The course content and experiential activities offered by the PhD Counselor Education and Supervision program at The Chicago School are designed to afford students the opportunity to advance their intellectual and professional development and functioning. Throughout the program of study, students are given feedback concerning their personal, academic, and professional strengths, developmental needs, and performance. This feedback is included from a variety of sources including faculty, supervisors, peers, and clients. Students are expected to respond and incorporate this feedback in a mature and professional manner. Throughout their matriculation in the program students are expected to explore and recognize the effects their personal beliefs, issues, emotions, and behaviors have on others and on their ability to function as a counselor educator and practicing clinical supervisor.

Students are formally evaluated with regard to their professional comportment Student Professional Evaluation form. Additionally, all students are reviewed semi-annually by program faculty and administration with respect to their overall program performance during the Student Review Process.

In the Student Review Process advisors present the progress of their advisees and solicit feedback from the faculty regarding students' progress in the program. After reviewing the students' academic and professional performance, the faculty forward written feedback to each student reviewed by completing the Student Review Process Form.

Academic Advisor Assignment

Students will be assigned an academic advisor by the Program Director for all advisement needs.

Departmental Academic Standards (DAS)

In addition to meeting the institutional Satisfactory Academic Progress (SAP) requirements as outlined in the Student Handbook, Chicago School students must meet additional academic standards as set forth by their academic department.

Students are evaluated against DAS by their academic department at the end of each grading period. Students are expected to evaluate their own records and contact the department upon receipt of a grade below B- or NP (No Pass). The academic department will notify students affected by DAS in writing.

DAS OUTCOMES and ACTIONS

1. Student earns:

- a. 1 "C" grade
 - i. Student understands that s/he may be placed on an ADP if standards are not met in the subsequent term

2. Student earns ANY of the following:

- a. 1 "F" grade
 - i. Student contacts the academic department and is placed on an ADP
- b. 1 "NP" grade
 - i. Student contacts the academic department and is placed on an ADP
- c. 2 "C" grades
 - i. Student contacts the academic department and is placed on an ADP

- d. A “C” grade plus one “F” grade or one “NP” grade
 - i. Student contacts the academic department and is placed on an ADP
- 3. Student earns ANY of the following:
 - a. Any combination of *two* of these designations - “F” grade/“NP” grade
 - i. Student receives written notification from academic department and is academically dismissed
 - b. 3 “C” grades
 - i. Student receives written notification from academic department and is academically dismissed
 - c. A combination of *three* of these designations - “C” grades/“F” grades/“NP” grades
 - i. Student receives written notification from academic department and is academically dismissed

Grading and Other Performance Feedback

Course grades assist the school, the student, and the student’s academic advisor to monitor the student’s progress and mastery of material deemed necessary by the department faculty to become proficient and competent counselor educators, supervisors and advanced clinicians. Grades are assigned in all courses and students can review course grades online.

Students must be aware that The Chicago School sets minimum requirements for academic policies from which specific Department policies may differ. Students must meet both Chicago School and Counseling Department policies. Therefore, the student must know and understand both the Departmental Academic Standards and The Chicago School’s policies to insure that both are met. Students should consult their advisor if any clarifications are needed.

Dissertation

In all PhD programs, The Chicago School follows the scholar-practitioner model, and requires that all students complete a dissertation to assure that they can ‘devise and implement a scholarly study’. (TCS, 2010) For the PhD Counselor Education and Supervision this capstone project is used to synthesize the knowledge and skills gained by the student as a result of his/her matriculation through the program. The project will consist of quantitative or qualitative inquiry on the part of the student to investigate a topic of interest related to the field of Counselor Education and Supervision. The study demonstrates a level of skill expected of those who will teach, mentor and supervise counselors in training and licensed counseling practitioners and will include a review of literature, planning and executing an empirical or applied study and evaluating the effectiveness of the research.

Students formally begin the dissertation in the Fall of Year 2, although they will be encouraged to identify a research area and begin compiling a bibliography during Year 1. The dissertation process is supported by a seminar series (CE700, CE701, CE702, CE703). For each student, a Dissertation Chair will oversee the research project, offering guidance to ensure that the dissertation meets the Program requirements. In addition, Readers review the proposal and the full dissertation. No proposal or dissertation is complete without approval from both the Chair and Reader(s).

Students are referred to The Chicago School Dissertation Manual for detailed guidelines regarding the TCS dissertation process.

Practicum and Internships

The doctoral practicum and internship serve to integrate the theoretical and practical aspects of the education of the professional counselor educator. Students are provided with the opportunity to

synthesize their knowledge, technique and skills learned in the classroom through their practicum and internship experiences. These supervised field placements allow students to demonstrate their understanding of key concepts in advanced counseling skills, counselor education, supervision and leadership in a work setting. Students are able to choose to apply to a wide variety of training sites that include community mental health centers, employee assistance programs, as well as private group practice. Teaching internships will be offered in a variety of graduate school settings and within the Counseling Department at the Chicago School of Professional Psychology. The sites available for the training experience are chosen based on their ability to serve diverse populations that will offer the best possible experience to equip students for working in the counseling field.

Doctoral level students may be paid for their practicum and internship. Subject to approval by the Counseling Department Office of Applied Professional Practice (APP) and The Program Director, students may complete part of their practicum and internship at their place of employment. The total training experience requires the completion of a minimum 700 hours. The first 100 hours of a student's training experience is considered the "practicum" and the subsequent 600 hours include 3 internships of 200 hours each.

Doctoral Practicum provides for the development and refinement of advanced counseling skills. The practicum is 100 hours of which a minimum 40 hours must be in direct service. A practicum site must be approved by the Counseling Department office of APP.

Doctoral students on practicum are expected to extend knowledge and skills in an area of counseling distinct from their primary employment. This will be negotiated and defined in the site agreement prior to beginning practicum.

Students will receive weekly individual and/ or triadic supervision on site and will participate in an academic program seminar (CE643) that meets weekly throughout the practicum experience.

The Internship of 600 clock hours spread across three semesters: Spring Yr2, Fall Year 3, Spring Year 3 and includes a mandatory 100 hours minimum teaching and mandatory 100 hours minimum supervision. Additional internship hours will be developed in conjunction with program faculty to reflect the doctoral student's professional interests and may include: Clinical practice, Consultation, Research, Professional Leadership, Teaching, Supervision.

Doctoral students must gain experience in at least 3 domains including teaching and supervision. Doctoral students will gain their teaching experience within TCS Counseling Department and /or other graduate programs. Doctoral students completing their teaching internship at TCS will be engaged under the apprenticeship model, working under mentorship of core faculty for the duration of their teaching internship. With regard to the supervision internship, doctoral students will provide group supervision for MA level counseling students through seminar CC597 & CC598.

The Director of Applied Professional Practice awards grades for practicum and internship based on the evaluation of the site supervisor, the student's performance in practicum and internship seminar, the seminar leader's evaluation, the completion of the requisite practicum/internship hours, and the submission of all required forms to the Department's Office of Applied Professional Practice.

Dismissal from a practicum or internship is considered extremely serious and will result in an automatic referral to the Student Affairs Committee, which in return can result in dismissal from the school.

Transfer of credit for the practicum/internship is not granted and practicum/internship requirements are never waived. Further details regarding practicum and internship are found in the Practicum/Internship Manual available from the Program's Office of Applied Professional Practice.

Permission to Apply for Practicum

Students must express their intent to apply for practicum and internship in writing to the Program's Office of Applied Professional Practice. Program faculty, during student review meetings, reviews each student's progress in the program, and determines which students have met the necessary requirements to apply to practicum and internship. Students approved to apply to practicum and internship will be reviewed again in summer (following the completion of the prerequisites) for final permission to proceed to practicum/internship. Further, all first year courses in the curriculum are considered pre-requisites for practicum and internship, and must be passed with a grade of B- or better. If any of the first year courses are not passed with a grade of B- or better, they must be retaken within 12 months and successfully completed with a grade of B- or better. Students must have a GPA of 3.00 or better to be eligible for practicum and internship.

References

The Chicago School of Professional Psychology. (2009). *The Chicago School Model of Education; Preparing Engaged Professional*. Retrieved from http://issuu.com/chicagoschool/docs/tcs_model_of_education?mode=embed&showFlipBtn=true

The Chicago School of professional Psychology. (2010). *The Chicago School Dissertation Manual*.