PACE UNIVERSITY

Dyson College of Arts and Sciences

# MENTAL HEALTH COUNSELING PhD PROGRAM

# STUDENT HANDBOOK

Revised Spring 2026




Poonam Doshi, PhD, LMHC, LPC, NCC, CCMHC,
*Director - PhD in Mental Health Counseling Program*
Joseph Franco, PhD, LMHC, NCC, ACS,
*Field Placement Coordinator, PhD in Mental Health Counseling Program*

***STUDENT HANDBOOK*** ***1***

**Pace University Vision, Mission, and Values** **3**

A. Handbook Mission Statement 4
B. Pace University Commitment to Diversity 4
C. Our PhD Program's Mission Statement 5
D. Program Objectives 5

**II. University and Program Information** **6**

A. Admission Requirements 6
B. Academic Advising 7
C. Important Contact Information 7
D. Doctoral Assistantships 8
E. Liability Insurance 8

**III. Doctoral Program Sequence** **8**

A. Curriculum 8
B. Course Descriptions 11
C. Pre-candidacy 17
D. Candidacy 17
E. Student Progress Evaluation 18
F. Professional Standards 23

**IV. Doctoral Dissertation** **31**

A. Dissertation Overview 31
B. Dissertation Sequence 32
C. Doctoral Committee 32
D. Dissertation Proposal 33
E. Data Collection and Analysis 34
F. Dissertation Defense 34

**V. Appendices** **36**

A. Dissertation Chair and Advisee Agreement Form 37
B. Dissertation Proposal Approval Form 40
C. Final Dissertation Approval Form 41
D. Faculty Biographies 42

**E. Key Performance Indicators (KPI) Chart** **47**

***PhD in Mental Health Counseling KPI's for Individual Assessment*** ***48***

University Resources 51

# Pace University Vision, Mission, and Values

**Pace University Mission**

Our mission is *Opportunitas*. Pace University provides to its undergraduates a powerful combination of knowledge in the professions, real-world experience, and a rigorous liberal arts curriculum, giving them the skills and habits of mind to realize their full potential. We impart to our graduate students a deep knowledge of their discipline and connection to its community. This unique approach has been firmly rooted since our founding and is essential to preparing our graduates to be innovative thinkers who will make positive contributions to the world of the future.

**Pace University Vision**

We educate those who aspire to excellence and leadership in their professions, their lives, and their communities. Through teaching, scholarship, and creative pursuits, our faculty foster a vibrant environment of knowledge creation and application. Faculty engage students in shared discovery and are committed to guiding students in their education, providing them with a strong foundation for leading meaningful and productive lives.

We embrace a culture of quality improvement and shared values to ensure an informed, responsive, caring, and effective community empowered to build and sustain a great University. Together, faculty, administrators, and staff pursue innovation in academic programs and administrative services. We operate with integrity, following through on our commitments to students and each other, holding ourselves accountable for our decisions and actions. We embody an ethos of respect for, and celebration of, our diversity, creating an inclusive and welcoming environment where every person is encouraged to freely and respectfully contribute to the life of the University.

**Pace University Values**

In pursuing its vision and mission, the following values will guide Pace's specific goals and activities:

- **Excellence and continuous innovation**– in teaching, scholarship, professional preparation, service, and institutional management.
- **Independent thinking**– in individual, collaborative and interdisciplinary learning, research and scholarship.
- **Diversity**– in gender and in socioeconomic, racial/ethnic, national, and religious backgrounds and traditions.
- **Professionalism**– in the standards of knowledge, preparation, presentation, and ability to learn that are expected of Pace students.
- **The highest standards**– of truth, ethical behavior, and academic freedom in every aspect of the University's life and actions.

# A. Handbook Mission Statement

This student handbook introduces the philosophy underlying doctoral study in mental health counseling at Pace University, describes the stages of progression through the doctoral program, states applicable policies and procedures, provides advice, and includes copies of relevant forms for the program. The stated policies and procedures apply to all students, but are subject to change at the University's and/or program's discretion. This handbook is provided to students and applicants for their general guidance only.

All students are expected to read this handbook and have a thorough understanding of its contents. Students should also be aware that they can discuss the handbook and direct questions and concerns to their faculty advisor or program chair. Students should understand that this handbook may be modified as University or program policies, procedures and guidelines are implemented or changed. It is the student's responsibility to review the handbook periodically in order to remain current with its contents. As state educational and professional accreditation are subject to change, prospective candidates and students should expect changes as well as modifications in the policies, curriculum, degree requirements for the program to be in compliant with program accreditation or state regulatory changes

# B. Pace University Commitment to Diversity

The cornerstone of Pace University's commitment to diversity is *Opportunitas.* Providing students, faculty and staff with the *opportunity* to achieve excellence. Since 1906, our dedication to *Opportunitas* has been reflected in the wealth of distinctive world views and voices that come from the Pace community's constellation of experiences. Embracing diversity of race, color, national origin, religion, age, disability, citizenship, socioeconomic status, sexual orientation, gender or gender identity, marital or domestic partnership status, is central to our mission. As a scholarly community, we recognize that diversity helps foster a strong and vibrant learning environment for our students. This environment is fundamental to the culture of our institution, and it is further enriched by diversity among faculty and staff to support the intellectual endeavors of our students. Pace University will continue to cultivate an environment that fosters educational excellence, innovation and leadership for all current and future members of our community.

# C. Our PhD Program's Mission Statement

*The primary objective of the PhD in Mental Health Counseling program is to train mental health counselors in advanced clinical and supervisory skills, prepare them to conduct research that will further the profession's knowledge base, and foster the next generation of leaders who will be teachers and advocates for the mental health counseling profession across the country. It is the goal of the doctoral program to prepare mental health counseling professionals who: (a) demonstrate the ability to teach counseling students, (b) are effective clinicians that can recognize and address mental health needs, through counseling practice in a diverse multicultural society with marginalized populations (c) are prepared to conduct research and make significant contributions to the field (d) are active advocates who can assist both individuals and communities in overcoming barriers, and (e) are effective supervisors for counselors-in-training.*

# D. Program Objectives

The doctoral program in Mental Health Counseling is developed to prepare professionals in five areas: counselor education, supervision, advocacy, research and advanced counseling practice. The objectives of this program have been developed specific to these areas. By completion of the program, doctoral students will:

1. Demonstrate skills and knowledge in regards to the roles and responsibilities related to educating counselors. This includes the advancement of skills related to current teaching methods, curriculum development, and the delivery and evaluation of course objectives.
2. Demonstrate skills and knowledge related to supervision, including theoretical framework and models, supervisee assessment, remediation, and gatekeeping functions.
3. Design and conduct scholarly research that contributes new and interesting information to the counseling profession. This includes training in the formulation of questions as researchable hypotheses, formation of research designs, and the creation of publishable work.
4. Demonstrate leadership and advocacy in various counseling organizations and conferences, as well as providing leadership regarding social justice issues.
5. Demonstrate knowledge and skills in regards to clinical practice. This includes an understanding of theories relevant to counseling, the integration of various methods and modalities, and demonstration of ethical and cultural competence.

Students will be able to explain various perspectives, exchange ideas, and utilize the principles, concepts, skills, and applications of advanced counseling, counselor education, research methodology, counselor supervision and advocacy. These objectives will be accomplished through faculty mentoring, coursework, and internship, independent and dissertation research. Students will be familiarized with and exposed to:

- The principles and practices of counseling
- Theories and practices of supervision
- Instructional theory and methods relevant to counselor education,
- Social and cultural issues, including social change theory and advocacy action planning
- Design and implementation of quantitative, qualitative and mixed research and methodology
- Models and methods of assessment and use of data
- Ethical and legal considerations in counselor education and supervision
- Leadership roles in the field of counseling as college and university faculty, advanced practitioners, consultants, researchers and scholarly authors, and administrators
- Multicultural awareness that will result in culturally appropriate practices in all areas of counseling, education and supervision

# II. University and Program Information

## A. Admission Requirements

This program is designed to train mental health counselors in advanced clinical and supervisory skills, prepare counselors to conduct research that will further the profession's knowledge base, and foster the next generation of leaders who will be teachers and advocates for the mental health counseling profession across the country.

**Application requirements include:**

- An earned Master's degree in mental health counseling with a curriculum equivalent to that of Pace University's 60-credit graduate Master of Science program in Mental Health Counseling. Earned Graduate-level GPA of 3.6 or higher.
- Met one of the following permit/licensure requirements:
  1. Be eligible for New York State limited permit in mental health counseling in New York State.
  2. Has obtained a limited permit in New York State.
  3. Be licensed in mental health counseling in New York State.
  4. Be licensed in mental health counseling in a state other than New York.
- Submitted letters of recommendation, personal statement, and official academic transcripts.
- Interview with faculty members.

To begin the application process, you may either apply online or download our application for graduate admission. More information can be found on the program's website.

## B. Academic Advising

Upon acceptance into the PhD in Mental Health Counseling program, students receive academic advising from Vanessa Ramkissoon. The academic advisor is responsible for maintaining student records, as well as registering doctoral students for courses. The advisor coordinates the class schedule for each semester and can answer questions regarding scheduling. The advisor can be reached by phone at (914) 773-3791. Doctoral students will be assigned an approved faculty advisor with whom they will work to develop and complete a program of study to meet the students' career goals. Students will meet an advisor in the Fall term of the first semester and then annually afterwards.

## C. Important Contact Information

| | |
|---|---|
| Program Director<br>Dr. Poonam Doshi<br>Phone: (914) 773-3632<br>Email: pdoshi@pace.edu | Field Internship Coordinator<br>Dr. Joseph Franco<br>Phone: (914) 773-3735<br>Email: jfranco@pace.edu |

| | |
|---|---|
| Department Program Manager<br>Vanessa Ramkissoon<br>Phone: (914) 773-3791<br>Email: vramkissoon@pace.edu<br><br>Office of Student Assistance<br>Phone: (877) 672-1830<br>• Financial Aid<br>• Student Accounts and Registration<br>• Degree Audit<br><br>Mortola Library<br>Phone: (914) 773-3505<br><br>ITS Helpdesk<br>Phone: (914) 773-3333<br><br>Center for Community Action and Research<br>Phone: (914) 773-3539<br><br>Counseling Services<br>Phone: (914) 773-3710<br><br>Health Services<br>Phone: (914) 773-3760<br><br>Office for Student Success<br>Phone: (212) 346-1915<br><br>Study Abroad<br>Phone: (914) 773-3399 | Graduate Admissions<br>Phone: (914) 422-4283<br>Email: GradWP@pace.edu<br><br>Bookstore<br>Phone: (914) 773-3761<br><br>Security<br>Phone: (914) 773-3700<br><br>Center for Academic Excellence<br>Phone: (914) 773-3434<br><br>Cooperative Education and Career Services<br>Phone: (914) 773-3415<br><br>Dean for Students<br>Phone: (914) 773-3351<br><br>Learning Commons<br>Phone: (914) 773-3721<br>Email: LC_PLV@pace.edu<br><br>Student Development and Campus Activities<br>Phone: (914) 773-3767<br><br>Testing and Disability Accommodations<br>Phone: (914) 773-3710 |

## D. Doctoral Assistantships

Each year, provided funding is available, all students are considered for graduate assistantships. Other students may be eligible for adjunct teaching positions within the department, at either the undergraduate or graduate level, on an as needed basis determined by the department.

## E. Liability Insurance

All students are required to obtain professional liability insurance when providing counseling or supervision services; this coverage would include semesters in which students are completing MHC 732 Counselor Supervision; MHC 725 and MHC 726 Internship Seminars. Although

lawsuits involving counseling students are uncommon, students providing any services to the public are vulnerable to the threat of a lawsuit. Liability insurance is available to NYMHCA and ACA Members.

# III. Doctoral Program Sequence

## A. Curriculum

Pace University's Mental Health counseling PhD is a full-time, *48-credit program. A maximum study period of 8 years is allowed prior to the time the degree is awarded. The time limit begins once students have started their first semester. Students enrolled in this program take courses in a yearly sequence that span across two fall semesters, two spring semesters, and one summer semester. The first two years of the program consist of core coursework that includes practicum, internship and the passing of the comprehensive examination at the end of the first year. Full time participation in this program is required for two years of doctoral course work.

**Per CACREP 2024 requirement, for students entering on or after July 1, 2026, doctoral programs must consist of a minimum of 60 semester hours beyond the entry-level degree (Standard 6.A.1).** Based upon this requirement, applicants admitted to the program for Fall 2026 cohort (starting the program on or after July 1, 2026) will be required to complete ***60-credit in the PhD in Mental Health Counseling Program.**

**Curriculum for students prior to July 1, 2026 (*48 credits)**

**Year 1**

**Summer (0 credits)**

MHC 700 Foundational Concepts of Research Design and Statistics (0 credits)

**Fall (12 credits)**

MHC 705 Statistics and Research Design I (4 credits)

MHC 707 Qualitative Methods in Counseling Research (4 credits)

MHC 731 Theories and Methods of Counselor Education (4 credits)

**Spring (12 Credits)**

MHC 706 Statistics and Research Design II (4 credits)

MHC 830 Research Design: Special Topics: Seminar (4 credits)

MHC 732 Theories and Methods of Counselor Supervision (4 credits)

***Doctoral Comprehensive Exam***

At the end of this semester all students will be required to pass a comprehensive written examination in order to enter into the second year of the program.

**Year 2**

**Fall (12 Credits)**

MHC 831 Doctoral Dissertation Seminar I (4 credits)

MHC 725 Doctoral Internship I (4 credits)

MHC Elective Course (4 credits)

**Spring (12 Credits)**

MHC 742 Advanced Theory and Practice of Counseling (4 credits)

MHC 832 Doctoral Dissertation Seminar II (4 credits)

MHC 733 Leadership and Advocacy in the Counseling Profession (4 credits)

MHC 726 Doctoral Internship II (0 credits)

PACE UNIVERSITY
Dyson College of Arts and Sciences

Curriculum for students entering on or after July 1, 2026 (*60 credits)

CURRICULUM WORKSHEET:

PhD in Mental Health Counseling 60 Credits

**Student Name** _____ **U#** _____**Cohort**_____

| SUMMER | | CREDIT | YEAR | GRADE |
|---|---|---|---|---|
| MHC 700 Foundational Concepts of Research Design and Statistics (Pre-Requisite) | | 0 | | |
| FALL SEMESTER 1 (12 Credits) | | | | |
| MHC 705 | Statistics and Research Design I | 4 | | |
| MHC 707 | Qualitative Methods in Counseling Research | 4 | | |
| MHC 731 | Theories and Methods of Counselor Education | 4 | | |
| SPRING SEMESTER 2 (16 Credits) | | | | |
| MHC 706 | Statistics and Research Design II | 4 | | |
| MHC 830 | Research Design: Special Topics: Seminar | 4 | | |
| MHC 732 | Theories and Methods of Counselor Supervision | 4 | | |
| MHC 742 | Advanced Theory & Practice of counseling | 4 | | |
| DOCTORAL COMPREHENSIVE EXAM | | P/F | | |
| At the end of this semester all students will be required to pass a comprehensive exam in order to enter into the second year of the program. | | 0 | | |
| FALL SEMESTER 3 (16 Credits) | | | | |
| MHC 721 | Advanced Scientific Literacy in Social Interactions | 4 | | |
| MHC 831 | Doctoral Dissertation Seminar I | 4 | | |
| MHC 725 | Doctoral Internship I | 4 | | |
| MHC 7XX | Doctoral Elective 1 | 4 | | |
| SPRING SEMESTER 4 (16 Credits) | | | | |
| MHC 7XX | Doctoral Elective 2 | 4 | | |
| MHC 832 | Doctoral Dissertation Seminar II | 4 | | |
| MHC 733 | Leadership & Advocacy in Counseling | 4 | | |
| MHC 726 | Doctoral Internship II | 4 | | |
| DISSERTATION PHASE | | | | |
| Dissertation Proposal | | 0 | | |
| Dissertation Defense | | 0 | | |

### Dissertation Sequence

Upon the successful completion of all courses, students will then be PhD candidates eligible to formally pursue their dissertation projects. This process will be composed of two formal steps: (1) Dissertation Proposal, and (2) Dissertation Defense.

# B. Course Descriptions

**MHC 700 – Foundational Concepts of Research Design and Statistics**

This course is required of students who have not completed a graduate-level statistics course within the last 3 years. It serves as a preparation for MHC 705 Statistics and Research Design I.

**MHC 705 – Statistics and Research Design I**

This course will serve as an introduction to statistics used in psychology. The course focuses on: descriptive statistics, basic inferential statistics, and nonparametric statistics. The overall goal of this course is to present the basic statistical techniques students need for simple analyses of psychological data. A second goal is to attain the skill of thinking statistically that will enable students to learn and understand analytic techniques with the aid of SPSS.

**MHC 706 – Statistics and Research Design II**

This course is a continuation of the introduction to statistics used in psychology that began in MHC 705. It will focus on advanced mean difference analyses, multiple regression and its various applications, logistic regression analysis, and general introductions to multi-level modeling and structural equation modeling. Two key goals of this course are (1) to present statistical techniques needed to perform intermediate to advanced analyses of psychological data, and (2) help students develop statistical thinking skills necessary to be an effective applied researcher.

**MHC 707 – Qualitative Methods in Counseling Research**

The purpose of this course is to introduce students to the theories and practices of qualitative research. Qualitative researchers focus on constructing and developing in-depth descriptions of phenomena by spending time in the field and eliciting the meanings individuals give to different experiences. By the end of this course students will develop the skills to both critically read qualitative studies in counseling and conduct their own research studies.

**MHC 721 – Advanced**

This doctoral-level course provides an in-depth examination of the scientific approaches to examining social interactions both within and outside of mental health counseling. We will frequently draw the connection between the field of applied social psychology and Mental Health Counseling. The primary aim of this course is to reinforce each doctoral student's scientific literacy, ability to apply theories, methodologies, and analytic techniques of social interactions to their own research interests, and to become competent creators who can utilize the theories, methods, and analytic techniques from research on social interactions to construct research projects in their area of interest.

**MHC 725 – Doctoral Internship I**

Counseling Internship provides students with opportunities to continue to develop as counselors and leaders in the field. The internship provides students with opportunities to gain additional experience and knowledge in at least three of the five core areas. Students must include supervised experiences in counseling and at least two more of the four remaining doctoral curricular areas:

- Counseling (required)
- Teaching
- Supervision
- Research and scholarship
- Leadership and advocacy

Students will be engaged in the core activities listed above in professional categories and will receive instruction and supervision in class as well as supervision in the field.

**MHC 726 – Doctoral Internship II**

Counseling Internship provides students with opportunities to continue to develop as counselors and leaders in the field. The internship provides students with opportunities to gain additional experience and knowledge in at least three of the five core areas. Students must include supervised experiences in counseling and at least two more of the four remaining doctoral curricular areas:

- Counseling (required)
- Teaching
- Supervision
- Research and scholarship
- Leadership and advocacy

Students will be engaged in the core activities listed above in professional categories and will receive instruction and supervision in class as well as supervision in the field.

**MHC 731 – Theories and Methods of Counselor Education**

This course is designed to address important questions and issues in counselor education. Among specific topics to be addressed: (1) history and organization of the profession; (2) Instructional theories, methods, best practices and research relevant to counselor education; (3) ethical and legal considerations as well as gatekeeping in counselor education; (4) multicultural competence in counselor training; (5) The use of digital technology in counseling education; (6) assessing counselor competence; (7) the promotion of research and scholarship in the counseling profession.

**MHC 732 – Theories and Methods of Counselor Supervision**

This course examines models of counseling supervision. Critical analysis of theories of counselor supervision, techniques associated with theories, and assessment of supervision models is emphasized. Students develop knowledge of evidence-based counseling supervision. Emphasis is placed on the development of supervision skills. This course is conducted as a seminar and includes discussion based on assignment readings, in-vivo role plays and practice counseling supervision skills.

**MHC 733 – Leadership and Advocacy in the Counseling Profession**

This course will provide experiences that allow students to (1) assess and (2) develop their personal leadership. Students will examine the values, knowledge, and skills required for effective advocacy, consultation and collaboration. Emphasis is placed on the development of skills in planning, coordinating and delivering programs that generate systemic change. Students will learn to use data to identify needs, overcome obstacles, and mobilize resources in communities and agencies in order to increase options for clients. Specific topics addressed include: (1) historical overview; (2) social justice concepts; (3) intersectionality, oppression and mental health; (4) linking theory to practice; (5) implications for the profession; (6) methods of advocacy; (7) leadership styles; (8) empowerment and resolution; (9) ACA Advocacy Competencies.

**MHC 742 – Advanced Theory and Practice of Counseling**

This course is designed for advanced-level professional to gain a deeper understanding of the major theories and approaches within the counseling profession, particularly those theories not covered in traditional counseling course. Activities and assignments are designed to help consolidate and deepen students' knowledge of the theoretical underpinnings and clinical applications of selected treatment approaches, reflect on their own theoretical leanings, consider cultural variables that may influence therapeutic alliance and treatment outcome, and increase their understanding of methods to establish treatment effectiveness. The course also provides students with hands-on experience in teaching such material to graduate-level professionals in a workshop format and preparing a conference workshop proposal.

**MHC 830 – Research Design: Special Topics Seminar**

The objectives of this course are to develop competencies in: 1) understanding the components of an empirical research article; 2) identifying strengths and limitations of empirical articles related to measurement, sampling generalizability, construct validity, conclusion validity, statistical analysis, potential confounds (i.e., internal validity), write-up, research design, and causal inference; and 3) writing up substantive critiques of empirical research that are clearly argued and based on evidence.

**MHC 831 – Doctoral Dissertation Seminar I**

A primary obligation of doctoral students is extending the knowledge base of the counseling profession through scholarly inquiry, particularly through the completion of a doctoral dissertation. This seminar serves as a preparation to develop a research proposal that is likely to serve as a basis for doctoral dissertation. One of the primary objectives of this course is to develop a sophisticated understanding of a topic pertinent to the field of mental health counseling, so as to then develop an appropriate research agenda for future dissertation study.

**MHC 832 – Doctoral Dissertation Seminar II**

This course extends the project begun by each doctoral student in the Doctoral Dissertation Seminar (MHC 831). Doctoral-level students engage in the professional task of extending the knowledge base of the counseling profession through scholarly inquiry. The Doctoral Colloquium is the forum for the continuation and completion of the dissertation research appropriate to mental

health counseling practice, counselor education, or supervision. The goals of this course are to refine ideas, identify appropriate methods, measurement strategies, formalize a feasible research project that meets the standards for a doctoral dissertation, and to complete the dissertation proposal. Students develop formal hypotheses or research questions; operationalize constructs; identify a sample and recruitment strategy; develop a research design; and deploy appropriate analytic strategies, whether they are statistical or qualitative.

**Elective Courses**

**MHC 708: Perspectives on the Agentic Self in Counseling**

Albert Bandura has said that "The capacity to exercise control over the nature and quality of one's life is the essence of humanness." Human agency includes intentionality and forethought, self-regulation, and self-reflection about one's efficacy and the meaning of one's life projects. In their agentic behaviors, people are producers of individual and social actions. Social cognitive theory distinguishes among three modes of agency: direct personal agency, proxy agency that relies on others to act on one's behest to secure desired outcomes, and collective agency exercised through socially coordinative and interdependent effort. The course will include In this course we will consider the self from the perspectives of five approaches to counseling and psychotherapy.

**MHC 709: Research on Motivation in Counselor Education: Advanced Perspectives from Self-Determination Theory**

This is an elective course offered at the doctoral level in the mental health counseling program. The course aims at familiarizing students with motivational approaches grounded in self-determination theory. The objective of this course is to help students develop a deeper understanding of motivational frameworks that drive individuals' behavior. The course has implications for practice and research in the counseling field.

**MHC 711 - Applying Dialectical Behavior Therapy in Counseling**

This course is designed to teach students the theoretical framework and core strategies of Dialectical Behavior Therapy (DBT). DBT is an evidence-based multi-modal cognitive-behavioral treatment that Dr. Marsha Linehan developed in the late 1980s for individuals with borderline personality disorder (BPD) and high-risk behaviors (e.g., self-harm, substance use, suicidal ideation and restricting or bingeing). In the early 2000s, DBT began to be more widely adapted for treating emotion dysregulation in a wide range of client populations and settings. In this course, students will learn to conceptualize client cases within a DBT framework and practice teaching DBT skills. Students will also engage in personal practice of DBT skills selected from the four DBT modules: mindfulness, emotion regulation, distress tolerance, and interpersonal effectiveness skills.

**MHC 714 - Ethics in Counseling: Advanced Perspectives on Counselor Education & Supervision**

Ethical dilemmas in the counseling profession are inevitable. Most master's level curriculums in counseling programs barely scratches the surface of ethical dilemmas that counseling professionals and educators encounter frequently. This course extends beyond understanding fundamentals of ethics. It is designed for doctoral students of mental health counseling to develop advanced knowledge and competencies to educate and supervise future counselor trainees, supervisees, and

counselors (both novice and seasoned) to manage ethical dilemmas. Doctoral students will learn theories and models to enhance their understanding of counselor's cognitive development in ethics. Students will gain this deeper knowledge by comprehending existing research in ethics and identifying gaps that need attention as future researchers. Students will gain hands-on practical application by engaging in case studies, role-plays, vignettes and real-life examples of complex ethical situations.

**MHC 712: Integrating Culturally Responsive Counseling into Practice and Research: A Multicultural and Intersectional Imperative**

This course explores culturally responsive and intersectional approaches to counseling practice and research. Students will develop critical awareness of the impact of systemic oppression, privilege, and cultural context on client experiences, counselor identity, and research ethics. Emphasis will be placed on multicultural competencies, ethical advocacy and the integration of intersectionality across assessment, treatment, supervision, and research design. This course aims to help students explore how to challenge narratives in psychological research, adopt inclusive methodologies, and contribute to a more just and representative body of counseling knowledge. At the completion of this course, students will be equipped with tools to foster healing, empowerment, and systemic change through both their counseling relationships and scholarly contributions.

**MHC 720 – Issues in Advanced Psychopathology and Its Treatment**

Students will gain an advanced understanding of the critical mental health issues impacting children, adolescents and adults. The course will focus on etiology, diagnosis treatment and evidence-based research. Cultural factors, gender, socioeconomic status, education, family, race, ethnicity and genetic predisposition to mental illness will be explored. Focus will include prevention, community barriers and opportunities for advocacy to overcome community barriers, and various forms of client treatment that will impact recovery.

# Overview and Requirements for Field Experience

# *Field Placement Experience*

## Hour Requirements (600 hours in total)

For the Doctoral Internship, students are required to complete a minimum of 600 total Experience hours. These will include all direct and indirect contact hours, all individual and/or triadic on-site supervision hours, and all Doctoral Internship seminar hours. Generally, students should expect to dedicate a minimum of 20 hours per week to complete the hour requirements over two separate semesters.

Doctoral students must successfully complete 600 hours that includes counseling and two activities from the following list:

1. Direct Counseling Supervision of a Master's Level Student Counselor
2. Teaching counseling related classes

3. Research and Scholarship
4. Leadership and Advocacy

The program will determine if students have the counseling skills needed to begin their counseling internships through the Teaching Demonstration assignment in MHC 731. As part of this assignment, students must demonstrate an understanding of basic counseling theories, such as the application of counseling skills (e.g. microskills, empathy, case conceptualization/role play/ vignette). Students who lack the minimum required skills have an opportunity to demonstrate the skills in a second teaching demonstration. Students who do not possess the required skills may not begin a counseling internship. The internship course instructor and the instructor of MHC 731 will meet with students who do not meet the requirements to begin internship and develop a remediation plan to assist the student in gaining the required skills.

## Individual Student Assessment Procedures

Faculty in the counselor education program consistently and methodically evaluate each student's individual progress and mastery of the knowledge, skills, and professional dispositions required for completion of the program. These assessment criteria will supplement the standard course syllabus to meet CACREP 2024 Standards. As part of a systematic assessment of each PhD in Mental Health Counseling student's progress, doctoral faculty will evaluate student learning based on a combination of knowledge, skills, and professional dispositions. Competency-based assessments, known as Key Performance Indicators (KPIs), are integrated into the coursework. KPI designated assignments will be indicated in relevant course syllabi, which will include both instructions and rubrics that will serve as evaluation criteria. In addition to competency-based assessments, students will also be assessed on key professional dispositions, as outlined in the Professional Code of Conduct. The Professional Conduct Evaluation form will be used to assess professional dispositions at multiple points in time across the PhD in Mental Health Counseling curriculum, as well as to communicate dispositional issues that may arise during a student's time in the program. Students who do not meet the required competencies are subject to remediation, probation, and/or dismissal from the program. The remedial process will include a remediation plan, and the student is responsible for completing the outlined tasks by the assigned deadline in compliance with all other program policies and procedures. Failure to do so will result in automatic dismissal from the program with the right to appeal the dismissal.

# C. Pre-candidacy

Pre-candidacy is the period of time from formal admission and initial enrollment in the doctoral program through the successful completion of the comprehensive examination and all coursework. Critical components of the pre-candidacy period include program planning, completion of coursework, and the comprehensive examination. Once students successfully complete the first year of coursework, they are required to sit for the comprehensive examination. After successfully completing the comprehensive examination, students may begin their second year of coursework. Once students have completed 2 years of coursework, the pre-candidacy period ends.

***Comprehensive Examination***

After completing the first year of coursework, students are required to sit for the comprehensive examination, which consists of five general components: statistics, quantitative research methodology, qualitative research methodology, counselor education, and supervision. Students are required to demonstrate their ability to analyze and synthesize information from each of their doctoral courses, apply this information to assess issues in the field, and appropriately apply research methodology.

The exam will occur over the course of six hours during one day at the Pace University Pleasantville campus. The date of the exam will be decided by the program director and will be announced to students. After successfully passing the comprehensive examination, students may continue onto the second year of coursework. If a student fails the comprehensive examination, a separate process applies. Please see below for more details.

***Failing the Comprehensive Examination***

Students who fail any portion of the comprehensive examination will be allowed to retake the exam once (for a total of 2 times) after discussion with faculty members and the program director. There are serious consequences for failing portions of the comprehensive examination. Students who fail a second time shall not be allowed to continue on to the second year of coursework and will be dismissed from the program. Students may appeal this decision to the Graduate Appeals Committee for the PhD in Mental Health Counseling program.

# D. Candidacy

After passing the comprehensive examination and completing all course work students become doctoral candidates and can begin working on dissertation research. For many doctoral students, this is the most intellectually and emotionally challenging aspect of doctoral study. The dissertation research and defense are an integrative and scholarly piece of doctoral study. The purpose of dissertation research is to make an original contribution to the field, demonstrate advanced skills and knowledge in regards to research and methodology, and to demonstrate the ability to analyze and write up research findings. Section IV of the student handbook further addresses the doctoral dissertation.

# E. Student Progress Evaluation

The Mental Health Counseling faculty at Pace University have developed student evaluation and retention procedures in agreement with the ethical guidelines of the American Counseling Association (ACA). These guidelines assist the faculty in considering not only academic abilities and skill performance, but also such aspects as the student's level of maturity, judgment, emotional stability, sensitivity to others, and self-awareness (see professional dispositions p. 18).

Students' academic and professional performance will be assessed throughout the program. Students are expected to maintain a required minimum GPA, as well as conduct themselves professionally, on and off campus, as to meet CACREP and program standards. Faculty will

evaluate student performance and progress annually and will communicate feedback to the students about individual assessments of knowledge, skills, and professional dispositions (Standard 2.C.3).

Students admitted to the PhD in mental health counseling program must complete all degree requirements within 8 years, beginning from the date of initial enrollment, defined as the start of their first semester in the program. Students are encouraged to timely inform the program director and address any challenges that may arise during their course of study. Failure to complete the doctoral program within this 8-year timeframe will result in dismissal from the program. Requests for exceptions to this policy may be considered only under extraordinary circumstances and must be submitted in writing to the program director for review and approval.

## *E 1: Dyson College of Arts and Sciences Graduate Programs Academic Probation Policy*

**Placement on Academic Probation**

All graduate students enrolled in programs in the Dyson College of Arts and Sciences, except nonmatriculated students and those enrolled in programs that have adopted their own probation and dismissal policies, will be placed automatically on academic probation if the following occurs: The student's cumulative quality point average ("CQPA") falls below 3.00 or a "B" average and it is mathematically possible that the student could achieve a 3.00 CQPA within one semester.

Students whose CQPA is such that it is mathematically impossible for them to achieve a 3.00 CQPA within one semester will not be placed on probation and instead will be dismissed automatically from the program in which they are enrolled.

**Notification of Probation**

Ordinarily, a student who has been placed on academic probation will receive written notice of his or her probationary status as soon as practicable from the program director (or his or her designee). However, academic probation is automatic if the requisite condition is met and therefore is not contingent upon receipt of such written notice. It is the student's responsibility to verify his or her academic standing before each semester and to make inquiries of the program director if clarification is needed.

**Probationary Semester**

In order to be restored to the status of good academic standing and to be eligible to continue in the program in which he or she is enrolled, a student on academic probation is required to meet the condition of probation as described in the Condition of Academic Probation section below. Normally, a student must satisfy the condition of academic probation within one semester (the "Probationary Semester"). The two summer sessions together may constitute a Probationary Semester if the student accrues the number of credits applicable to the student's normal status as a part-time student (not less than 6 credits) or full-time student (not less than 9 credits) during the two summer sessions.

**Condition of Academic Probation**

In order to be restored to good academic standing by the end of the Probationary Semester, the student's CQPA must be 3.0 or higher.

A student who fails to satisfy the condition of academic probation within the time permitted, (i.e., the Probationary Semester), will be dismissed automatically from the program in which he or she is enrolled.

The condition of academic probation, and the time period within which the condition must be satisfied, i.e., the Probationary Semester, are final and may not be appealed.

**Effective September 1, 2016**

1 The *Academic Dismissal Policy* may be changed from time to time at the sole discretion of the Dyson College of Arts and Sciences and such changes may be with or without prior notice. The *Academic Dismissal Policy* is not intended as, and shall not be construed as, a contract.

## *E.2: Dyson College of Arts and Sciences Graduate Programs Academic Dismissal Policy*

Except for non-matriculated students and those enrolled in a graduate program that has adopted its own probation and dismissal policies, usually, before being dismissed from a graduate program in the Dyson College of Arts and Sciences ("Dyson College") students will have been on academic probation for one semester (the "Probationary Semester") and failed to satisfy the condition of probation. As soon as practicable after the conclusion of the fall and spring semesters and the second summer session, the program director (or his or her designee) will review the status of each graduate student in the program who was on academic probation to determine whether the student satisfied the condition of academic probation at the conclusion of the Probationary Semester. Students who satisfied the condition of academic probation within the time permitted will be restored to good academic standing. Students who did not satisfy the condition of academic probation within the time permitted will be dismissed automatically from the program in which the student is enrolled.

There are, however, circumstances when students will be dismissed automatically without having been placed previously on academic probation.

A student whose cumulative quality point average ("CQPA") falls below a 3.0 or a "B" average, and who will not be able to achieve a 3.00 CQPA by the conclusion of the Probationary Semester due to mathematically impossibility, will be dismissed automatically from the program. (See Dyson College *Graduate Academic Probation Policy*).

A student who qualifies for probation more than twice will not be placed on probation a third time and instead will be dismissed automatically from the program.

A student who fails to satisfy the condition of academic probation, or has a CQPA below 3.00 that due to mathematical impossibility cannot be raised to a 3.00 by the end of the Probationary Semester, or qualifies for academic probation more than twice, will receive written notice from the program director (or his or her designee) as soon as practicable that he or she has been dismissed from the program. However, dismissal is automatic if a student meets the criteria for dismissal and therefore is not contingent upon receipt of such notice. It is the student's responsibility to verify his or her academic standing before each semester and to make inquiries of the program director (or his or her designee) if clarification is needed.

A student who has been dismissed from a program pursuant to this *Academic Dismissal Policy* may appeal that dismissal in accordance with the Dyson College *Graduate Appeal of Academic Dismissal Policy*.

**Effective September 1, 2016**

1 The *Academic Dismissal Policy* may be changed from time to time at the sole discretion of the Dyson College of Arts and Sciences and such changes may be with or without prior notice. The *Academic Dismissal Policy* is not intended as, and shall not be construed as, a contract.

## *E.3: Remediation Procedure and Steps*

If students exhibit significant weakness in any aspect of the doctoral program, they might be asked to address the weakness by appropriate remediation work as per the suggestions of the faculty members. Students will be provided assistance in the following order:

### *1. Problem Identification Meeting:*

The advisor will meet with the student to give specific examples of the difficulties, weaknesses, or problematic conduct that have been identified by the faculty. The student and the advisor will then discuss changes, expectations and procedures in order to address those shortcomings. If the behaviors are recurring, both parties will discuss the steps for resolution and agree upon a time frame for remediation. A contract will be written at this time and will be signed by the student and the advisor, with the understanding that the faculty will review the student's progress at the end of the agreed upon time frame for remediation. If the situation is a continuing one, a team of faculty members may be appointed by the program coordinator to meet with the student. Concerns will be outlined in writing and given to the student prior to this meeting. During this meeting, the student will be given specific information about the recurring problem, the steps needed for resolution, and the time frame allotted prior to determining if further action must be considered. A contract clearly stating areas that need to be improved, and the methods and time frame needed for improvement, will be written and signed by the student and the involved faculty members. A copy of this agreement will be given to the student and the original is placed in the student's program file.

### *2. Insufficient Progress, Dismissal, Advising:*

If a student fails to make progress towards the resolution of the identified problem(s) within the identified time frame, and if the faculty agree that the student will not be able to successfully achieve the academic, teaching, supervision, counseling, and/or intrapersonal/interpersonal effectiveness objectives of the program, then dismissal from the program is considered. If the faculty member and advisory committee agree on the recommendation of dismissal, the decision is forwarded to the department head. The student will then be notified in writing and academic and vocational advising will be offered.

### *3. Due Process Procedures:*

Unless the problem involves a major disciplinary action, all of the preceding steps will be handled by Mental Health Counseling faculty. The University and the program policies are written to assure students that their rights are respected and due process is followed. If a student wishes to challenge a program decision regarding retention in the program, the student has the right to an appeal process.

Faculty members at Pace University continue to aim at not only assisting the student in securing remedial assistance, but also in screening or removing the individuals who are unable to provide competent service in accordance with the guidelines set by American Counseling Association Ethical Standards.

## *E.4: Dyson College of Arts and Sciences Graduate Programs Appeal Academic Dismissal Policy*

**Appeal Procedure**

A graduate student who has been dismissed from a graduate program in the Dyson College of Arts and Sciences ("Dyson College") in accordance with the Dyson College *Graduate Academic Dismissal Policy* may appeal that decision to the Dyson College of Arts and Sciences Graduate Appeals Committee (the "Appeals Committee"). The procedure for appealing a dismissal decision is as follows:

1. The appeal must be in writing and received by the Appeals Committee within fourteen (14) calendar days following the date of the letter from the program director informing the student that she or he has been dismissed from the program. The student's appeal should be typed and submitted to the student's academic advisor by personal delivery, regular or overnight mail, or as a Word document attached to an e-mail. Appeals will not be accepted by e-mail (except as described in the previous sentence) or telephone. Normally, appeals that are not timely received will not be considered and will be denied.

2. The appeal must include the following:
   a) The name of the program from which the student was dismissed.
   b) The reason the student was dismissed from the program.
   c) The identity of the extraordinary and non-recurring circumstances that caused the students' unsatisfactory academic performance and subsequent dismissal.
   d) An explanation of why the information provided in paragraph 2(c) above should result in the reversal of the dismissal decision.
   e) A copy of the letter informing the student that he or she was dismissed from the program.
   f) A statement that with respect to grades that resulted in the student's dismissal, all grade appeals have been completed, no grade appeals are pending, and none will be commenced after the appeal has been submitted to the Appeals Committee.
3. The Appeals Committee will consider each written appeal and may, as it determines to be appropriate under the circumstances, request that the student meet with the Appeals Committee before it decides the appeal. No advisor to or representative of the student (including, without limitation, attorneys) is permitted to meet with the Appeals Committee or to otherwise participate in the business of the Committee.
4. The Appeals Committee may, as it determines to be appropriate under the circumstances, conduct its own independent inquiry and, among other things, review relevant documents and seek information from persons it believes may have knowledge about the issues before the Appeal Committee.
5. The Appeals Committee will meet as soon as practicable after the fall and spring semesters and the second summer session to consider appeals of dismissal. The Appeals Committee will also

meet as may otherwise be reasonably necessary.

6. In order for an appeal to be granted, the student must demonstrate to the satisfaction of the Appeals Committee that it is more likely than not that the cause of his or her unsatisfactory academic performance was both extraordinary and non-reoccurring. The appeal must be denied if the student does not demonstrate to the satisfaction of the Appeals Committee that the cause was both extraordinary and non-reoccurring.
7. If an appeal is granted, the student will be reinstated in the program from which he or she was dismissed and placed on academic probation. *(See* Reinstatement after an Appeal below and the *Graduate Academic Probation Policy*.) If an appeal is denied, the effective date of the student's dismissal is the date identified in the letter informing the student that he or she was dismissed from the program.
8. The Appeals Committee will issue its decision in writing as soon as practicable after it has made its decision, usually within seven (7) business day.
9. The decision of the Appeals Committee requires a majority vote and is final and not subject to further review.

**Class Attendance While Appeal is Pending**

As may be determined by an Associate Dean of Dyson College to be appropriate under the circumstances, a student may be permitted to attend class while his or her appeal is pending before the Appeals Committee. Such approval must be in writing. If the appeal is denied, effective immediately the student will no longer be permitted to attend class, no grades or credits will be issued for the classes attended while the appeal was pending, and the student's dismissal from the program will be effective on the date identified in the letter informing the student that he or she was dismissed from the program.

**The Appeals Committee**

The Appeals Committee consists of two full time faculty members and one Associate Dean of Dyson College of Arts and Sciences. Any decision of the Appeals Committee requires a majority vote. A member of the Appeals Committee who was a participant in the circumstances that gave rise to the unsatisfactory academic performance that resulted in the student being placed on probation, dismissed or the subsequent appeal, must recuse him or herself from the Appeals Committee for the sole purpose of that student's appeal.

**Reinstatement after an Appeal**

A student whose appeal is granted will be reinstated in the program in which he or she was enrolled and placed on academic probation in accordance with the "Conditions of Academic Probation" section of the Dyson College *Graduate Academic Probation Policy*. A student who is reinstated and fails to satisfy the conditions of academic probation within the time period permitted, will be dismissed automatically from the program. If such occurs, ordinarily the dismissal will be final and the student will not have the right to appeal the dismissal.

**Effective September 1, 2016**

1 The *Appeal of Academic Dismissal Policy* may be changed from time to time at the sole discretion of the Dyson College of Arts and Sciences and such changes may be with or without prior notice. The *Appeal of Academic Dismissal Policy* is not intended as, and shall not be construed as, a contract.

# F. Professional Standards:

## *Probation, Dismissal, and Appeal*

### Professional Conduct Policy for PhD in Mental Health Counseling

The purpose of this policy is to outline the standards of professional conduct and dispositions expected of students enrolled in the PhD in Mental Health Counseling program at Pace University. This policy is based on the standards set by the Council for Accreditation of Counseling (CACREP) and the professional dispositions expected of students.

**Professional Dispositions:**

Students' professional dispositions will be assessed throughout the program. Students are expected to demonstrate the following professional dispositions under this policy:

**Purpose:**

*Commitment:* Students should demonstrate engagement in and dedication to the learning process, the counseling profession, and the development of counseling skills and knowledge. They should complete tasks by scheduled deadlines, meet program and site expectations, and take initiative in program and site activities.

*Humility:* Students should demonstrate a commitment to self-critique regarding their own counseling skills, ability, and knowledge, with a recognition that professional growth is a lifelong process. They should embrace an attitude of curiosity and acceptance of others' beliefs, identities, and values.

*Openness:* Students should demonstrate an interest in learning, growing, and changing behavior. They should receive and integrate feedback, alternate perspectives, and new ideas into thinking and behaviors.

*Respect:* Students should demonstrate an ability to collaborate with faculty, staff, colleagues, supervisors, and clients in the pursuit of shared goals and understanding. They should recognize their role and maintain core conditions when navigating challenging or conflictual situations. They should communicate with faculty, colleagues, supervisors, and clients effectively and appropriately.

*Integrity*: Students should demonstrate professional behavior with others, including maturity and honesty within all professional interactions. They should take responsibility for their own professional behavior during challenging circumstances, including providing an accurate appraisal of the situation that is genuine and truthful regarding the events that transpired. They should accept mistakes and avoid placing blame on others. They should adhere to professional and ethical guidelines for the counseling profession.

*Self-Awareness:* Students should demonstrate the ability to recognize and manage their own thoughts, feelings, and actions and how these impact relationships with others. They should

actively pursue learning about themselves in relation to the world around them. They should implement professional self-care strategies to optimize wellness, mitigate personal concerns, and prevent burnout that may impact clients and counselor competency.

*Counseling Profession Code of Ethics: The American Counseling Association (ACA, 2014)* is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Professional values are an important way of living out an ethical commitment. The following are core professional values of the counseling profession: 1. enhancing human development throughout the life span 2. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts; 3. promoting social justice. 4. safeguarding the integrity of the counselor–client relationship; and 5. practicing in a competent and ethical manner.

Any behavior or conduct that does not align with the dispositions or the professional and ethical guidelines for the counseling profession as outlined by the *American Counseling Association code of ethics (ACA, 2014)* and the *Council for Accreditation of Counseling and Related Educational Programs (CACREP)* standards, may result in probation or dismissal from the program. The program director, in consultation with the department chair, faculty, and other appropriate parties, will make the final determination of any probation or dismissal.

**Probation:**

Students may be placed on probation if they engage in behavior that is deemed unprofessional or in violation of the standards set by CACREP and/or the professional dispositions expected of students. This includes, but is not limited to:

- Failing to demonstrate professional dispositions in their interactions with clients, colleagues, and faculty or staff members
- Engaging in behavior that is disruptive to the learning environment or program operations
- Failing to comply with the policies and procedures of the program
- Engaging in behavior that is discriminatory or harassing in nature

In extreme cases, students may be dismissed from the program for engaging in behavior that is deemed to be a threat to faculty, staff, or others, or that is in violation of the standards set by CACREP and/or the professional dispositions expected of students. This includes, but is not limited to:

- Engaging in physical violence or threats of violence
- Engaging in sexual misconduct or harassment
- Engaging in behavior that is illegal or unethical
- Failing to adhere to the expectations of the probationary period

**Appeals:**

Students who are placed on probation or dismissed from the program have the right to appeal the decision. The appeal process will follow the procedures outlined in the student handbook.

Note: It is the responsibility of students to familiarize themselves with the standards of professional conduct and dispositions set by CACREP Standards and the program, and to abide by these standards in their interactions with clients, colleagues, and faculty members. Failure to do so may result in probation or dismissal from the program. The following form may be completed by any faculty or program director to record an area of concern and the appropriate intervention and/or remediation.

## Professional Conduct Evaluation Form

**Student Name:**

**Faculty/Administrator Name:**

**Policy**

Students enrolled in the Master in Mental Health Counseling program must exhibit academic, interpersonal, communication, and behavioral skills that are essential for professional practice. Faculty are responsible for monitoring these areas, identifying needs for improvement, providing constructive feedback, and offering remediation plans.

**Areas for Improvement in Professional Dispositions and Behaviors**

*Check the following areas that represent needs for improvement:*

☐ **Commitment** (e.g., unengaged in learning processes or professional activities, misses deadlines, fails to meet program or site expectations, lacks initiative)

☐ **Humility** (e.g., resistant to self-critique, lacks curiosity, struggles to accept diverse beliefs and values)

☐ **Openness** (e.g., disinterest in learning or change, inability to integrate feedback or alternate perspectives)

☐ **Respect** (e.g., difficulties in collaboration, ineffective communication in challenging situations, inability to maintain professional boundaries)

☐ **Integrity** (e.g., unprofessional behavior, dishonesty, failure to take responsibility for actions, non-compliance with ethical standards)

☐ **Self-Awareness** (e.g., poor management of personal thoughts and emotions, lack of self-knowledge, insufficient use of self-care strategies impacting professional competency)

**Describe specific concerns:**

**Recommended remediation:**

**Signatures**

I have reviewed the areas which need improvement and the recommended remediation listed above.

_____

Student

_____

Faculty/Administrator

**Professional Conduct Evaluation Interventions Level I Intervention (Remediation):**

*Academic/Faculty Advisor involved:*

*Outcome:*

*Date Resolved:*

**Level II Intervention (Probation):**

*Academic/Faculty Advisor involved:*

*Outcome:*

*Date Resolved:*

**Level III Intervention (Dismissal):**

*Academic/Faculty Advisor involved:*

*Outcome:*

*Date Resolved:*

# Counseling Organizations
# Professional Counseling Organizations

## American Counseling Association (ACA)

The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings. By providing leadership training, publications, continuing education opportunities, and advocacy services to over 55, 000 members, ACA helps counseling professionals develop their skills and expand their knowledge base.
*Mission:* The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity.

## The National Board for Certified Counselors, Inc (NBCC)

The National Board for Certified Counselors, Inc., and Affiliates (NBCC), an independent not-for profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national certification system, to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors. NBCC's certification program recognizes counselors who have met predetermined standards in their training, experience, and performance on the National Counselor Examination for Licensure and Certification (NCE), the most portable credentialing examination in counseling. NBCC has approximately 42,000 certified counselors. These counselors live and work in the US and over 50 countries. Our examinations are used by more than 48 states, the District of Columbia, and Guam to credential counselors on a state level.
*Mission:* The National Board for Certified Counselors (NBCC) is the nation's premier professional certification board devoted to credentialing counselors who meet standards for the general and specialty practices of professional counseling.

## American Mental Health Counselors Association (AMHCA)

The American Mental Health Counselors Association (AMHCA) is a growing community of almost 6,000 mental health counselors. Together, we make a critical impact on the lives of Americans. AMHCA succeeds in giving a voice to our profession nationwide and in helping to serve you and your colleagues in your state.
*Mission:* To enhance the profession of mental health counseling through licensing, advocacy, education and professional development.
*Vision:* To be the national organization representing licensed mental health counselors and state chapters, with consistent standards of education, training, licensing, practice, advocacy and ethics.

18*Guiding Principles:* AMHCA members are dedicated to the principles in our Code of Ethics. As our profession and the needs of our clients change, a committee of knowledgeable, experienced professionals updates the code.

**New York Mental Health Counselors Association (NYMHCA)**

NYMHCA is the state branch of the American Mental Health Counselors Association. Membership in AMHCA is encouraged but not required to join us. We are also an affiliated member of the New York Counseling Association.

*The Mission:* NYMHCA is the advocacy organization representing the clinical counselors of New York State. We worked to obtain licensure, and our continuing role is to protect and enhance the rights of counselors to practice our profession!

**American Counseling Association of New York (ACA-NY)**

ACA-NY is a not-for-profit grassroots organization that represents professional counselors and counseling students, of all specialty areas, who live or work in New York State. As a chapter of the American Counseling Association, ACA-NY extends the efforts of growing and enhancing the counseling profession at the state level.

*Mission:* ACA-NY's mission echoes ACA's mission: "to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity."

**Association for Counselor Education and Supervision (ACES)**

ACES members are counselors, supervisors, graduate students, and faculty members who strive to improve the education and supervision of counselors in training and in practice. ACES and the regional associations host conferences to highlight research and best practices in supervision and in the training of counselors. In addition, ACES publishes a quarterly journal, Counselor Education and Supervision, which presents current issues, relevant research, proven practices, ethical standards and conversations in counselor training and supervision. ACES members have been and continue to be trailblazers in terms of the competencies for supervision, counselor training, research, multicultural competence, and advocacy. Many of the leaders of the counseling profession are members of ACES and there are always opportunities to become involved in leadership through task forces, committees, interest networks, and elected positions.

Mission: The Association for Counselor Education and Supervision (ACES) is the premier organization dedicated to quality education and supervision of counselors in all work settings.

**North Atlantic Region Association for Counselor Education and Supervision (NARACES)**

The North Atlantic Region Association for Counselor Education and Supervision (NARACES) is a regional association of the Association for Counseling Education and Supervision (ACES), which is a division of the American Counseling Association (ACA).

NARACES' membership includes those residing in the District of Columbia, Europe, Puerto Rico, Virgin Islands, Connecticut, Delaware, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

The purpose of NARACES, in accordance with the purposes of ACES, shall be:

to advance counselor education and supervision in order to improve guidance, counseling, and student personnel services in various settings and across all populations in society, using the professions and practices of counselor education and counseling to promote equity and respect for human dignity and diversity across society; to address matters relevant to the training and supervision of counselors in all settings including schools, agencies, colleges, universities, and government settings; to actively support the accreditation of counselor education programs in an effort to improve the education and credentialing of counselors in the North Atlantic region; to advance the professional development and renewal of its members through ongoing trainings as well as with a regional conference that includes presentations designed to appeal to a broad spectrum of supervisors, practitioners and counselor educators.

## Written Endorsement Policy

The faculty and administration of the counseling program are dedicated to supporting students and graduates in their efforts to obtain licensure, certification, or employment within their field of specialization and professional competency. Endorsements are granted when individuals have successfully met program standards and competencies through required coursework and clinical field experiences and have adhered to core standards for admission and progress. These standards encompass the demonstration of professional behavior and ethical conduct expected of professional counselors.

When responding to requests for recommendations for employment, faculty who are familiar with the student may consider the student's performance in coursework, evaluations from field supervisors during practicum and internship, and additional certifications in other academic achievements. They are not able to endorse activities outside the formal curriculum. Therefore, faculty reserve the right to decline endorsements outside their area of specialization or if they have had limited interaction with the student.

Written requests for recommendations should be directed to the appropriate faculty member or office and should include a job description or relevant information about the position and a resume. Faculty may direct a student to a faculty or field supervisor who has directly observed the student's work.

The PhD in Mental Health Counseling students are either already licensed, have a limited permit, or are eligible to be licensed prior to being accepted to the program. Students are responsible for staying informed about state regulations concerning licensure, as these can change. Currents standards are available from respective state licensing boards, which should be contacted for the latest information.

The most up-to-date information can be received from the NYS Department of Education website. Information on licensure in Mental health Counseling/Professional Counseling in states other than New York is available on the American Counseling Association website.

Academic Advising (Add to the handbook)

Doctoral students will be assigned an Approved Faculty Advisor, with whom they will work to develop and complete a program of study to meet the individual's career goals. Students meet with this advisor in the Fall term of their first semester and then annually afterwards.

# IV. Doctoral Dissertation

## A. Dissertation Overview

The dissertation project is an opportunity for students/candidates to make an original contribution to the literature of mental health counseling by integrating theory and empirical investigation (qualitative or quantitative). The final project should aim to examine and elucidate an issue within mental health counseling and communicate these findings to other professionals in the field. Candidates must complete the dissertation project under the guidance of a faculty chair/mentor and at least two committee members (identified as "readers") with the requisite knowledge in the chosen topic. Candidates will only be permitted to present their dissertation proposal after passing the comprehensive examination and completing their required coursework.

Organization and prioritization are essential components for the timely and successful completion of a dissertation. Candidates will develop the requisite knowledge and skills to carry out this project in their coursework, most particularly within their doctoral dissertation seminars. Over the course of the second year, students will begin to devote increasing attention to a particular issue or topic germane to the field of mental health counseling. By the second year (preferably before then) all students will be expected to have chosen a dissertation chair/mentor to provide guidance on the structure and the content of the dissertation.

The students are required to use The Publication Manual of the American Psychological Association (Seventh Edition) as a guideline for scholarly formatting of the writing. Students will also be provided with a dissertation template to ensure proper formatting. In some cases, international and domestic students might need the assistance of a professional editor. Some of these issues will require consultation with the dissertation committee.

A dissertation involves a series of steps that includes two major milestones: the dissertation proposal and the final dissertation defense. A discussion of this sequence and steps is found below.

## B. Dissertation Sequence

1. Select and secure Chair (Chair must be Pace University faculty)
2. Identify and clarify topic and method
3. Select and secure 2 more Committee Members
4. Turn in signed Dissertation Committee form to Program Director
5. Write and revise proposal (numerous revisions)
6. With Chair's approval, schedule proposal
7. Once the proposal is accepted, it is sent to the Institutional Review Board (IRB)
8. Upon receiving approval form the IRB, data collection begins
9. Once the data has been collected and analyzed, and the majority of the dissertation has been written, a progress report meeting is scheduled
10. Using recommendations made by the committee in the progress report meeting, the manuscript for the dissertation defense is finalized. With the consent of the dissertation chair, the defense meeting is scheduled

11. Upon a successful defense, make final revisions and submit the manuscript for publication
12. Graduate

## C. Doctoral Committee

Once students have successfully met all previous program requirements, they are considered doctoral candidates and can formally appoint a doctoral dissertation committee. The members of the dissertation committee are responsible for the approval of a dissertation proposal after it has been presented and defended, the supervision of the gathering and analyzing of data, and the final approval of the dissertation based on its written form and the student's oral defense.

The committee consists of a primary dissertation chair and two additional readers. It is recommended that candidates select members of their committee based on content expertise, familiarity with research methodology, or relational support. The primary chair must possess an academic doctorate and be a Pace University faculty member. Candidates must submit the Dissertation Committee Form to the program director after all members have signed the agreement. Students requesting someone from outside the program to be on their committee must receive approval from the dissertation chair and the program director.

The role of the dissertation committee chair is to:

1. Guide the candidate in the preparation of the dissertation proposal, including specification of the research problem, the literature review relevant to the research, the hypotheses for investigation, and the methodology.
2. Guide the candidate in selection of two additional committee members.
3. Provide advice regarding the structure setup for the research proposal.
4. Provide guidance on the dissertation structure and content and set clear expectations for high quality writing.
5. Establish clear expectations for timely completion, and guide the candidate toward attaining a good quality work both in the dissertation research and documentation.
6. Prepare the candidate for the oral defense process.
7. Encourage the candidate to publish his or her dissertation after successful completion.

Although the two readers will not assume the same level of responsibility as the dissertation chair, they will nonetheless play an important role in assuring the quality and level of the project. In many cases, one of the readers will assume the role of statistical consultant. In this case, he or she will be particularly involved in providing guidance in the research design and subsequent analysis of the data. In all cases, the readers will provide feedback on submitted manuscripts.

## D. Dissertation Proposal

The objective of the dissertation proposal is to demonstrate what, why, and how a candidate intends to study an accepted topic. The proposal allows committee members to assess the objectives and methods for study and to provide suggestions to further improve it. The proposal should be clear and comprehensive enough that the rational and importance of the project is clear, and that the research design being used is feasible and appropriate.

The approved dissertation proposal should provide the basic framework to start working towards the final project. Candidates need to be prepared for a number of revisions and several drafts before a proposal meeting is even scheduled. Often, the chair will provide feedback until he or she is satisfied, and then it is sent to the other committee members for their review.

Before conducting the dissertation research, the proposal must receive approval by the following:

1. ***Dissertation Committee:***

The dissertation committee is responsible for reviewing the proposal in order to ensure that it will lead to high-quality research. The doctoral candidate should be prepared for questions in reference to the rationale behind various aspects of the proposal. During the defense, the candidate can be challenged about the suitability of the proposal procedures and can be asked for more details about the literature.

Upon the dissertation's chair approval, a proposal defense meeting is scheduled with all committee members. The manuscript to be reviewed by the committee should be sent 2-3 weeks in advance of the meeting. During the meeting, the candidate should be prepared to be familiar with the literature and be prepared to answer questions about the proposed project. If the proposal is found acceptable, all committee members will acknowledge their consent by signing off on the Dissertation Proposal Approval Form. This document will be then sent to the program chair. Even with approval, in most all cases changes and edits will be expected. Unless these changes are substantive, in which case approval will not be granted, the committee can determine when and how to review that the required changes have been made.

2. ***Institutional Review Board***

The Institutional Review Board (IRB) determines if (a) the proposed research will expose human subjects to risks, (b) safety measures have been taken to minimize those risks and inform the subjects of the risks, and (c) the remaining risks are justified by the potential benefits of the research. The federal government requires rigid preventive measures of all university research collecting data from or about people in order to prevent the abuse of human subjects even if the project is not funded by the federal government.

Once a candidate has received approval of a proposal, the project can then be formally sent to the IRB. All projects, even those proposals analyzing previously collected data, require IRB approval. Depending on the risks involved and clarity of the submitted proposal, the review process can take several days to several weeks. In cases where members of the IRB require changes or clarification, the student will need to work with the dissertation chair in order to make the required changes and resubmit.

# E. Data Collection and Analysis

Candidates can formally conduct the dissertation study once approval has been granted by the committee and IRB. For those candidates collecting data of any type, data gathering should proceed according to the plan outlined in the proposal. It is expected that candidates continue to confer with at least the chair during this process. In the event that major changes are required, candidates will need permission of at least the chair and possibly the entire committee. Upon successful completion

of the data, candidates will then analyze the results. Before analysis, the candidates should consult with the dissertation chair and statistical consultant about the integrity of the data. The analysis should be driven by the research questions and hypotheses formulated in the proposal, though it is not uncommon to further examine other questions once the process is initiated.

During the process of collection and analysis, candidates should continue to revise the dissertation manuscript. Once candidates have analyzed the results and consulted with the chair and any committee member providing statistical consultation, they can move toward drafting the final document. When both the candidate and chair are comfortable that the manuscript is near completion, a progress report will be scheduled. Depending on needs of the candidate and committee, this informal meeting can be scheduled in-person or digitally. The intent of the meeting is to give all members an opportunity to review findings, discuss any major issues, and offer suggestions before the dissertation defense is scheduled.

## F. Dissertation Defense

The scheduling of a dissertation defense first requires approval from the chair, and that the final manuscript be submitted 2-3 weeks in advance of the agreed-upon date. The defense will require candidates to demonstrate a mastery of the topic being discussed and be thoroughly familiar with all aspects of the project. Particular attention will be given to the results obtained in the study and how they relate to the original research questions and hypotheses. Candidates should a have a firm understanding of how the findings contribute to the literature and discuss its application to the mental health profession.

After the defense has been completed, the dissertation committee will immediately and privately determine whether the final manuscript and oral presentation have met all the qualifications expected of a doctoral dissertation. The committee can decide on three possible outcomes: Pass, Fail, or Pass with Conditions. The committee members, as well as the Dean of Dyson College, must sign the Dissertation Defense Approval form before the final manuscript is submitted and officially recognized.

# V. Appendices

**PACE UNIVERSITY**
**MENTAL HEALTH COUNSELING**
**PhD PROGRAM**
**STUDENT HANDBOOK**
**2024–2025**

**Appendix A**

# Pace University PhD in Mental Health Counseling
## A. Dissertation Chair and Advisee Agreement Form

| | |
|---|---|
| Student Advisee Name: | Email: |
| Dissertation Chair Name: | Email: |
| Dissertation Reader 1 Name: | Email: |
| Dissertation Reader 2 Name: | Email: |

## Dissertation Chair Responsibilities

As the dissertation chair, among the committee members you are primarily responsible for helping direct and coordinate the dissertation process. Here are some primary guidelines:

- You will maintain active contact with the advisee throughout the dissertation process. Although this contact need not be in person, efforts should be made to consult with the student in person at least twice every semester, as well as be present at each of the three required meetings (i.e, dissertation proposal, dissertation progress report, dissertation defense).
- You will maintain active contact with fellow committee members. As the dissertation chair, you will facilitate dialogue between members and direct the major elements of the dissertation process. Among committee members, you will hold primary responsibility in helping the advisee schedule required dissertation meetings.
- You will help provide consultation in all aspects of the dissertation process, though you will only do so in an advisory capacity. You will review all pertinent materials during the process and provide substantive feedback when required, especially before each required dissertation meeting.
- You will help ensure the integrity of the dissertation project by verifying that the research being proposed is of substantive importance to the field of mental health counseling; that the work is being carried out in an ethical manner; and that the final product is of the quality expected of a doctoral professional.

- In the event that you can no longer serve as a member of the dissertation committee, you will immediately contact the advisee and fellow members and make arrangements for a suitable replacement.

## Dissertation Reader Responsibilities

As one of the dissertation readers, you will serve an important advisory role in the dissertation process. Depending on the project, readers can serve different roles. Here are some primary guidelines:

- You will maintain active contact with the advisee throughout the dissertation process. Although this contact need not be in person, efforts should be made to consult with the student in person when necessary, as well as be present at each of the three required meetings (i.e., dissertation proposal, dissertation progress report, dissertation defense).
- You will maintain active contact with fellow committee members and make your schedule known to the dissertation chair and student advisee.
- You will help provide consultation in all aspects of the dissertation process, though you will only do so in an advisory capacity. You will review all pertinent materials during the process and provide substantive feedback when required, especially before each required dissertation meeting.
- Readers who are also serving as statistical consultants will play a more active role in advising both the student and chair in issues pertaining to analysis and methodology. Given the importance of this role, a greater time commitment will be expected.
- You will help ensure the integrity of the dissertation project by verifying that the research being proposed is of substantive importance to the field of mental health counseling; that the work is being carried out in an ethical manner; and that the final product is of the quality expected of a doctoral professional.
- In the event that you can no longer serve as a member of the dissertation committee, you will immediately contact the advisee and fellow members and make arrangements for a suitable replacement.

## Student Advisee Responsibilities

As the person proposing, conducting, and completing the dissertation process, you will maintain primary responsibility for the work being conducted. In doing so, here are some primary guidelines:

- Your first major responsibility will be to choose a dissertation chair, as well as two other dissertation readers, to serve as members of your Dissertation Advisory Committee. These members should be composed of faculty members and professionals who have the necessary expertise to assist you in the design and execution of the dissertation research.
- You will maintain active contact with all committee members. When scheduling dissertation meetings, you will make sure to consult with each member before choosing a date. Although you will receive guidance from you chair, it is up to you to make the required accommodations.
- Materials for required meetings (i.e., dissertation proposal, dissertation progress report, dissertation defense) should be presented in a timely manner (e.g., approximately 2–3 weeks

before the scheduled date). Failure to provide materials could lead to a scheduled meeting being postponed until committee members have sufficient time to review the materials.

- You are ultimately responsible for the dissertation project. Although you may receive guidance and consultation from committee members and professional colleagues, the final work must be an original contribution to the literature written by you. Moreover, you are responsible for ensuring that the data gathered was done so in an ethical manner.
- In the event that you wish to discontinue your project, you will immediately inform all committee members of your decision.

***By signing below, I am indicating that I agree to the terms of this document.***

**Dissertation Chair**

| Name | Signature | Date |
|---|---|---|

**Dissertation Reader 1**

| Name | Signature | Date |
|---|---|---|

**Dissertation Reader 2**

| Name | Signature | Date |
|---|---|---|

**Student Advisee**

| Name | Signature | Date |
|---|---|---|

**Program Chair**

| Name | Signature | Date |
|---|---|---|

**Appendix B**

# OFFICE OF STUDENT ASSISTANCE

## A. Dissertation Proposal Approval Form

U_____

STUDENT ID NUMBER LAST NAME FIRST NAME MIDDLE

SCHOOL: _____

DEPARTMENT: _____

PROGRAM: _____

DISSERTATION TITLE: _____

_____

_____

THE SUPERVISORY COMMITTEE OF THE ABOVE NAMED STUDENT, CONSISTING OF THE INDIVIDUALS LISTED BELOW, ARE A) AWARE OF THE EXPECTATIONS FOR THE PhD IN MENTAL HEALTH COUNSELING DISSERTATION PROPOSAL, B) HAVE REVIEWED AND DISCUSSED THE ATTACHED DISSERTATION PROPOSAL IN LIGHT OF THESE EXPECTATIONS, AND C) AGREE THAT THE PROPOSAL MEETS THE EXPECTATIONS AND, HENCE, APPROVE THE PROPOSED RESEARCH.

DISSERTATION CHAIR_____

NAME SIGNATURE DATE

COMMITTEE MEMBER_____

NAME SIGNATURE DATE

COMMITTEE MEMBER_____

NAME SIGNATURE DATE

**OFFICE USE ONLY**

**RECEIVED BY**_____ **DATE**

**DISSERTATION PROPOSAL POSTED**_____ **DATE**

**UPDATED** **SHAQPNO** **SHANCRS** **DATE**

**Appendix C**

# OFFICE OF STUDENT ASSISTANCE

## B. Final Dissertation Approval Form

U_____

STUDENT ID NUMBER LAST NAME FIRST NAME MIDDLE

SCHOOL: _____

DEPARTMENT: _____

PROGRAM: _____

DISSERTATION TITLE: _____

_____

_____

WE HEREBY APPROVE THE CANDIDATE'S FINAL DISSERTATION IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE DEGREE OF PhD IN MENTAL HEALTH COUNSELING.

DISSERTATION CHAIR_____

NAME SIGNATURE DATE

COMMITTEE MEMBER_____

NAME SIGNATURE DATE

COMMITTEE MEMBER_____

NAME SIGNATURE DATE

**OFFICE USE ONLY**

**RECEIVED BY**_____ **DATE** _____

**DISSERTATION PROPOSAL POSTED**_____ **DATE**

**UPDATED** **SHAQPNO** **SHANCRS** **DATE**

**Appendix D**

# C. Faculty Biographies

## FULL-TIME FACULTY

**Poonam Doshi, PhD, LMHC, LPC, ACS, NCC, CCMHC**
*Assistant Professor, Director PhD in Mental Health Counseling Program.*

Dr. Doshi is a Licensed Mental Health Counselor (LMHC) in NY, Licensed Professional Counselor (LPC) in NJ, Approved Clinical Supervisor (ACS) and a National Certified Counselor (NCC). Dr. Doshi is well-versed in the knowledge and application of integrated counseling approaches and is specifically interested in person-centered as well as humanistic theories. She has extensive clinical experience in diverse clinical mental health settings conducting psychotherapy with individuals, groups and families. Her research interests have included studying variables such as types of motivation from self-determination theory framework as well as counselor supervision. She has published articles examining supervisory variables influencing counselor self-efficacy, measuring outcomes in experiential training groups, and factors influencing dating violence. Her current research projects involve examining mentorship of doctoral students using self-determination, self-compassion and humanistic models.

**Michael Tursi, PhD, LMHC**
*Assistant Professor*

Dr. Tursi is a Licensed Mental Health Counselor (LMHC) and a National Certified Counselor (NCC). He is interested in qualitative research, especially research focused on clients' experiences of counseling and the influence of client variables on the counseling process. Dr. Tursi is also interested in person-centered and other humanistic counseling theories in addition to integrative counseling approaches.

**Joseph R. Franco, PhD, LMHC, NCC**
*Professor, Field Internship Instructor – PhD in Mental Health Counseling Program*

Dr. Franco is a Counselor Educator, Practicing Clinician, Licensed Mental Health Counselor, and a Nationally Certified Counselor. He has served as President and Membership Chair for the New York Mental Health Counselors Association (NYMHCA) for a period of eight years. Dr. Franco recently published his book, Aspirations of Italian-American College Students: The impact of family traditions, mentorship, career interventions, and counseling for professional success. Dr. Franco's research interests include counseling strategies with ethnic minorities and LGBTQQI clients, supervision models for counselor educators and advocacy in the mental health counseling profession. He regularly presents and national and local conferences. Dr. Franco is the recipient of the Outstanding Service Award for his commitment to NYMHCA, Outstanding Counselor Educator Award for teaching excellence and the Pace University Kenan Award for teaching excellence.

**Courtney Gosnell**
*Assistant Professor*

Dr. Gosnell's research examines how individuals navigate personal and relational needs in good times and bad. Her research has focused on examining how individuals perceive, manage and are impacted by their own personal goals and self-perceptions and the use of self-regulation in the context of their close relationships. In addition, much of her work examines how people provide and receive support in the context of positive and negative events in their own lives and how work on positive event support (capitalization) might be extended in important ways to other contexts. Most recently, her lab has also begun to explore how conflicting political goals and motives may influence close relationship dynamics.

**Paul W. Griffin, PhD**
*Associate Professor, Chair, Psychology Department (Pleasantville)*

Dr. Griffin's research reflects his graduate training in both counseling and developmental psychology. Dr. Griffin is broadly interested in adult development, though much of his research has particularly focused on subject well-being (e.g., happiness) and eudemonic well-being (e.g., meaning and purpose). Related to the theme of well-being, Dr. Griffin has chaired dissertation projects on a variety of projects, including flow, grit, meaning, and identity illness. In the area of counseling, Dr. Griffin has published on a variety of issues, including grief therapy, group counseling, and multicultural considerations in practice. He is currently pursuing two lines of research. The first is focused on investigating the question of subjective and eudemonic well-being among counseling professionals. The second is focused on how values and beliefs affect the counseling relationship and counselor identity.

**Sara Juncaj, PhD, LMHC**
*Clinical Assistant Professor*

Dr. Juncaj's central theme of work understands how individuals' work can affect their psychological well-being. Her current research examined how to better understand well-being among one of the most stressful and dangerous occupations, police officers, particularly focusing on the effects of flow. More specifically, her work has examined questions such as how job, organizational and flow characteristics impact job satisfaction and how job satisfaction levels impact life satisfaction. Dr. Juncaj is also interested in studying the job dynamics of mental health counselors in relation to supervision, burnout, and self-efficacy.

**Angela Legg, PhD**
*Associate Professor*

Broadly, Dr. Legg's research focuses on improving dyadic relations marked by potential threat. To this end, she examines relationships marked by power differentials in high stakes situations such healthcare and education. She is specifically interested in how people develop rapport in these potentially threatening dyads (doctor-patient, professor-student, and manager-employee, for example) and how people communicate threatening information such as bad news and negative

evaluative feedback. Dr. Legg's research also maps social/health psychology theories of communication and bad news delivery onto the counselor-client relationship. She is also interested in how individuals decide to pursue potentially threatening information such as their genetic risk factors.

**Anthony Mancini, PhD, Licensed Psychologist**
*Associate Professor*

Dr. Mancini's research focuses on the different ways people respond to potentially traumatic events, including the Virginia Tech Campus shootings, military deployment, the 9/11 terrorist attack, Hurricane Sandy, traumatic injury, life threatening illness, and bereavement. He also examines the ways that stress can stimulate social connection and improve psychological functioning, how networks of PTSD symptom develop over time, and how analog stress paradigms can illuminate the stress response in experimental lab settings. See Dr. Mancini's research group, The Trauma, Social Processes, and Resilience Lab.

**Johnna Pointek, PhD**
*Lecturer*

Dr. Pointek earned her BS in Psychology from Mercy College, MS in Psychology from Long Island University, and PsyD from California School of Professional Psychology. She is a Lecturer at Pace University. She teaches in the graduate level in focuses on the following courses: Sex Education and Counseling Intimacy and Sexuality; Introduction to Gerontology; Helping Relationships: Counseling Theories and Techniques.

**Ross Robak, PhD, Licensed Psychologist, LMHC**
*Professor*, *PhD in Mental Health Counseling,*

Dr. Robak's research extends across a number of different areas. Much of his recent work has studied factors that affect the group counseling process. He is also interested in self-definition and self-perception, as well as self-determination theory and its application to counselor education. Other previous research has examined the relationship between money and life-satisfaction.

**Alfred Ward, PhD**
*Associate Professor*

Dr. Ward has been a full-time faculty member in both New York City and Pleasantville Psychology departments for 35 years; the last ten years in the PLV department. In addition, he has currently been appointed *Pace University Director of Assessment.* In his five years as *Associate Dean for Academic Affairs*, Dyson College, Dr. Ward launched a process to assess student learning in every Dyson program, and throughout the Core Curriculum. For his work, Dr. Ward received the *2019 President's Award for Outstanding Contribution*. In addition to his administrative duties, Dr. Ward currently teaches statistics and research design in the *Ph.D. in Mental Health Counseling*, is serving or has served on over 10 doctoral dissertation committees, and oversees the assessment of student learning for the Ph.D. program.

**Maren Westphal, PhD, Licensed Psychologist**
*Associate Professor*

Dr. Westphal's research aims to further understanding of how emotion regulation may contribute to resilience and psychopathology, with focus on flexibility in emotional expression, attentional biases to emotion, mindfulness, and self-compassion. Her research has looked at these variables in the context of immediate threat and cumulative life stress and in relation to work-related stress and early adversity. She has also investigated the impact of exposure to potentially traumatic life events among ethnic minority patients in primary care. Dr. Westphal currently investigates mindfulness as a longitudinal predictor of mental health in health professionals and mindfulness and self-compassion as predictors of treatment outcome in cognitive behavioral therapy for depression.

**Jennaleigh Iseman, PhD, LMHC**
*Assistant Professor*

Dr. Iseman is a clinical mental health practitioner whose primary focus is understanding the impact of life's adversities on social relationships and psychological functioning. Her dissertation examined the effects of the acute adversity of the COVID 19 pandemic on psychosocial functioning. Specifically, her work explored how acute adversity affects social behaviors and perceptions and how social behaviors and perceptions affect psychological functioning. Dr. Iseman is also interested in studying the influence of mental health counselors' supervisory and collegial relationships on client/clinician relationships and treatment efficacy.

**Nikita Krishnan, PhD**
*Clinical Assistant Professor*

Dr. Nikita Krishnan is a dedicated professor of mental health counseling, committed to equipping future counselors with the tools to address diverse mental health needs. Dr. Krishnan's primary focus is understanding and recognizing various social and cultural triggers for suicidal behavior. Her dissertation examined the effect of interpersonal factors on suicidal behavior in population of young adults across two cultures (India and The United States of America). With a fervent passion for raising awareness in minority communities, she actively advocates for mental health equity and works tirelessly to bridge the gap between culture and counseling.

**Christine Romano, PhD, LMHC, NCC, AASECT-CST**
*Assistant Professor*

Dr. Romano is a PhD-level licensed mental health counselor and an AASECT certified sex therapist. Her clinical innovation and research passion lies in her treatment specializations including trauma, anxiety, sex and intimacy, sexual dysfunctions, sexuality exploration, gender diversity, and relationship counseling. Her core principles of study include interpersonal relationship perception (i.e. dyadic analysis, empathy, communication, trait judgement accuracy), sexual dysfunctions (i.e., cognitive behavioral therapy treatment outcomes for female sexual pain disorders), and multicultural counseling (i.e. cultural competency in counselor education, racial and gender microaggressions).

**Sheila Chiffriller, PhD, Licensed Psychologist**
*Professor*

Dr. Chiffriller's research has focused on understanding the phenomenology of intimate partner violence and factors associated with college students' general well-being. Her research topics have included behavioral and psychological correlates of domestic violence, and the impact of substance use and concussion on collegiate athletes' academic performance, and prevalence and health risk of body art among college students. Most recently, her research has combined her interests, and she has begun to focus on predictors of, and responses to dating violence on college campuses. Dr. Chiffriller continually mentors both undergraduate and graduate students to facilitate the development of their research skills and prepare them for various doctoral programs in counseling and psychology.

**Lisa Bonaviso, PhD, MS, LMHC**
*Lecturer*

Dr. Lisa Bonaviso is a Licensed Mental Health Counselor and faculty member in the Graduate Mental Health Counseling Program at Pace University. Her teaching philosophy emphasizes practical application, evidence-based practice, and professional readiness, preparing students for the realities of clinical work. Dr. Bonaviso earned her B.A. in Criminal Justice from the University of Delaware before completing both her Master's degree and Ph.D. in Mental Health Counseling at Pace University. Her doctoral research examined attachment styles across parentally bereaved and non-parentally bereaved populations, contributing to the broader literature on grief, loss, and relational development. In addition to her academic role, Dr. Bonaviso is the founder and director of a group private practice, where she provides clinical services and supervises a multidisciplinary team of therapists. Her clinical expertise includes the treatment of eating disorders, anxiety, and depression.

**Devyn Savitsky, PhD, MHC-LP**

*Assistant Professor*

Dr. Devyn Savitsky is an Assistant Professor in the Mental Health Counseling Program at Pace University. Social justice plays a key role in her approach to counseling, service, research and scholarship. Dr. Savitsky currently serves as a Consulting Editor for the Journal of Queer and Trans Studies in Education, on the Editorial Board for the Journal of Counseling Sexology & Sexual Wellness: Research, Practice, and Education, and as an Ad-Hoc reviewer for the Journal for Social Action in Counseling and Psychology.

**Appendix E**

# D. Key Performance Indicators (KPI) Chart

## PhD In Mental Health Counseling KPI's for Individual Assessment

**Glossary Definition:**
*Key performance Indicators (KPIs)*: Student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives.

**Standard 2.C**

Counselor education program faculty continuously and systematically assess how students individually demonstrate progress toward and mastery of the knowledge, skills, and professional dispositions as required for program graduates:

1. The counselor education program faculty systematically assess each student's progress throughout the program by examining student acquisition of **both knowledge and skills**. The assessment process includes the following:

a) key performance indicators in each of the eight foundational curricular areas and each CACREP specialized practice area (for doctoral programs, each of the five doctoral curriculum areas);

b) **minimum performance expectations for each of the key performance indicators;**

c) measurement of each key performance indicator is conducted (1) using multiple measures and (2) across multiple points in time;

d) for a minimum of one KPI, one measurement must be taken during fieldwork; and…

**Documentation Required:**
A KPI assessment table that includes:

- o each KPI to be assessed (clarifying the curricular or specialized practice area with which each KPI is aligned)
- o when each KPI is assessed (which course and term in a student's program of study)
- o how each KPI is assessed (via what measure).

Note: if a KPI is measured as part of a course, this measure should appear in syllabus for that course.

- o the minimum performance expectation **for each KPI.**

Copies of assessment measures and rubrics for KPIs and/or dispositions

## PhD in Mental Health Counseling KPI's for Individual Assessment

**Pace University Mental Health Counseling Program Benchmark: 80% of students will meet or exceed expectations for each assessment.**

| CACREP Standard Code | CACREP Standard Title | Program Objectives | Key Performance Indicators (KPIs)#1 | Key Performance Indicators (KPIs)#2 | Learning Outcomes |
|---|---|---|---|---|---|
| **6.B.1.** | COUNSELING | Graduates will exhibit knowledge, and skills in regard to clinical practice. This includes an understanding of theories relevant to counseling, the integration of various methods and modalities, and the demonstration of ethical and cultural competence. | **MHC 742 Advanced Theory & Practice of Counseling**<br><br>KPI assignment: Final Reflection Paper – | **MHC 725 Internship in Mental Health Counseling**<br><br>KPI Assignment: Audio-recorded counseling session 1. | **Understanding of advanced counseling theories and skills** |
| **6.B.2** | SUPERVISION | Graduates will exhibit knowledge and skills related to supervision, including theoretical framework and models, supervisee assessment, remediation, and gatekeeping functions. | **MHC 732: Theories & Methods of Counseling Supervision**<br><br>KPI 1 assignment: Group Supervision of Masters' students enrolled in Practicum and Internship courses. | **Comprehensive Examinations**<br><br>**KPI 2:** Comp Exam Question #3: Counseling Supervision. | **Understanding models/theories and skills of counselor supervision** |
| **6.B.3** | TEACHING | Graduates will exhibit knowledge and skills in regards to the roles and responsibilities of educating counselors. This includes the advancement of skills related to current teaching methods, curriculum | **MHC 731 Theories & Methods of Counselor Education**<br><br>KPI Assignment 1a: Literature review paper and | **Comprehensive Examinations**<br><br>**KPI 2:** Comp Exam Question # 2<br><br>Counselor Education. | **Understanding essential andragogical theories/teaching methods and skills** |

| | | | | | |
|---|---|---|---|---|---|
| | | development, and the delivery and evaluation of course objectives. | KPI 1b: teaching demonstrations | | |
| **CACREP Standard Code** | **CACREP Standard Title** | **Program Objectives** | **Key Performance Indicators (KPIs)#1** | **Key Performance Indicators (KPIs)#2** | **Understanding and implementing qualitative research designs** |
| **6.B.4** | RESEARCH & SCHOLARSHIP | Graduates will exhibit knowledge and skills in designing & conducting scholarly research that contributes new and interesting information to the counseling profession. This includes training in formulation of questions as researchable hypotheses, formation of research designs, and the creation of publishable work. | **MHC 707 Qualitative Methods in Counseling Research**<br><br>KPI Assignment 1:<br><br>The Research Study Project | **MHC 706: Statistics & Research Design II**<br><br>KPI Assignment 2a (MHC 706): Mid-Term & Final Exams.<br><br>**MHC 830 Research Design: Special Topics: Seminar**<br><br>KPI Assignment 2b (MHC 830): Final Project: | **Understanding and implementing quantitative research designs** |
| **6.B.5** | LEADERSHIP & ADVOCACY | Graduates will exhibit knowledge and skills in demonstrating leadership and advocacy in the counseling profession, including advocacy for social justice issues. | **MHC 733 Leadership & Advocacy in the Counseling Profession**<br><br>KPI Assignment:<br><br>Advocacy Research Paper (knowledge) | **Submit evidence of Professional Counseling, Social Justice, Advocacy, or Leadership Activity (skill) during the course of academic curriculum (submit before the end of internship II).** | **Understanding models, theories and skills of counselor advocacy** |

| | | | | | |
|---|---|---|---|---|---|
| | | | | Examples:<br><br>-Counseling Organization Work<br><br>-Accreditation Data Preparation<br><br>-Counselor Education Department Project<br><br>-Advocacy Internship<br><br>-Volunteering at a Professional Counseling Conference<br><br>- Other Advocacy Activity as approved by the faculty advisor<br><br>-Leadership in an Organization<br><br>-College or University-level Committee Representative. | |

# University Resources

**Technological Resources**

- List of all Pace Information Technology Services.
- For assistance with a technological concern contact the Pace Helpdesk by phone at (914) 773-3648 or create a help desk ticket.
- Visit the Learning Remotely website

**Appropriate Use Policy for Information Technology**

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to the work of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy and, right to determine the form, manner, and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

**Competence Use Policy for Information Technology**

To fully participate in any course, Pace University students must be familiar with and use information technology resources, including but not limited to the Learning Management System, online web conferencing (Zoom), and Pace University email. While Pace does not currently require students to own personal computers, tablet devices, or smartphones, it is strongly encouraged that students have sufficient access to a web-enabled device that allows for the viewing, creation, and editing of course content for the duration of the course semester. Students who take classes offered entirely in an online format or a hybrid format will be required to have access to an appropriate device to participate in class sessions. In addition, many programs/courses require additional peripherals such as a webcam/microphone. Information about purchasing recommendations and discounts are available on the ITS website. ITS provides limited support of student-owned computers for supported hardware and software on both the Westchester and New York City campuses. Access to some Pace University online systems utilize MultiFactor authentication, which requires use of a smartphone application.

**Classroom Climate**

Our Pace community benefits from the richly unique experiences and individual diversity each of us bring. Intellectual growth and development happen when we engage in free and open discourse that challenges our own assumptions and beliefs. Together we all have the responsibility to create and maintain an environment where differences are respected and valued. To that end, we will challenge all manifestations of bias and discrimination to maintain a climate of mutual respect and civility. Whether you are learning in an online or on campus environment, the same expectations of courtesy and conduct apply. All classroom interactions should remain civil, respectful, and supportive. If you disagree with someone, aim to acknowledge your disagreement in a respectful way. Try responding with a question to open up further discussion (e.g., I'm not sure that I understand your point of view. Can you say more?). When working online, choose your words

carefully. It's easy for someone to misinterpret your meaning when they can't see your expressions or hear the tone of your voice. Be careful when using sarcasm and humor. Without face-to-face communication, your comments may be misinterpreted.

**Access and Accommodations**

Federal law, including the Rehabilitation Act and the Americans with Disabilities Act, both as amended, as well as state and local laws prohibit institutions of higher education from discriminating against students with disabilities. The Americans with Disabilities Act defines an individual with a disability as a person who has a physical or mental impairment which substantially limits one or more major life activities of the individual, has a record of such an impairment, or is regarded as having an impairment.

Students with, among others, hearing, visual, or mobility impairments, or psychological conditions may be eligible for a reasonable accommodation. More specific examples of impairments include such things as specific learning disabilities, attention deficit and hyperactivity disorder, traumatic brain injuries, bipolar disorder, vision and hearing loss, cerebral palsy, paraplegia, and certain chronic health conditions.

Major life activities include, but are limited to, activities such as seeing, hearing, learning, reading, concentrating, communicating, standing, walking, eating, sleeping, speaking, caring for oneself, thinking, and the operation of a major bodily function.

Each student diagnosed with a particular disability will have a different level of functioning even within the same disability category. Further, compensation skills will also vary from one student to another and in the same student over time. Therefore, accommodations are determined on a case-by-case basis according to a student's documented needs, guidelines suggested by federal and state law, and criteria developed by the University.

**Procedure for Students Who Wish to Obtain Reasonable Accommodations for a Course**

The same rigorous admission and academic standards apply to students with and without a disability. In order to support the continued success of students with disabilities, the University prohibits discrimination on the basis of disability and is committed to providing equal access for students with disabilities to its facilities, programs, and activities. The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities.

To request an accommodation for a qualifying disability, a student must self-identify and register with the Student Accessibility Services Office (SAS) for their campus. Student Accessibility Services is housed in the Counseling Center on both the New York City and Pleasantville campuses. Student Accessibility Services for the New York City campus may be contacted at (212) 346-1526, (212) 346-1199 or 161 William St, 10th Flr. Student Accessibility Services for the Westchester campuses may be contacted at (914) 773-3710, (914) 773 -3201 or the Administration Center, 861 Bedford Road, Pleasantville. No one, including faculty, is authorized to evaluate the need and arrange for an accommodation except the Student Accessibility Services staff. Moreover, no one, including faculty, is authorized to contact Student Accessibility Services on behalf of a student.

**The Counseling Center**

The Counseling Center at Pace University's New York City and Westchester campuses is here to help you address any personal, academic, or work problems you may have. We are here to help you manage the stressors and challenges that can arise during this time and support you as you achieve your goals and enhance your personal growth. Our services are confidential and available to members of the Pace Community. In order to achieve these goals, the Counseling Center provides the following services:

- Individual Consultation and Evaluation
- Individual and Group counseling
- Crisis Intervention and After-Hours Emergencies
- Alcohol and Other Drug Assessments
- Consultation Outreach and Community Wellness Programming
- Consultation and Referral Services

We invite you to explore the Counseling Center website and take advantage of the many services and resources. Please note the Counseling Center consists of professionals who are unaffiliated MS in Mental Health Counseling and PhD in Mental Health Counseling programs at Pace University.