Developing Leadership and Advocacy: Doctoral Teaching Interns’ Experiences

1. Title (limited to 100 characters including spaces and punctuation)

   Developing Leadership and Advocacy: Doctoral Teaching Interns’ Experiences

2. CSI Poster Theme (see above)

   Professional Identity, Leadership, and Advocacy

3. Audience Level (advanced or introductory)

   Introductory

4. Learning Objectives (minimum of three)
   a. Participants will understand the importance of counselor educator preparedness in advocacy and leadership
   b. Participants will analyze experiences on developing advocacy and leadership skills while teaching in residential, weekend intensive, and online instructional contexts
   c. Participants will discuss implications of developing advocacy and leadership in a doctoral program on counselor educator preparedness and the counseling profession

5. Target Audience and Area of Application

   Audience: Counselor Educators, Doctoral and Masters Students

   Area of Application: CES, Teaching Internship, Supervisory Relationship, ???

6. Program Guide Description (limited to 500 characters including spaces and punctuation)

   This presentation will address doctoral teaching interns’ experiences on developing leadership and advocacy. Presenters who taught in master’s level counseling programs residentially, in weekend intensive, and online instructional settings will discuss their experiences of how they developed these skills within these contexts. Further, implications of developing advocacy and leadership in doctoral programs on counselor educator preparedness and the counseling profession will be addressed.
7. ACA Topic Category(s) (options are provided on the form)

    Counselor Education

8. A concise paragraph (300 word max) describing
   a) the poster's relation to the chosen theme;

   b) how information will be visually displayed;

   c) how outcome data will be used; and

   d) the poster’s relevance to a wide ACA audience.

Teaching is a significant component of a counselor educator’s vocation and according to researchers; “teaching experience prepares doctoral students to participate more effectively in the counselor education profession, since the professional standards specifically include teaching” (Hall & Hulse, 2010, p. 2-3). In recent years faculty search committees in counselor education programs are requiring prospective faculty to demonstrate competent teaching skills as evidenced by requests for “statements of teaching interests, teaching philosophy, and teaching demonstrations as part of the recruitment process” (p. 2). Currently, the 2016 Council for Accreditation of Counseling & Related Educational Programs (CACREP) Standards (2015) specify nine teaching standards for doctoral programs under Section 6.B.3. Counselor educators are tasked with the responsibility of educating and developing future counseling professionals with a strong sense of counselor identity, leadership, and advocacy, which are embedded in CACREP teaching standards B.3.a, h and i. Through the profession of counseling, counselor educators have the privilege of training competent counselors to provide support and empowerment to individuals, people groups, and communities experiencing alienation, discrimination, and marginalization; learned helplessness; and internalized hatred (Roysircar, 2009). This poster will present the experiences of advocacy and leadership development for doctoral teaching interns in a counselor education program using charts and tables to distinguish the three teaching modalities, and memos to capture verbal and written communication. The data will be used to inform administrators, faculty, and doctoral and master’s students on creative ways in which advocacy and leadership can be integrated into the counselor education curriculum developing a culture of advocacy and leadership not only for doctoral students but the master’s level students they teach. The ACA’s Code of Ethics (2014) stipulates counselors to engage in advocacy efforts (A.7.a), and this poster provides experiential accounts of how advocacy and leadership skills can be developed for counseling students and professionals.
References

2016 CACREP standards. Retrieved from  

doi:10.7729/12.0108


Poster Session Submission Form 2017 Submission

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<thead>
<tr>
<th>First Name *</th>
<th>John</th>
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<tbody>
<tr>
<td>Email Address *</td>
<td><a href="mailto:jharrichand@liberty.edu">jharrichand@liberty.edu</a></td>
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<td>Audience Level *</td>
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</table>
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b. Participants will analyze experiences on developing advocacy and leadership skills while teaching in residential, weekend intensive, and online instructional contexts  
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leadership in a doctoral program on counselor educator preparedness and the counseling profession

Target Audience and Area of Application *
Administrators/Program Directors, Counselor Educators, Doctoral and Masters Students

This presentation will address doctoral teaching interns’ experiences on developing leadership and advocacy. Presenters who taught in master’s level counseling programs residually, in weekend intensive, and online instructional settings will discuss their experiences of how they developed these skills within these contexts. Further, implications of developing advocacy and leadership in doctoral programs on counselor educator preparedness and the counseling profession will be addressed.

Program Guide Description: *

Teaching is a significant component of a counselor educator’s vocation and according to researchers; “teaching experience prepares doctoral students to participate more effectively in the counselor education profession, since the professional standards specifically include teaching” (Hall & Hulse, 2010, p. 2-3). In recent years faculty search committees in counselor education programs are requiring prospective faculty to demonstrate competent teaching skills as evidenced by requests for “statements of teaching interests, teaching philosophy, and teaching demonstrations as part of the recruitment process” (p. 2). Currently, the 2016 Council for Accreditation of Counseling & Related Educational Programs (CACREP) Standards (2015) specify nine teaching standards for doctoral programs under Section 6.B.3. Counselor educators are tasked with the responsibility of educating and developing future counseling professionals with a strong sense of counselor identity, leadership, and advocacy, which are embedded in CACREP teaching standards B.3.a, h and i. Through the profession of counseling, counselor educators have the privilege of training competent counselors to provide support and empowerment to individuals, people groups, and communities experiencing alienation, discrimination, and marginalization; learned helplessness; and internalized hatred (Roysircar, 2009). This poster will present the experiences of advocacy and leadership development for doctoral teaching interns in a counselor education program using charts and tables to distinguish the three teaching modalities, and memos to capture verbal and written communication. The data will be used to inform administrators, faculty, and doctoral and master’s students on creative ways in which advocacy and leadership can be integrated into the counselor education curriculum developing a culture of advocacy and leadership not only for doctoral students but the master’s level students they teach. The ACA’s Code of Ethics (2014) stipulates counselors to engage in advocacy efforts (A.7.a), and this poster provides experiential accounts of how advocacy and leadership skills can be developed for counseling students and
I confirm that this proposal has not been presented previously.

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<td><strong>CFA First Name</strong></td>
<td>Joy</td>
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<tr>
<td><strong>CFA Email</strong></td>
<td><a href="mailto:jmmaweu@liberty.edu">jmmaweu@liberty.edu</a></td>
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<td><strong>CFA Last Name</strong></td>
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<tr>
<td><strong>CFA Phone</strong></td>
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</tr>
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<td><strong>Presenter position</strong></td>
<td>2nd (just after the student primary presenter)</td>
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<tr>
<td><strong>Primary First Name</strong></td>
<td>John</td>
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<td><strong>Primary Email</strong></td>
<td><a href="mailto:jharrichand@liberty.edu">jharrichand@liberty.edu</a></td>
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<td><strong>Primary Last Name</strong></td>
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<tr>
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<tr>
<td><strong>Primary Membership Status</strong></td>
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</tr>
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<td><strong>Specific Degree Area</strong></td>
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<tr>
<td><strong>Employment / Experience (Please provide a written summary instead of a resume/CV)</strong></td>
<td>Resident in Counseling, Virginia Graduate Teaching Assistant, Doctoral Counseling Intern at Liberty University</td>
</tr>
<tr>
<td><strong>Current Title / Position</strong></td>
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</tr>
<tr>
<td><strong>Current Employer</strong></td>
<td>Liberty University</td>
</tr>
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<td>Counselor leadership experience: 1) completing administrative tasks for the Ph.D. C.E.S. Program Director; 2. currently serving as graduate student representative for Lynchburg Area Counselors Association, 3. currently serving as a committee member for the CSI Leadership and Advocacy Committee (National); President for Virginia Career Development Association</td>
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| **Brief Bio for Promotional Use** | John J. S. Harrichand is a Doctoral Student, and Graduate Teaching Assistant in the Department of Counselor Education and Family Studies, and a Resident in Counseling at Student Counseling Services at Liberty University. He also serves as the Graduate Student Representative for the Lynchburg Area Counselors Association. He holds a Master's Degree in Counseling, and is currently a Resident in Counseling, working on earning his Licensed Professional Counselor and Certified Substance Abuse Counselor credentials in the state of Virginia. In his current capacities,
Mr. Harrichand has been active in program review, advocacy, mentorship, research, and publication, and involved in professional counseling associations presenting at conferences in the areas of Counselor Education, Emotional Intelligence, Attachment, and Math Anxiety. He recently received the 2015-2016 Outstanding Graduate Student Assistant Award from his department in conjunction with the Graduate School at Liberty University, and the 2016 Virginia Counselors Association Emerging Leader Award. His research interests include counselor education and the CACREP self-study accreditation process; attachment theory, emotional intelligence, and resilience; and the treatment of anxiety, depression, substance use, and trauma related disorders.

Co-presenter 1 First Name Patricia
Co-presenter 1 Last Name Kimball
Co-presenter 1 Email pkimball@liberty.edu
Co-presenter 1 ACA Member ID 6430574
Co-presenter 1 Physical Address
Co-presenter 1 Membership Status Doctoral Student
Co-presenter 1 Highest Degree MA
Co-presenter 1 Degree Area Counseling
Co-presenter 1 Employment / Experience (Please provide a written summary instead of a resume/CV)
Liberty University - Clinical Trainer/ Instructional Mentor, Masters In Counseling Program
Co-presenter 1 Current Title / Position Clinical Trainer/ Instructional Mentor
Co-presenter 1 Current Employer Liberty University
Co-presenter 1 Summary of Topical Experience 20 years in clinical work as counselor, supervisor and administrator. Specializing in children/ families, crisis intervention services, assessment, and clinical supervision. LPC in Virginia since 2001.
10 years - Liberty University as Clinical Trainer and Instructor
Liberty University - Department of Counselor Education and Family Studies
Leadership position in CSI (past President); Leadership focused internship with Director of Counseling Program

Co-Presenter 2 First Name: Krista
Co-Presenter 2 Email: keadour@liberty.edu
Co-Presenter 2 ACA Member ID: 6451561
Co-Presenter 2 Physical Address
Co-Presenter 2 Membership Status: Doctoral Student
Co-Presenter 2 Highest Degree: MS
Co-Presenter 2 Degree Area: Counseling
Co-Presenter 2 Employment / Experience (Please provide a written summary instead of a resume/CV)
Clinician for those with intellectual disabilities including crisis intervention, behavior management, and family therapy. Teaching Assistant for Department of Counselor Education and Family Studies, Adjunct Professor for Psychology courses
Co-Presenter 2 Current Title / Position: Graduate Teaching Assistant and Adjunct Professor
Co-Presenter 2 Current Employer: Liberty University
Co-Presenter 2 Summary of Topical Experience: Counselor Educator: Graduate Teaching Assistant and Adjunct Professor

Co-Presenter 3 First Name
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Co-Presenter 3 Physical Address
Co-Presenter 3 Membership Status
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provide a written summary instead of a resume/CV

Co-Presenter 6
Current Title / Position
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Current Employer
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Summary of Topical Experience
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Co-Presenter 7
Physical Address
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Membership Status
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Highest Degree
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Employment / Experience (Please provide a written summary instead of a resume/CV)
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Summary of Topical Experience
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Position
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Current Employer
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Summary of Topical Experience
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Employment / Experience (Please provide a written summary instead of a resume/CV)
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Summary of Topical Experience