



MENTAL HEALTH COUNSELING PhD PROGRAM

STUDENT HANDBOOK

Revised Spring 2021



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I. Mission Statement

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.

B. 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, (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.

C. 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.

Meeting Objectives:

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. This will be accomplished through faculty mentoring, coursework, practicum, and internship, and independent and dissertation research. These objectives will be met by familiarizing and exposing students to:

1. The principles and practices of counseling
2. Theories and practices of supervision
3. Instructional theory and methods relevant to counselor education,
4. Social and cultural issues, including social change theory and advocacy action planning,
5. Design and implementation of quantitative research and methodology
6. Models and methods of assessment and use of data
7. Ethical and legal considerations in counselor education and supervision
8. Leadership roles in the field of counseling as college and university faculty, advanced practitioners, consultants, researchers and scholarly authors, and administrators
9. 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, official academic transcripts, and GRE scores taken within the previous five years.
- 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: <http://www.pace.edu/dyson/programs/phd-mental-health-counseling-plv>

B. Academic Advising

Upon acceptance into the PhD in Mental Health Counseling program, students receive academic advising from Vanessa Ramkissoon (vramkissoon@pace.edu). 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 at 914-773-3791.

C. Important Contact Information

Program Director: Dr. Rostyslaw Robak	
Academic Advisor: Vanessa Ramkissoon	(914) 773-3791 vramkissoon@pace.edu
Graduate Admissions	(914) 422-4283 GradWP@pace.edu
Office of Student Assistance <ul style="list-style-type: none"> • Financial Aid • Student Accounts and Registration • Degree Audit 	1-(877) 672-1830
Mortola Library	(914) 773-3505
Security	(914) 773-3700
ITS Helpdesk	(914) 773-3333
Bookstore	(914) 773-3761
Center for Academic Excellence	(914) 773-3434
Center for Community Action and Research	(914) 773-3539
Cooperative Education and Career Services	(914) 773-3415
Counseling Services	(914) 773-3710
Dean for Students	(914) 773-3351
Health Services	(914) 773-3760
Office for Student Success	(212) 346-1915
Student Development and Campus Activities	(914) 773-3767
Study Abroad	(914) 773-3399
Testing and Disability Accommodations	(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 services; this coverage would include semesters in which students are completing MHC710 Practicum and MHC 725 Internship Seminar. 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.

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

Summer (0 credits)

MHC 710 Doctoral Practicum in MHC (0 credits)

Fall (12 Credits)

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

MHC 831 Doctoral Dissertation Seminar I (4 credits)

MHC 725 Doctoral Internship I (4 credits)

Spring (12 Credits)

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

MHC 832 Doctoral Dissertation Seminar II (4 credits)

MHC Elective Course (4 credits)

MHC 726 Doctoral Internship II (0 credits)

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 nonparametric statistics, correlation, regression, discriminant analysis, and factor analysis. The overall goal of this course is to present the basic statistical techniques you might need for intermediate to advanced 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 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 710 – Practicum

The purpose of this course is to further advance the skills and professional development of doctoral-level mental health counseling practitioners. Students will provide counseling in a professional setting. Via supervision, individual and group reflection, and counseling-skills exercises, students will demonstrate proficiency in a number of core areas related to mental-health care delivery with diverse client populations.

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 various forms of client treatment that will impact recovery.

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:

- Counseling
- 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:

- Counseling
- 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

The course provides an introduction to the profession of mental health counseling and counselor education. Specific topics addressed include: (1) history and organization of the profession, (2) program accreditation standards and practices, (3) instructional theory and methods relevant to counselor education, and (4) ethical and legal considerations in counselor education.

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. Practical experience for counseling professionals who have responsibility directing personal and professional development of counselors, promoting counseling competency, and developing and implementing counseling services. This course is conducted as a seminar and includes (a) input from other “supervisors” and the instructor, as well as (b) discussion based on assigned readings and (c) in-vivo role play (d) video recordings.

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.

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. Moreover, it is designed for counselor educators to become better informed about how to teach such material to master-level professionals in training.

MHC 830 – Research Design: Special Topics Seminar

This course is part of a three-course sequence designed to prepare students to complete the dissertation requirement for the PhD in mental health counseling programs. Topics that are addressed in this course include the application of the following in counselor research: (1) multiple regression, (2) confirmatory factor analysis, (3) cluster analysis, (4) single subject designs.

MHC 831 – Doctoral Dissertation Seminar I

A primary obligation of doctoral students is extending the knowledge base of the counseling profession through scholarly inquiry. The Doctoral Dissertation Seminar serves as a preparation for students to generate a project that will bring new knowledge for the counseling profession. The research project proposal will begin a process that culminates in a dissertation that is appropriate to the field of mental health counseling practice, counselor education, or supervision. Students will

demonstrate their work through scholarly writing that is shared in the seminar for constructive criticism. A dissertation committee shall be constituted prior to the completion of this course.

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.

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. 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 is 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.

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.

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 non-matriculated 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 mathematical 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.

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 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 chair/mentor 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 rationale 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 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 UNIVERITY
MENTAL HEALTH COUNSELING
PhD PROGRAM
STUDENT HANDBOOK
2020–2021**

Pace University
PhD in Mental Health Counseling
Dissertation Mentor and Advisee Agreement Form

Student Advisee Name:	Email:
Dissertation Mentor Name:	Email:
Dissertation Reader 1 Name:	Email:
Dissertation Reader 2 Name:	Email:

Dissertation Mentor Responsibilities

As the dissertation mentor, 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 mentor, 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/mentor 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 mentor 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 mentor, 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 mentor, 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 Mentor

_____	_____	_____
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

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.

ADVISOR/CHAIRPERSON _____
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

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.

ADVISOR/CHAIRPERSON _____
NAME SIGNATURE DATE

COMMITTEE MEMBER _____
NAME SIGNATURE DATE

COMMITTEE MEMBER _____
NAME SIGNATURE DATE

OFFICE USE ONLY

RECEIVED BY _____ DATE _____

DISSERTATION POSTED _____ DATE _____

UPDATED _____ SHAQPNO _____ SHANCRS DATE _____

Faculty Biographies

FULL-TIME FACULTY

Poonam Doshi, PhD, LMHC, LPC, NCC

Assistant Professor

Dr. Doshi is a Licensed Mental Health Counselor (LMHC) in NY, Licensed Professional Counselor (LPC) in NJ and a National Certified Counselor (NCC). Her research interests have included studying variables such as types of motivation from self-determination theory framework as well as clinical supervision. She has studied these variables for the purpose of understanding their influence on counselor self-efficacy especially in the field of counselor education and mental health counseling. 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.

Joseph R. Franco, PhD, LMHC, NCC

Professor, MS in Mental Health Counseling Program Director, Director of Clinical Field Supervision

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 at 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

PhD in Mental Health Counseling, Professor

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.

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.

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.