University of Rochester
Margaret Warner Graduate School of Education and Human Development
Counseling and Human Development Program

Executive Summary
2013-2014
Comprehensive Program Evaluation

M.S. School Counseling
M.S. Community Mental Health Counseling
Ph.D. Counseling and Counselor Education
Ed.D. Counseling

CACREP Liaison: Dr. Kathryn Douthit
Chair & Associate Professor
Counseling and Human Development
kdouthit@warner.rochester.edu
(585) 275-3937
COUNSELING PROGRAM MISSION

The mission of the Counseling Program at the Warner School of Education and Human Development is two-fold:

To educate counselors who will empower their clients and students to create more rewarding and meaningful lives and relationships; become more self-reflective, caring and compassionate persons; and contribute to reform of the systems in which their lives are imbedded.

To prepare counselor educators, researchers, practitioners and leaders in the counseling profession who will educate the next generation of counselors to do all of the above; will contribute new knowledge in the fields of counseling, counselor education and human development; and will be leaders in reforming educational and social systems to promote social justice, healthy human development, and quality relationships.

This mission is based on an ecological perspective of professional counseling that acknowledges the importance of personal development, but also recognizes that individual lives are imbedded in a variety of personal and extended relationships and social systems. Within this perspective, we:

- See human development, counseling and education in a historical, cultural and social context
- Work to foster healthy development across the life course and across a diversity of capabilities
- See the integration of biological, psychological and social intervention as an essential foundation for enduring and just human development and change.
- Recognize the counselor’s role as an agent of institutional change and social justice as well as personal empowerment
- Recognize the diversity of traditions, disciplines, practices and cultures that generate the wealth of counseling resources and welcome difference and innovation
- Use the latest research to guide best practice and intervention strategies
INTRODUCTION TO THIS COMPREHENSIVE PROGRAM EVALUATION

EXECUTIVE SUMMARY

The Counseling Program at the University of Rochester’s Margaret Warner Graduate School of Education and Human Development, in its striving to maintain excellence, is engaged in ongoing comprehensive program evaluation activities. These activities aim to do the following in regard to evaluating programmatic and curricular activities:

- Capture the wisdom of the full range of program stakeholders including those whom we have the honor of teaching as well as those to whom we owe a debt of gratitude for your generosity and commitment to joining us in training the next generation of counselors and counselor educators.
- Collect data that ensures that our instruction and clinical experiences provide students with the tools that they need to development the full range of competencies required by the Council for the Accreditation of Counseling and Educationally Related Programs (CACREP).
- Provide a sound platform for remediation of current practices and polices while building a vision for the future that is informed by the lived experiences of dedicated clinical professionals and the students that we serve.
- Offer prospective students and the public a window into the operation of our department and the successes and challenges we have faced in training future counseling professionals.

In this spirit, this document is comprised of data that has been gathered from multiple sources over the course of approximately 24 months. It is our intention to keep the data in this report current through our ongoing program evaluation activities. Thus, this report should be considered a snapshot of our program structure and function, which we view as a dynamic organism that is constantly evolving in response to environmental changes and challenges.

It is our hope that as we move toward the future, those of you who have generously given your time to provide the valuable feedback that has made this evaluation possible, will kindly continue to provide us with guidance. It is also our hope that you will use the faculty phone numbers and email addresses in the back of this report to stay in communication with us on an on-going basis. For those of you who are new to the Warner School or just interested observers, we welcome you.

Sincerely,

The Warner School Counseling Faculty
THE DATA SOURCES USED IN THIS REPORT

The following graphic is a general representation of the sources of data used for this report. As we share our data with you, we will use utmost precaution to protect the identity of any of our contributors. Likewise, we will not be reporting on any data that pertain to individual faculty or students—these are matters that are deliberated and resolved on an individual basis and in a manner that maintains confidentiality.
This report is divided into four sections. In the first section we describe the assessment tools and activities, as outlined in the illustration above, which we use to collect our data. In the second section we outline the program changes that we have already implemented in response to the feedback and other assessment data that we have gathered. In the third section we provide an accounting of those areas in need of attention that will become the focus of our remediation efforts in the coming months. Finally, in the last section, we will highlight some of the basic principles that will guide us as we move forward.

1. Meetings with Students & Student Feedback Through Class Evaluations

This data source is comprised of three distinct streams. The first stream, meetings with students, refers to the various focus groups that are conducted with our students. The second stream refers to feedback that each faculty member brings to our department meetings that emanates from our contacts with individual students. The third stream comes from the qualitative and quantitative feedback that we receive on the class evaluations that all students are asked to complete at the end of each semester. We find that much of what we hear through each of these information streams results in mutual corroboration.

2. Ongoing Collection of Student Assessments Using CACREP 2009 Standards-Based Rubrics

As many of you know, CACREP has a comprehensive set of standards that all programs seeking accreditation must implement. These standards, in addition to requiring that programs meet certain expectations around how they are structured internally and supported by the larger institutions in which they are embedded, also have highly specified standards that relate to the curriculum that shapes the coursework at the master’s and doctoral levels of our training program. The current set of standards utilized by CACREP-accredited programs were released in 2009 and can be accessed for those interested in knowing more about them at www.cacrep.org.

To demonstrate that curricular standards are indeed being implemented, students, in addition to receiving a grade for a class are also rated on the standards that are represented in a given course. These rating are useful for a number of purposes. First, they allow us to track individual student progress over time and to identify areas of weakness. Second, they allow us to compare student performance on the standards with some of our other assessment tools. For example, it allows us to see whether our rating of our applicants at admissions is a good predictor of how they will perform as students. Third, it allows us to track strengths and weaknesses in our overall program delivery. Fourth, it ensures that we will not lose sight of our core commitment to delivering a curriculum that reflects the CACREP vision of core knowledge, professional identity, and clinical practice.
4. **Student Narrative Feedback at the End of Internship**

The feedback at the end of internship comes in the form of responses to open-ended questions about students’ impressions of their respective programs and what suggestions for program improvement they have at that time. This particular form of feedback provides some of the richest and most detailed data that we collect. Students at this stage are in a place in their program that marks the dividing line between student and alumnus. This puts them in a place in their career trajectory where programmatic issues are still very salient and can be seen in a context that considers the entire program from the first class to the last client seen in internship.

5. **Site Supervisor and Employers Surveys**

The data in this part of our evaluation is a reflection of four separate surveys that are administered with the aim of capturing input from site supervisors and employers regarding their perceptions and evaluations of major aspects of our master’s and doctoral level programs. Among other things, these surveys aim to gather from these important stakeholders how they think our students and graduates reflect the underlying principles of the Warner mission, which is articulated in the opening pages of this summary.

6. **Ongoing Dialogue With Stakeholders Shared at Regular Faculty Meetings**

Faculty at regularly scheduled faculty meetings deliberates all of the data that are amassed through our various assessments. These meetings, along with the faculty annual retreat, provide a backdrop for faculty to exchange information, create informed policy decisions, consider individual student issues, and build a vision for the future.

7. **Focus Groups with Adjunct and Affiliated Faculty**

In our “continuous systematic program evaluation” the counseling program strives to maintain professional and supportive contact with our adjuncts (local clinical professionals with particular expertise) and affiliated faculty (advanced doctoral students whose development has been fostered to a level beyond Teaching Assistants/University Clinical Supervisors). We take both formal and informal occasions to garner their input and opinions concerning the ways we can support their teaching and professional growth. Due to the busy lives of our adjunct and affiliated faculty, we attempt to gather their input through two formal methods, focus groups and on-line surveys. The most recent focus group was held this past December and an on-line survey was distributed during the same time period. Likewise, each of our core faculty makes themselves available to our adjuncts and affiliates to offer their expertise and is poised to communicate any concerns that they may have to the department.
IMPLEMENTED ACTION ITEMS

This section highlights the ways in which the members of the Counseling and Human Development program, and in some cases the Warner School more broadly, have, in recent years, addressed concerns and suggestions gleaned from our program evaluation activities. All of the implemented changes in this section were predicated on information gleaned from one or several sources of data collection. While some of these changes are well established and have been permanently adopted, other implementation efforts are newly introduced and are still under considerable scrutiny.

Master's Level Changes

1. Based on feedback from our internship site supervisors in the community mental health counseling program we are rethinking how long student's remain in a particular placement. It had been our practice to allow students to have different experiences for their practicum and internships. However, Professor Mackie, our internship coordinator for the Mental Health Program, shared that some of the supervisors had expressed concern about students needing more time at their sites. Professor Mackie is now considering making some sites more permanent for students, meaning they would remain at their site for their practicum and internship. We decided that while this will limit the breadth of their training experiences, it will also provide students with more depth in a particular area. The move will also diminish the amount of site-specific orientation and training activities that occur when students change sites.

2. Another change, which has been discussed over the course of many faculty meetings over the past 3 years, is particularly relevant to clinical practice with the Licensed Mental Health Counselor (LMHC) credential in New York State. It has come to our attention that in New York State, where there are restrictions on the LMHC scope of practice that often hinders employment, the addition of the CASAC-T (i.e., Credentialed Alcohol and Substance Abuse Counselor Trainee) allows LMHC's more flexibility and greater success in procuring employment. Drs. Linnenberg, Mackie and Douthit have spent considerable time researching the requirements for the CASAC-T and have designed a program, which gives students the option of simultaneously pursuing the limited permit for the LMHC and the CASAC-T. Based on our current timeline, it is our intention this summer to seek approval from the State of New York to implement this additional credential and to make it available to students in our next incoming cohort.

3. In the past three years the Counseling and Human Development program, in association with the University of Rochester's Neurodevelopmental and Behavioral Pediatrics, Community Consultation Program, has worked to develop and implement an 18-credit curriculum leading to the Board Certified Behavior Analyst (BCBA) credential. In several of our regular Counseling program meetings, we
discussed the possibility of adding the BCBA credential option to our various School Counseling program options. The credential provides School Counseling students with a proficiency in Applied Behavior Analysis, which is of great utility in school settings. It will also help them to amass credit toward professional certification. It is our hope that in addition to giving our School Counseling students a valuable skill, that it will facilitate their obtaining gainful employment in a job market that is currently very tight in “upstate” New York.

4. A number of the concerns expressed by school counseling alumni have been addressed in the recent past. We have added a full-time faculty member in school counseling, Bonnie Rubenstein, who is the former Director of School Counseling in the Rochester City School District. Also in response to the perceived shortage of school counseling faculty, Dr. Karen Mackie, one of our core faculty members who is an experienced, professionally certified school counselor, is shifting her course load so that she is able to engage in more regular teaching in the school counseling curriculum. A third approach we have used to augment the school counseling affiliated faculty, is to intentionally reach out to experienced school counselors who are interested in our doctoral program and offer them generous fund opportunities.

In regard to curriculum, we have also introduced a new course, “Mental Health Issues in School Settings”, which is designed for students in school counseling who are interested in expanding their understanding of mental health issues commonly encountered in school settings. Dr. Rubenstein has expanded her coverage of disabilities issues in school counseling course work as a response to requests for more work on disabilities. In addition, as mentioned earlier in this document we have made available to school counseling students coursework in Applied Behavior Analysis, hence expanding their therapeutic repertoire in work with students with developmental differences and behavioral challenges. Also, in regard to the expressed desire on the part of School Counseling stakeholders to take classes with administrators, School Counseling students now have an option where they can take a 60-credit program that includes 4 courses in administration.

5. In response to the issue of workload in the final semester of the Community Mental Health Counseling curriculum, we have offered the following remedies. First, a series of scheduled workshops are available to help students structure their thesis work. Second, thesis work, as of the 2013-2014 academic year, has become embedded in the Internship course. Third, our advising for Community Mental Health Students is now the purview of a single program advisor, Dr. Linnenberg, who is able to take a uniform, proactive stance working with students around the notion of completing coursework and internship hours during the summer. The program advisor position is recently created with the intention of remediating a number of additional problems, some of which have also emerged in our program evaluation activities, e.g., alumni relations, advisor responsiveness, inconsistent advising.
6. In response to the request for more counseling specific classes offered at times that are manageable, we have added several summer options including a class in the use of creative arts in counseling and another on spirituality in counseling. In addition, School or Community Mental Health Counseling students have specialized coursework in Applied Behavior Analysis available in the summer. In light of the fact that both School Counseling and Community Mental Health Counseling curricula are highly prescribed with little room for electives, the summer semester presents with the best opportunity for addition of non-conflicting specialized coursework. We have also resolved to begin offering a class in Child and Adolescent Counseling, which will likely first appear in the summer of 2015.

7. Beginning in Fall of 2011 we included in the Community Mental Health Counseling program of study a mandatory course entitled “Pre-practicum in Community Mental Health Counseling”. This course covers areas of perceived deficiency revealed by the alumni survey (and prior sources of data) such as biopsychosocial assessments, intakes, mental status examination, case documentation, and constructing a treatment plan. It will be particularly important in our next round of alumni assessments, which will include former students who completed the Pre-practicum course, to determine whether our intervention has changed the perceptions of our graduates in this regard (the alumni who completed this survey would not have had the opportunity to take the Pre-practicum course). It will also be important to assess the perceptions of site supervisors and employers in this regard as we move into the next round of assessments. Although some of this training (e.g., creation of a treatment plan) is specific to the site in which the clinician works, we will continue to explore ways in which our existing courses (e.g., our relatively new Pre-practicum class, as well as our two-part sequence in Problem Identification and Intervention) can be strengthened so as to leave students feeling better prepared in these areas of their training.

Doctoral Level Changes

1. A number of doctoral students have expressed the desire for additional research opportunities and as a result, the faculty decided to expand our on-going research groups to include more students. More specifically, professors Lynch, Douthit, Mackie, Swanson and Guiffrida are now conducting regularly scheduled scholarship support groups in their respective areas of interest.

2. Based on doctoral student feedback and faculty perceptions, our comprehensive examination structure was modified. This examination, while allowing us a thorough assessment of students’ readiness for completing their dissertations, was also described by some students as too lengthy and laborious. Faculty concurred adding that this process detracted from doctoral students’ ability to engage in dissertation research in a timely manner and that it often delayed their becoming immersed in the process of developing, through presentation and publication, their
identity as scholars. As a result of this feedback and deliberation, we decided to scale back the exam and provide a more compacted, 6-month schedule for completing the three required papers. There are currently several students engaging in the revised comprehensive examination process, and to continually assess our new policy, we have discussed students' experiences with the new system at a number of faculty meetings.

3. Another programmatic change at the doctoral level came from discussions that we have had in both monthly meetings and in our annual retreat regarding our current "Portfolio" process. The Portfolio is a doctoral milestone that occurs after doctoral students have successfully progressed through 18 credits of doctoral work, including several of the notably challenging methods and core counseling courses. In the Portfolio process, students are asked to provide a narrative in which they articulate a coherent plan that shows how past and future doctoral work will lead to successful completion of their dissertation. Students are expected to have formulated some rudimentary ideas about the focus of their dissertation question, and it is our hope that the narrative will give them a roadmap that will facilitate the process of moving through their dissertation work. Another purpose of the Portfolio is to ensure that before students move forward in the program that they are developmentally ready, as scholars, to do so. Thus, another requirement of the Portfolio is to complete a well-crafted literature review on a topic of the student's choice. This literature review must follow strict guidelines and adhere to APA Style. Students who are unable to generate an acceptable literature review are asked to repeat the process the following year, and if they are still unable to successfully complete the steps they may be dismissed from the program. In the previous iteration of the Portfolio process: 1) students were allowed to submit co-authored works, 2) materials were adjudicated by faculty outside the counseling program, and 3) rules concerning the construction of the literature review were not strictly articulated. In the new process, emanating from faculty discussions: 1) students are only allowed to submit single-authored works, 2) materials are adjudicated entirely by Counseling faculty, and 3) rules concerning the construction and content of the literature are strictly articulated and students are expected to adhere to these revised guidelines.

4. In response to requests by doctoral students and others for more exposure to the principles of on-line learning and the skills required to teach an on-line learning course, a series of three courses have been designed that are devoted exclusively to giving students an understanding of how consumers of on-line coursework learn in a virtual environment and how to design on-line coursework, including use of contemporary tools for on-line course construction. Students can take individual courses in online teaching and learning or may opt for a full certificate.
General Changes

1. The new LeChase building was designed with considerable input from the faculty. One of the concerns of the counseling faculty, and the Warner School faculty more generally, was that the space would foster community and networking opportunities (a common concern in the alumni survey). Ultimately, one of the most notable design features in the completed building, is its capacity for community building. It has multiple “smart” meeting/study rooms; and numerous monitors that are kept up to date with important information, professional development opportunities, and Warner School news. The building also has an expanded computer lab available to students.

2. The concerns expressed by alumni and graduating students around assigning doctoral students to teach classes have been discussed by faculty on numerous occasions. The faculty unanimously agree that on the subject of teaching assignments, the top priority is to ensure that there is a high quality experience for the students in the class. A policy was thus generated articulating how, with the notion of quality as a guiding principle, we select doctoral students to act in the capacity of instructors. This policy makes our process for selecting doctoral student instructors totally transparent and includes suggestions regarding ways of obtaining alternative teaching experiences.

3. The following represents a compilation of actions taken to improve the working conditions for adjunct and affiliated faculty (AAF) and to offer mentorship and resources to this group. The most significant change for the Warner School itself was our move into our new home, LeChase Hall. This move allowed us to offer AAF’s:
   - A dedicated AAF office space for conferences and other work that needs to be completed prior to, and after their classes.
   - Numerous “smart” conference rooms that allow for meetings with individual students and small groups
   - A fully equipped computer laboratory, which includes access to quantitative and qualitative software
   - Amply supplied, cost free coffee, tea, and filtered water

Also of considerable significance is a new service provided each semester for AAF’s. Since our move to LeChase Hall, through the Warner School’s Administrative Services Office, which conducts regular (three times yearly) training workshops for AAF’s. These workshops cover a range of topics including:
   - Securing keys
   - Operation of the copy machines
   - Use of administrative services (clerical services related to photocopying, scanning, library use etc.)
   - Use of the Blackboard system
• An introduction to student affairs services
• Orientation to the function of the associate dean who oversees matters related to academic affairs and student appeals
• Orientation to writing support services
• Orientation to quantitative support services

Likewise, per the adjunct faculty’s request, we established:

• A data file of sample syllabi for all of the courses taught in our program (Dr. Linnenberg, one of our core faculty members, maintains this file)
• A template to create new syllabi.
• A complete set of measurement rubrics that cover all of the CACREP standards associated with each course (Dr. Linnenberg provides direction to the AAF concerning CACREP requirements).
• Vehicles for assisting AAF’s with CACREP data input.
• The chair of the department, Dr. Douthit, has taken on the role of mentor for the adjuncts, offering supervision as requested.

ITEMS FOR FUTURE CONSIDERATION

The following is a compilation of actionable items gleaned from our many sources of data. These items will be given priority by the Counseling and Human Development in future deliberations beginning with our 2013-14 annual retreat.

Master’s Level

1. In classes serving both School and Community Mental Health Counselors, how can we be assured that both groups are being served adequately?
2. How can we address the perception that some faculty are disengaged from student concerns?
3. Are there ways that we can spend more time translating theory into practice at the master’s level? Is this a laudable goal?
4. There is a way to add more practical school counseling related experiences in classes such as writing a lesson plan, making a student a student schedule, working with students with disabilities, learning graduation requirements?
5. How can we expose School Counseling students to more of the tools that are used in the field?
6. What is the best approach to adding more coursework about counseling children and adolescents?
7. How can we infuse curriculum with more attention to the realities of mental health care, e.g., insurance restrictions, dominance of CBT and brief therapy?
8. Should we consider a pre-practicum for school counseling?
9. How can we include more applications to children and the elderly in classes?
10. What should we be doing to systematically stay abreast of current trends in the field?
11. How can we get School Counseling students more exposure to brief therapy techniques?
12. How can we increase the exposure of Community Mental Health Counselors to DBT, CBT, Motivational Interviewing, and other therapies that are relevant to their clinical placements?
13. Where in our coursework can we build in more information on serious persistent mental illness?
14. Is there a place in the curriculum where we could offer wellness activities to all levels of counseling students?
15. In light of curricular demands, is it feasible to create opportunities for master’s level research?
16. How can we expand current career services?
17. How can we expose students in Community Mental Health Counseling to more evidence-based psychotherapy literature?
18. How can we focus more time on developing therapeutic techniques?
19. Can we help students to deepen the connections between activism and therapy?
20. Is there a way that school counseling students can explore different levels of school counseling (i.e., elementary, middle, high school).
21. Can we find a way to expose school counseling students to seeing or hearing first hand from those in the field presenting some of the realities of what to expect in the real world of common core?
22. What should our aim be in terms of introducing on-line course options in light of the criticism that this modality incurs?

**Doctoral Level**

1. How can we expand research opportunities for student apprenticeships?
2. Is there room in the curriculum to expose students to more teaching technique?
3. In light of changes to our curriculum over the past few years, is our Accelerated EdD track still feasible?
4. How can we provide students with more opportunities for publishing and presentation?
5. Is the number of mandatory Human Development courses in the program of study excessive?
6. Is there a way for us to make the quality of mentoring and advising consistent throughout the program?
7. Should we focus on creating highly targeted reading assignments to conserve time?
8. How should we respond to the concern that doctoral students appear to need additional curriculum, experience, and mentoring in the areas of writing, publication and presentation?
**General Considerations**

1. In our admissions decisions, should faculty reconsider whether candidates with a ranking of ‘1’ are truly suitable for the program?
2. What can we do to strengthen curriculum related to leadership skills?
3. What can we do to strengthen curriculum that addresses expectations related to 21st century collaborative counseling professional dispositions?
4. What can we do to strengthen curriculum that addresses sensitivity to diversity and social justice dimensions of counseling?
5. What can we do to strengthen curriculum that addresses course materials related to the use of research, ethics and critical thinking to guide practice?
6. How can we accommodate the issue of having “open” faculty meetings with our adjunct and affiliated faculty present?

**MOVING FORWARD**

As we move forward in our ongoing efforts to improve the quality of our programs, we will do so guided by the following principles:

- In shaping our programs, we are committed to showcasing the core principles of the counseling profession. This means that all that we do will be driven by a dedication to social justice, life-long healthy development, client empowerment, respect for diversity, understanding individuals in context, and the need for evidence-based practice.

- Program development is best achieved through the input of a community of dedicated stakeholders. Changes to our programs must be informed by the wisdom of those clinicians who have dedicated their lives to the direct service of clients; scholars who are devoted to understanding best practices and ways of applying cutting edge information emerging from research in counseling, psychology, psychiatry, human development, and the biological sciences; the experiences reported by the students who we hope to teach; and the voices of the clients that we serve.

- The quality of our curriculum is ultimately judged by the degree to which our students have assimilated its contents. Thus we need to continually devise more effective ways to evaluate our students’ depth of understanding of curriculum, ability to transform theory into practice, ability to turn practice into theory, facility in regard to serving their clients justly, ethically and effectively, and capacity for modeling for their clients the tenets of lifelong healthy development.
## FACULTY/STAFF DIRECTORY

### Counseling and Human Development Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
<th>Office</th>
<th>Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Douthit, Kathryn (C)</td>
<td>276-6138</td>
<td><a href="mailto:kdouthit@warner.rochester.edu">kdouthit@warner.rochester.edu</a></td>
<td>486</td>
<td>Ph.D., LMHC, University of Rochester</td>
</tr>
<tr>
<td>Donnelly, David (HD)</td>
<td>275-7833</td>
<td><a href="mailto:ddonnelly@warner.rochester.edu">ddonnelly@warner.rochester.edu</a></td>
<td>482</td>
<td>Ph.D., University of Rochester</td>
</tr>
<tr>
<td>Duckles, Joyce (HD)</td>
<td>276-4894</td>
<td><a href="mailto:joyce.duckles@warner.rochester.edu">joyce.duckles@warner.rochester.edu</a></td>
<td>489</td>
<td>Ph.D., University of Rochester</td>
</tr>
<tr>
<td>French, Lucia (HD)</td>
<td>275-3235</td>
<td><a href="mailto:lucia.french@warner.rochester.edu">lucia.french@warner.rochester.edu</a></td>
<td>488</td>
<td>Ph.D., University of Illinois</td>
</tr>
<tr>
<td>Guiffrida, Doug (C)</td>
<td>275-3964</td>
<td><a href="mailto:dguiffrida@warner.rochester.edu">dguiffrida@warner.rochester.edu</a></td>
<td>490</td>
<td>Ph.D., LMHC, Syracuse University</td>
</tr>
<tr>
<td>Linnenberg, Daniel (C)</td>
<td>276-4782</td>
<td><a href="mailto:dlinnenberg@warner.rochester.edu">dlinnenberg@warner.rochester.edu</a></td>
<td>491</td>
<td>Ed.D., LMHC, University of Rochester</td>
</tr>
<tr>
<td>Lynch, Martin (C)</td>
<td>273-3408</td>
<td><a href="mailto:mlynch@warner.rochester.edu">mlynch@warner.rochester.edu</a></td>
<td>483</td>
<td>Ph.D., University of Rochester</td>
</tr>
<tr>
<td>Mackie, Karen (C)</td>
<td>275-9557</td>
<td><a href="mailto:kmackie@warner.rochester.edu">kmackie@warner.rochester.edu</a></td>
<td>496</td>
<td>Ph.D., LMHC, University of Rochester</td>
</tr>
<tr>
<td>Marquis, Andre (C)</td>
<td>275-5582</td>
<td><a href="mailto:amarquis@warner.rochester.edu">amarquis@warner.rochester.edu</a></td>
<td>494</td>
<td>Ph.D., LMHC, University of North Texas</td>
</tr>
<tr>
<td>Rubenstein, Bonnie (C)</td>
<td>275-5163</td>
<td><a href="mailto:brubenstein@warner.rochester.edu">brubenstein@warner.rochester.edu</a></td>
<td>493</td>
<td>Ed.D., University of Rochester</td>
</tr>
<tr>
<td>Swanson, Dena (C &amp; HD)</td>
<td>273-3341</td>
<td><a href="mailto:dswanson@warner.rochester.edu">dswanson@warner.rochester.edu</a></td>
<td>492</td>
<td>Ph.D., Emory University</td>
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### Counseling and Human Development Emeriti Faculty

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<tr>
<th>Name</th>
<th>Email</th>
<th>Credentials</th>
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<tbody>
<tr>
<td>Jefferson, Frederick</td>
<td><a href="mailto:fcjefferson@warner.rochester.edu">fcjefferson@warner.rochester.edu</a></td>
<td>Ed.D., University of Massachusetts</td>
</tr>
<tr>
<td>Kirschenbaum, Howard</td>
<td><a href="mailto:hkirschenbaum@warner.rochester.edu">hkirschenbaum@warner.rochester.edu</a></td>
<td>Ed.D., Temple University</td>
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### Counseling and Human Development Adjunct Faculty

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<tr>
<th>Name</th>
<th>Email</th>
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<tr>
<td>Andrews, Amy</td>
<td><a href="mailto:Amy.Andrews@warner.rochester.edu">Amy.Andrews@warner.rochester.edu</a></td>
<td><a href="mailto:aandrews54321@gmail.com">aandrews54321@gmail.com</a></td>
</tr>
<tr>
<td>Coffey, Kevin (C)</td>
<td><a href="mailto:Kevin_Coffey@URMC.Rochester.edu">Kevin_Coffey@URMC.Rochester.edu</a></td>
<td>Ed.D., University of Rochester</td>
</tr>
<tr>
<td>Name</td>
<td>Email</td>
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<td>Elliot, Ari MS (HD)</td>
<td><a href="mailto:Ari.Elliot@warner.rochester.edu">Ari.Elliot@warner.rochester.edu</a></td>
<td>Doctoral program, University of Rochester</td>
</tr>
<tr>
<td>Flack, Amy (C)</td>
<td><a href="mailto:aandjflack@gmail.com">aandjflack@gmail.com</a></td>
<td>Doctoral program, University of Rochester</td>
</tr>
<tr>
<td>Hudson, Deborah(C)</td>
<td><a href="mailto:deborahdee1219@aol.com">deborahdee1219@aol.com</a></td>
<td>Doctoral program, University of Rochester</td>
</tr>
<tr>
<td>McAdam, David</td>
<td><a href="mailto:david_mcadam@umc.rochester.edu">david_mcadam@umc.rochester.edu</a></td>
<td>Ph.D. University of Kansas</td>
</tr>
<tr>
<td>McGee, Meghan</td>
<td><a href="mailto:Meghan_Mcgee@URMC.Rochester.edu">Meghan_Mcgee@URMC.Rochester.edu</a></td>
<td>Board Certified Behavior Analyst</td>
</tr>
<tr>
<td>Mozingo, Dennis (HD)</td>
<td><a href="mailto:Dennis_Mozingo@URMC.Rochester.edu">Dennis_Mozingo@URMC.Rochester.edu</a></td>
<td>Ph.D., Florida State University</td>
</tr>
<tr>
<td>Outland, Rafael (C)</td>
<td><a href="mailto:Rafael.outland@warner.rochester.edu">Rafael.outland@warner.rochester.edu</a></td>
<td>Doctoral program, University of Rochester</td>
</tr>
<tr>
<td>Vitale, Karen (C)</td>
<td><a href="mailto:karen_vitale@umc.rochester.edu">karen_vitale@umc.rochester.edu</a></td>
<td>Doctoral program, University of Rochester</td>
</tr>
</tbody>
</table>

**Administrative Support Office**

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diaz, Angelashley</td>
<td><a href="mailto:adiaz@wamer.rochester.edu">adiaz@wamer.rochester.edu</a></td>
<td>273-1764</td>
<td>Secretary</td>
</tr>
<tr>
<td>Kaptein, Pamela</td>
<td><a href="mailto:pkaptein@wamer.rochester.edu">pkaptein@wamer.rochester.edu</a></td>
<td>276-5405</td>
<td>Administrative Support Manager</td>
</tr>
</tbody>
</table>