

Navigating a PhD Program in the Middle of Chaos: A CES Doc Student Reflection

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CACREP CES PhD Competencies



CES PhD Professional Identity

- Three primary roles emerge: teaching and supervision, research and scholarship, and service
- Successful integration of personal attributes and professional training in the context of a professional community
- Development opportunities
 - American Counseling Association (ACA)
 - Association for Counselor Education and Supervision (ACES)

Growing into CES PhD Identity

- Wellness through mentoring and modeling
 - Required rather than admired (Myers et al., 2016)
 - Time management
 - Healthy boundaries (Stokes & Hunter, 2020)

Implications for CES PhD Stakeholders

- Consideration for ways to implement self-care into the CES PhD program to increase retention where attrition is high from navigating life as a CES student (Myers et al., 2016; Sverdlik & Hall, 2020), where the lines of admiration and practice are blurred, and subjectivity abounds (Stokes & Hunter, 2020).
- Mentoring serves as a protective factor in helping navigate barriers, providing academic and emotional encouragement, reducing isolation, and creating realistic timelines (Kent et al., 2020; Stubb et al., 2011)
 - Competencies:
 - Supervision
 - Leadership and Advocacy
- Review of currently established protocols to support CES PhD students to assess effectiveness and success rate.

Case Study

- Life events
 - Marriage
 - Moving
 - Birth of first child
- Navigating COVID-19 challenges
- Career Development
 - Counselor to supervisor to leader
- CES PhD Professional Identity
 - Research
 - Teaching
 - Supervision

Case Study

- Growth for CES PhD Identity
 - Begins within the program
 - Course or program centered on wellness
 - Mentorship and modeling of wellness
- Couch of Life
 - Older woman
 - Caregiver
 - Working on licensure
 - No pay
 - Doctoral endeavors
- Self-Care Needs
 - Spiritual principles
 - Time management
 - Mentorship

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Questions/Comments



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