

Doctoral Studies Newsletter



ENGAGED LEARNING, Fall 2022

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Words From Our Director

Dr. Julia C. Phillips



I am so pleased to be back from my Spring Semester 2022 sabbatical – I am ever grateful to Dr. Karla Hamlen Mansour for acting as Interim Director of Doctoral Studies during my absence. She was incredibly conscientious and responsive as she maneuvered her way through admissions, administering comprehensive examinations, and giving out scholarships to students. It is quite a bit to handle, and she did so with competence and grace! Similarly, Dr. Tawanda Greer-Medley stepped up to serve in the role of Director of Training for the Counseling Psychology specialization, also a huge role with specialization comps and a separate admissions process in the Spring Semester. I am so grateful to her, as well, for her willingness to serve the program and our students! During my sabbatical, I worked on four grant-funded projects examining the increasingly common practice of using DEI statements and rubrics when hiring tenure track faculty for the purposes of creating more inclusive campuses and diversifying faculty, particularly in STEM fields. My project partners at CSU are Ronnie Dunn, Cheryl Bracken, and David Elliott. We also partnered with Iowa State, the University of Oregon, and the National Association of Diversity Officers in Higher Education. We will create a toolkit and white paper for our funders, the IChange Network of the ASPIRE Alliance.

**Questions related to the program's accredited status should be directed to the Commission on Accreditation:
Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / E-mail: apaaaccred@apa.org
Web: www.apa.org/ed/accreditation*

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Editors:
DJ Walker
Dr. Julia Phillips
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Words From Our Director, Continued

The big news at CSU is our CSU 2.0 reorganization which brought together the College of Education and Human Services, Maxine Goodman Levin College of Urban Affairs, the School of Communications, and the Criminology and Sociology Department. We officially joined together as of July 1, 2022, as the College of Education and Public Affairs (CEPA) after spending the previous year in fruitful discussions about how to bring together our units. Dr. Roland Anglin was named as Dean of CEPA and former CEHS Dean, Dr. Sajit Zachariah, was instrumental in co-leading the transitional talks with him. We congratulate Dr. Zachariah, who is now serving as Vice Provost and Dean, CSU Online. We were also very excited to hear Dr. Laura Bloomberg announce at her Investiture as CSU President that the new college will be renamed the Levin College of Public Affairs and Education as soon as the CSU Board of Trustees approves the name change.

We can celebrate many wins over the past year as a doctoral program. First, congratulations to all of the students who graduated with a Ph.D. in Urban Education since Fall 2021 – check out the list of new graduates and their distinguished dissertation titles on page 23. We had wonderful in-person graduations in May 2022 and December of 2021 and will continue that tradition this year.

We had another year in which multiple students earned honors and awards, including Chelsea Kelligher, who earned a 2022-2023 Graduate Student Research Award (GSRA) from the Office of Research. The GSRA is an award that financially supports students' dissertation work. Past award recipients have used the funds to provide incentives for participants or buy gift cards, computer software to analyze data, and/or summer salary. Applications for the GSRA's are due by February 1st each year – students who have proposed their dissertations or are very close to defending their dissertation prospectuses are most competitive for these awards. Students are strongly encouraged to apply for a GSRA. Three Urban Education doctoral students were also recognized by the College of Graduate Studies with Graduate Student Awards in 2021-2022 for Dissertation (Melissa Strouth), Teaching (Jessica Moore), and Engagement and Social Advocacy (Richard Austin). We have many students whose work is worthy of these types of recognition – I encourage all of you to submit nominations at <https://www.csuohio.edu/research/graduate-student-research-award> and <https://www.csuohio.edu/gsrc/grad-student-award-opportunities>.

For our students, remember that Qualtrics is available to you to help conduct survey research – this software is free to students. To utilize Qualtrics, your faculty research advisor will need to request that an account be set up for you. For more information, go to <https://www.csuohio.edu/research/qualtrics>



Words From Our Director, Continued

I'm sending so much gratitude to our 16 donors from CSU's Giving Day in 2022 - Sajit Zachariah, Debbie Morin, Kathie MacCluskie, Ali Martin Scoufield, Graham Stead, Dan O'Donnell, Wendy Green, Amani Mende, Lorna Fuller, Adam Cusner, Angela Fant, Jessica Bever, Julia Phillips, and several donors remaining Anonymous. Thanks to our donors, in 2022 we raised \$1060. We will use this money to provide awards to students for unreimbursed research costs and travel for professional development. Look for the Call for Applications in January of 2022 to apply for these funds. Please also consider donating or encourage those who are able to support the Office of Doctoral Studies on the next Giving Day in February of 2023.

Program Updates, Tips, and Reminders

Comprehensive Examinations

- Core and research examinations will be scheduled Spring (February) and Summer (August) each year, and specialization comps will be held two weeks after core/research examinations in Spring semester and three weeks after the start of Fall semester.
- In order to take the comprehensive exams you must apply: Fall by Oct. 8, Spring by Jan. 21, or Summer by Jun. 24.
- The earliest the Quantitative research exam can be taken is August before second year, and the earliest the Qualitative research exam can be taken is Spring semester of the second year.
- Students using quantitative methods for their dissertations must pass the Quantitative Research Exam, students using qualitative methods must pass the Qualitative Research Exam, and those using mixed methods must pass both exams.
- Counseling Psychology comprehensive examination has changed to a portfolio and oral examination.

Dissertation Proposal

- Send your Faculty Dissertation Committee Agreement form to Dr. Phillips in one email prior to your proposal .
- Your committee may be 3-5 members
- You must have a chair from your specialization, an approved methodologist, an outside member. Your chair must have Graduate Faculty Status level 1 and the others must be level 2. Your outside member must be from a department outside of Teacher Education, Curriculum & Foundations, and CASAL. It may be someone from another university, but they MUST get graduate faculty status—talk to Dr. Phillips about this lengthy process.

Faculty Research Spotlight: Dr. Galletta

By DJ Walker

I recently talked with Dr. Anne Galletta about three recent projects highlighting different dimensions of Participatory Action Research. The first project is a report about the impact of COVID-19 on essential workers. This project was a collaborative work with Essential Ohio involving community-based organizations and Ph.D. students: Paula Baughn and Vilmarie Perez from the Urban Education Ph.D. program, and Chloe White from the Ph.D. program for Urban Studies and Public Affairs. Community-based organizations were doing service work with essential workers during the COVID-19 pandemic. Additionally, they were advocating at the state level for just wages, benefits, and protections for essential workers. One organization, La Conexión, conducted a survey identifying vulnerability in their community members, including undocumented workers in agriculture, factory, and school settings. Essential Ohio members include Central Ohio Workers Center, Cleveland Jobs with Justice, Justice for Migrant Women, La Conexión, and the Office and Professional Employees International Union, Local 1794. They wanted to combine their expertise on essential work and their communities with the University's expertise in data collection and analysis.

Participatory action work is driven by the idea that expertise is derived from multiple angles of vision and collective inquiry and action. The three students, Paula, Vilmarie, and Chloe developed a new survey with the community-based organization and underwent a separate IRB proposal for each organization's survey. Then the students trained members from each organization in the ethics of data collection, which allowed each organization to collect data. Because the organization members were viewed as trustworthy by community members and were bilingual, making the survey's purpose clearly available in Spanish and English, the survey was administered with community support. All the data were entered into Survey Monkey and presented via descriptive statistics and charts. However, both the university research team and the community organization members collected the oral history of essential workers. For the data analysis, the research team met with each community organization to review their data and draw from their experiences to explore the findings. Then the research team wrote a contextualized review of the data and sent it to each organization for revisions that could drive action. This review process continued for months with a final report, *Heroes Work Here: The Experience of Essential Workers in Ohio During the Pandemic*.



Since conducting this work, the community organization leaders and student research team have been invited back to revisit and reflect on the project. The next steps for this work include publishing thematic findings and using the *Heroes Work Here* report to push for hazard pay for the essential workers. Some key takeaways from this participatory action project are collaboration, advocacy, and ethics. Dr. Galletta reminds us that collaboration includes meaning-making and moments of conflict, which can be healthy when thinking about systems of power within and outside the team. This work aimed to advocate with those organizations close to the experience of essential workers. Also, it highlights that ethics occurs not only at the beginning of a research project but throughout, including active consent and checking-in processes.

Faculty Research Spotlight, Continued

The second project is a book chapter on participatory action research co-authored with Urmitapa Dutta, Jesica Siham Fernández, and Regina Day Langhout. Dr. Galletta explained that she met with other authors via Zoom during COVID, and they each shared stories about their work, subjectivity, and positionality. Each author added dimensions of their work from this multivocal approach, allowing the chapter to speak to a broader audience. They conducted an informal thematic analysis in which three core domains of participatory action research emerged: radical relationality, epistemic justice, and intervention for transformation. Radical relationality repositions notions of expertise and it involves shared reflection, interpretation, and attention to power differentials. Epistemic justice offers a pathway into knowledge generation at the periphery of social hierarchies. It underscores how theories of knowledge become privileged in teaching and patterns of peer review, which may lead to incomplete or inaccurate understanding of phenomena. Intervention for transformation is about collective inquiry and action geared toward equitable change and is informed by authors, theorists, and activists from the global south. This chapter is published in the second edition of the *APA Research Handbook of Psychology* (2023), which aims to help set standards for the training of psychologists by compiling a plurality of recent approaches.

The third project is a collaboration focused on improving responses to those experiencing a mental health crisis. Dr. Galletta collaborated with Michael Anderson, Larry Heller, and Dr. Victoria Winbush on this project. Mr. Anderson is involved in the profession of behavioral health and is a community advocate. Mr. Heller is a social worker and advocate who is active on citywide and regionwide committees on mental health. Dr. Winbush is faculty at Cleveland State University in the Department of Social Work. In 2014, Mr. Anderson's niece, Tanisha, died after a lethal interaction with police who were sent to the Anderson residence in response to a 911 call. Mr. Anderson sought faculty collaboration to educate others and build momentum for legislation informed by effective and humanizing practices. This is an ongoing project that involves dialogue, healing, action, and system reform. This collaborative of community members and faculty aim to educate people across professions and encourage people to be change agents. One way they chose to do this was to present at the Project 400 Conference. The core of the presentation was Mr. Anderson's story. Dr. Galletta provided links to research. Mr. Heller reported on local and regional efforts to change policing practices and mental health policies for safe and humanizing responses to those experiencing a mental health crisis. Dr. Winbush framed the panel purpose and moderated the presentation.

Dr. Galletta is a social psychologist. She earned her Ph.D. from the City University of New York, working with Dr. Michelle Fine, Distinguished Professor of Critical Psychology, Women's Studies, American Studies, and Urban Education at the Graduate Center. Across these projects, Dr. Galletta applied her background to explore and understand with others via collaborative work and critical collective inquiry. Participatory action research is not formulaic due to its relational nature, though Dr. Galletta employs theoretical frames from liberation psychology and critical race studies. She emphasized that it is owned by many, and every collaborator is valuable co-author. She noted that a theme in each project was how racial inequities persist and how those in university settings working with community members can generate new knowledge, coalitions, and systemic change.

Faculty Research Spotlight: Dr. Greer-Medley

By DJ Walker

I recently talked with Dr. Greer-Medley to discuss her recent projects. She began by highlighting her role in developing and leading the Behavior Enhancing Wellness Program (BE-Well) at Cleveland Clinic. The BE-Well program is a mindfulness-based intervention to improve the management of heart disease in African Americans. The program involves an integrated team of researchers, medical students, and Certified Executive Chef Jim Perko. Since acquiring Cleveland Clinic's Institutional Review Board approval and finalizing the memorandum of understanding, the program is set to start with its first cohort in February.

The program is designed for an intervention group of eight to ten adults to attend an hour-and-a-half weekly session for eight weeks. Each cohort member will receive training and education on mindfulness-based coping skills for stress management, dietary support including recipes consistent with their diagnosis, and blood pressure monitoring by medical students. A secondary control group will receive some intervention, such as access to information and home-based blood pressure monitoring. Dr. Greer-Medley's team will analyze these groups in terms of blood pressure. Additionally, the research team will analyze the intervention group's baseline and post-intervention blood pressure.

Dr. Greer-Medley explained that this study has greatly expanded upon a previous pilot study due to collaboration with the Cleveland Clinic. Even from early inception, this project has been oriented toward social justice. She explained that this research aims to bridge the gap between the social determinants of health and implicit bias in clinical encounters. The goal is to increase medical access and support for African American people in general, but also those living with chronic disease. Treatments for chronic diseases such as hypertension have told people to do better, but some people need more help. This project provides every participant with tangible support and improved access to competent care. An example includes culinary medicine interventions, which consist of recipes and skills that are culturally congruent and affordable to reduce barriers.

Dr. Greer-Medley expects significant differences between the intervention and control groups and from baseline. She hopes that this research highlights the utility of integrated mindfulness-based intervention. Also, she hopes this study will provide a means to expand the program. Folks interested in learning more should be on the lookout for a webpage on the Cleveland Clinic site at the beginning of next year.



Another current project is a collaboration between Dr. Greer-Medley and her former student, Dr. Klaus Cavallieri, who is now a counseling psychology faculty at the State University of New York at Albany. They have collaborated on a research study focusing on online racial discrimination for African American adults. Dr. Greer-Medley explains that this study is novel, given that previous research has focused on adolescents, such as a study by Tynes et al. (2008). This current study explored the influence of online racism on the relationship between institutional offline racism and mental health for African American adults. The results of the moderation analysis elicited five significant interactions and suggested that endorsement of both offline institu-

Faculty Research Spotlight, Continued

-tional racism and online racism contributed to severe mental health outcomes.

The results of this study highlight the harmful nature of online racism as an additive stress to African American adults. Dr. Greer-Medley hopes that the results of this study can be used to improve the enforcement of site policy agreements against hate speech. She would also like to reduce confusion between site policy agreements versus the right to freedom of speech (U.S. Const. amend. I). As of the time of writing, the Network Contagion Research Institute (2022) found a 500% increase in the use of the N-word following Musk's purchase of the Twitter social media platform. Dr. Greer-Medley believes her study provides evidence for the risk of failing to mitigate this online harassment. Also, Dr. Greer-Medley encourages the faculty and students in the Urban Education Ph.D. program to consider the impact of online racism when having class discussing or working with clients. We should encourage our students and clients to protect themselves by not reading comments, using filters and settings to limit exposure to words or phrases, and taking breaks from social media.

Dr. Greer-Medley is core faculty in the Counseling Psychology specialization and the Associate Director of the Diversity Institute for the College of Education and Public Affairs. She shared these two projects to demonstrate how we can engage with research as a form of social justice. The two projects show that research can address access, social support, and advocacy and can be transformative. Despite potential issues related to the time commitment, she encourages us all to get involved in the social justice opportunities available in Cleveland.

For more information on either of these projects, contact Dr. Greer-Medley at t.greermedley@csuohio.edu

For more information about the diversity institute check out the website at <https://cepa.csuohio.edu/di/diversity-institute>

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Welcome to the Students of Cohort XXXVI



Dorothy Hillaire: I am Dorothy. I grew up in Washington State, then moved to Tokyo, Japan to complete my Bachelor's degree in Comparative Culture at Sophia University before returning to Washington to pursue a certification in Chemical Dependency Counseling. While working in Mount Vernon, Washington, I developed a passion for program design, substance use disorder treatment, outcomes data, and improving all aspects of care to provide clients with the best possible chance at lifelong recovery. In pursuit of excellence in substance use disorder treatment, I got involved in the National Association for Alcoholism and Drug Abuse Counselors (NAADAC) and moved to Ohio to complete a Master's Degree in Social work from the University of Akron. In Ohio, I served as the President of the Ohio affiliate of NAADAC for three years. I am currently the Quality Assurance and Information Technology Director at Stella Maris. At Stella Maris, I continue to develop programs and skills in an effort to continually improve substance use disorder treatment. While at Stella Maris, I even discovered a passion for IT and using technology to improve the client and clinician experience in treatment. I am in the Adult, Continuing, and Higher Education specialization and interested in researching effective education strategies for therapists to improve the learning experience and competency of the field, especially for those with mental health and substance use disorders. I have a lifelong love of experiential learning and curiosity for building new skills and interests. I love fireworks, reading, hiking, exploring, travelling, and spending time with my fiancé and 10 year old son.



Yufei Guo 郭宇飞: My name is Yufei Guo, I come from China, I worked in foreign department in Jiamusi University with undergraduate students majoring in applied English. Now I am in the Learning and Development specialization here in our Urban Education doctoral program. I completed my undergraduate degree in English at Jiamusi University in 2004. I received my master's degree in intercultural communication in Harbin Normal University in 2010. My research interests include cultural identity, higher education curriculum design, teachers' professional development. I taught mandarin at Cleveland State University from 2017-2020 with the Continuous Education department and independent studies with the World Language department. I am outgoing and like travelling around to experience different lifestyles.

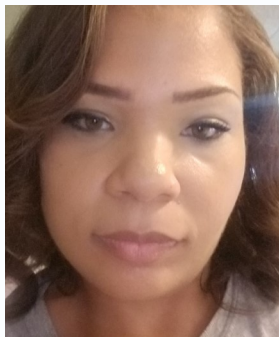


Allyson Lindsley: I'm pursuing a PhD in the Policy Studies track. I currently work as an International Education Advisor in the Center for International Services and Programs (CISP) office here at CSU. I have been in the field of international education for 13 years, with experience in international advising and study abroad. I received my M.Ed. in Curriculum & Instruction from the University of Washington, and my undergraduate degree from Connecticut College. In my undergraduate program, I was fortunate to study abroad in Germany, France, and Switzerland. When I'm not working or studying, I enjoy exercising, traveling, and exploring Cleveland. I have two children in elementary school.

Welcome to the Students of Cohort XXXVI



Shanon Brenenstuhl: I am a Cleveland native and a proud West Sider! Currently, I work as an Intervention Specialist within my alumni district, Berea City Schools. Previously, I worked as an Intervention Specialist within the Fremont City School District and Summit Academy Schools in Lorain and Parma. Education was a second career choice for me. Prior to becoming an educator I was a graphic designer for Vendors Exchange, a small company that specialized in vending machines (I designed the vinyl wraps that went around the machines.). My education includes a BA in Broadcast Communications and a BA in Art from Elon University in North Carolina, as well as a M.Ed. in Special Education from CSU. Within the Urban Education PhD program I am in the Learning and Development specialization. My research interests surround special education inclusion and how it can be improved. Outside of teaching, you will find me spending time with my family, which includes my husband and our three children (two boys and a girl), all under the age of 4. I have a deep love for traveling. I have been to 11 different countries, which included living in Italy for a semester and spending a month in India. My other loves include playing soccer, reading, ice cream, bonfires, and enjoying Fall weather.



Desmarie L. Carter: Hello I am a doctoral student pursuing a specialization in School Administration. My research interests are in the areas of recruitment and retention of minority teachers. Currently I am a 6th grade math teacher at Woodbury Elementary School in Shaker Heights and a high school math instructor for the Upward Bound Program at TriC metro campus. My educational background includes a Master of Education in Administration from Notre Dame College and a Bachelor's degree from John Carroll University in middle childhood education (math and science). I am also a licensed cosmologist and a licensed life insurance agent. In my spare time, I enjoy roller skating, watching sports, spending time with family, traveling, and reading. I have two boys Carlos (18) and Charles (11).



Nicole Tischler: I am currently a coordinator for the Fenn Co-op Program in the College of Engineering at Cleveland State University. I began my work in engineering cooperative education via my graduate assistant position at the University of Cincinnati while earning my master's degree in Mental Health Counseling. After earning my masters, I worked in Cleveland as an in-home Assertive Community Treatment therapist for three and a half years, before deciding to return to the field cooperative education, where I reside in my current position at CSU. I am excited to begin my PhD program track of Adult, Continuing, and Higher Education. During my time in the program and in my research, I plan to focus on how experiential learning can be used to help address labor shortages, and provide additional pathways to equitable employment for diverse and low socioeconomic status individuals.

Welcome to the Students of Cohort XXXVI



Halle Letizio: I am a first year in the Counseling Psychology specialization of the Urban Education doctoral program. I completed my undergraduate degree in psychology and criminology at Cleveland State in 2020, and I completed my Master's degree in Clinical Psychology at Cleveland State in May 2022. I currently work as a graduate assistant in the Office of Disability and Testing Services at Cleveland State, and I have previous experience working in the Cuyahoga County Juvenile Court Diagnostic Clinic, administering intelligence and personality tests to youths in the detention center. My research interests include trauma experienced in childhood, young adult problem behaviors such as crime/delinquency, and substance abuse, and one day I hope to work in a jail or prison setting, counseling juvenile or young adult criminal offenders. My interests outside of the academic setting include reading, going on walks and hikes, and spending time with my fiancé, friends and family.



Katelyne Griffin: Hello everyone! My name is Katelyne Griffin and I am in the Counseling Psychology specialization in the Urban Education PhD program. I did my undergraduate degree in psychology at Florida State University and received my master's degree in psychological sciences from the University of North Florida in the Spring of 2021. My master's thesis was centered on trauma, aggression, and anxiety in African American teen girls. I have a great interest in trauma and understanding the contexts behind the expression or protection from it in individuals. I recently moved to Cleveland from Florida, and I look forward to growing my knowledge in the realm of counseling. In my free time, I love to take photos on my film camera, explore places I've never been and try new things outside of my comfort zone.



Amirhassan Javadi: My name is Amirhassan Javadi, but please call me Amir. I just moved from Iran to the US to start my Ph.D. in counseling psychology. I finished my bachelor's degree in biomedical engineering-biomechanics; However, it was not my cup of coffee. From the very beginning, psychology was my genuine desire, so I changed my major to clinical psychology and earned my master's degree at the University of Tehran. My master thesis was about psychodynamic group therapy. Since graduation, I have been working as a Psychotherapist in a private practice clinic. My research interests include multi-cultural counseling, effectiveness, group psychotherapy, and psychodynamic theories.

I love to think about the lived experience of patients from diverse socio-cultural backgrounds in different counseling settings; this is what I actually care about. I ponder that every individual has various ways to gain balance, and there is not just one way to redemption! Furthermore, I am curious about taking socio-cultural factors into account in my research and therapy work. Besides, I firmly believe in diversity, multiculturalism, and social justice advocacy in the realm of psychotherapy. One more thing, I love basketball, so it is so exciting to be in Cleveland!

Welcome to the Students of Cohort XXXVI



ShaStar Jordan: My name is ShaStar Jordan and I am in the Policy Studies specialization in the Urban Education doctoral program! I completed my undergraduate degree in early childhood education in 2014 and earned my master's degree in special education in 2019 at Cleveland State University. I am a dedicated, resourceful, and goal-driven educator with the talent to develop inspiring hands-on, minds-on, lessons to foster the growth and development of children. I am currently in my eighth year of teaching. I am passionate about eliminating inequities in education and expanding the different ways of learning through scholars' Zone of Proximal Development (ZPD). I use data and interventions to support my scholars with their academic and behavioral needs, specifically Response to Intervention (RTI)

and Positive Behavioral Intervention Support (PBIS). As an educator, I strive to provide my scholars with the best education and access to resources that will enrich their learning experiences. I enjoy exploring educational policies that are directly impacting the progression and regression of the education system. My goal is to understand the adversities of diversity, equity, and social justice as it applies to educational settings to examine the relationship between society and education through a variety of theoretical perspectives and empirical studies. My research interest is to focus on academic policy reforms that changed the way schools operate to increase the student performance index, specifically the impact of standardized assessments and closing of the achievement gap on a national scale. In my spare time, I love running races and working out at different gyms. I also enjoy traveling!



Tatiana Nikitina: I was born and raised in Moscow, Russia. In 2013, I started my academic journey at Southeastern Community College in Iowa as a student-athlete in the English as a Second Language program. Through this program, I learned how to speak, read and write in English. I finished my studies and got my associate degree two years later. I completed the final years of my NCAA basketball career and earned a bachelor's degree in Sports Management in December 2017 at Alderson Broaddus University in West Virginia. I then transitioned to Cleveland State University where I graduated in December 2021 with a master's degree in Sports Management. Currently, I specialize in Policy

Studies, focusing my research on student-athletes in higher education and the effects of Name Image and Likeness (NIL) policies. Also, I anticipate that this is only the first change in a multibillion-dollar system. According to my previous research, the most important dimension for student-athletes is academics with the most important item being a degree leading to a good job. This policy may change that trend and focus student-athletes on money-making endorsements. I am very interested in researching how the NIL rule would affect state schools that are receiving federal money. These rules will affect the school's existing policies, and recruitment/eligibility of both domestic and international student-athletes whose visas do not allow them to be paid. Also, I am very interested in how the NCAA and schools would keep their student-athletes under an amateur classification.

Welcome to the Students of Cohort XXXVI



Marilyn Orseno: I am from Amherst, Ohio. I teach AP U.S. History and CCP American National Government at North Royalton High School. I am also the Northeast Ohio Representative for the Ohio Council for Social Studies and serve on their Diversity, Equity, and Inclusion Committee. After earning my undergraduate degree in History and AYA Education at the University of Mount Union, I became a Graduate Assistant for Cleveland State’s Department of History and completed a Master of Arts in History degree in 2015. In 2019, I was awarded a James Madison Fellowship and completed an M.A. in American History and Government at Ashland University in the fall of 2021. In the classroom, my goal is

to have my students experience history “in action” by taking on a historian’s role and to also view history and government through the lens of varying perspectives to develop critical thinking and analytical skills. My research interests include curriculum policy development and implementation, and Social Studies teaching and learning. I also enjoy reading, traveling, spending time with my family, and taking care of my family's rescue pets: Phoebe, Clio, and Clyde.



Chantille Jackson: Hi everyone! I use pronouns she/her/hers. Currently I am practicing school social work, the students I serve really bring me joy. I received my bachelors in Psychology and Social Work at Defiance College and Master’s in Social Work from The University of Alabama, ROLL TIDE! I am very excited to begin this journey as a doctoral student. My research interest surrounds the staff-led social learning and interventions implemented to promote a sense of belonging for socioeconomically disadvantaged black girls in the school setting. When I am not in the school setting one of my favorite past times has been coaching volleyball and after 11 seasons (in 2 schools and 1 club), I recently resigned as the head coach

of Lorain High School. I really enjoy learning about cultures and the many ways of life- as a result I have done a lot of traveling. My favorite trip to date is the time I spent in Malta. Most importantly, my absolute favorite and most fulfilling part of life is being mom to my 10 year old son and “Tití” to my nieces and nephews. They are THEE COOLEST humans to experience life with. (The rest of my family are pretty cool too, I guess). I am looking forward to this journey with my CSU cohort and professors!



Huaying Wang: My name is Huaying Wang. I’m in the Learning and Development track. I have been a university (teacher training) teacher in China for nearly 20 years. After 4 years of working at university, I started my master’s in Linguistics and Literature. Teaching has given me a new passion as I continuously tap into my love of lifelong learning to better my abilities and myself. A PhD seems to be a natural step in my career. My research focus includes better ways to educate trauma-affected students. Teacher training is not producing practice-ready graduates so I hope to research ways to improve the field. In my spare time, I like to go to different churches to explore different ways of worshipping God. I also enjoy walking and just being outside.

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Rashad M. Gray: I am a first-year doctoral student who is working to complete his Ph.D. in Policy Studies. I am also a graduate assistant for Higher Education Advancement of Resident BIPOC Teachers (Project HEART) and with Project Networked Improvement Community (Project NIC). I have a keen interest in organizational structures and functions, organizational leadership, educational monetary and funding policy, equitable policy creation and implementation, and policies around school safety and school violence in educational settings. I have a Master of Education degree in Curriculum and Instruction, a Master of Arts in Global Interactions, and a Master of Business Administration – all from Cleveland State University. I

also earned a Bachelor of Science degree in Public Policy & Management, and a 2nd degree in History and Policy from Carnegie Mellon University.



Kristin Riley: I am in the Urban Education doctoral program for School Administration. I obtained my undergraduate degree from Ohio State University and my Master's from Harvard University. I began my teaching career with Teach for America and have continued to work for educational excellence and equity in urban schools in Texas and Ohio for many years. I have served as a classroom teacher, reading intervention specialist, instructional coach, academic dean, dyslexia specialist, and assistant principal. Currently, I work as a district administrator with South-Euclid Lyndhurst School District. I believe in the transformative power of education and hope to use my Ph.D. to serve urban communities for years to come.



Crystal Franklin: I am the Director of K-12 Computer Science Education at Cleveland State University. I manage over 2 million dollars in funding and oversee the region's Computer Science professional development for teachers. I hold a Master's of Community Health Education. With over 20 years of experience in education, I have also engaged in clinical and educational research including randomized drug and device trials. My professional accomplishments include serving on the Ohio Computer Science Policy Coalition leading to current legislation, teaching high-school science in the Cleveland area and in Pinghu, China, establishing and implementing Professional Learning Communities for Computer Science teachers,

research in Uganda focusing on the link between tuberculosis and HIV/AIDS, and service in the US Peace Corps as an Education Specialist, working with persons living with HIV/AIDS in New Amsterdam, Guyana. My passion is travel, having visited 6 continents. I plan to visit Antarctica one day to finally hit all 7. My most recent related publication is SIGCSE 2022: Setting the Table for Equity: A Leadership Model for Broadening Participation in Computing. *Proceedings of the 53rd ACM Technical Symposium on Computer Science Education V(2)*. March 2022, pp. 1035-1036.

Student Spotlight

HISPANIC HERITAGE CELEBRATION

The Rock and Roll Hall of Fame described the event as “a free event that brings together an inspiring group of performers and community organizations from Northeast Ohio to commemorate the richness of Hispanic culture and highlight Latin and Hispanic music, dance, art, and food.” Vilmarie described it as “the first celebration of Hispanic Heritage Month at the Rock and Roll Hall of Fame.” The Hispanic Heritage Celebration took place on Saturday September 24, 2022. It featured performances from the Latin City Soul band, dancers from the Julia de Burgos Cultural Arts Center, and DJFuse1. There was art from Alicia Vasquez and Dante Rodriguez. There was Chilean fusion food offerings from Local chef Rosie Galaz of the new Pachamama Kitchen and Garden in Lakewood.

Six months ago, Vilmarie approached the leadership of the Rock and Roll Hall of Fame to propose the creation and development of the exhibition of the history of Spanish Rock and the first celebration of Hispanic Heritage Month. However, she had been informing and developing this proposal for the last four years. She has been helping to advise the Rock and Roll Hall of Fame about the organization and content for the Hispanic Heritage Celebration. She shared that skills she developed from creating qualitative research while in the doctorate program influenced her inquiry process for this proposal.

Three inductees are part of the history of Spanish Rock: Ritchie Valens, Carlos Santana, and Joan Báez. Vilmarie discussed how they represent the merging point between English and Spanish Rock history. She is hopeful that the exhibits on Spanish Rock’s history will be developed this coming year, although there is no confirmation about this project.



Vilmarie Perez (Cohort XXXII) discusses her role in developing the Hispanic Heritage Celebration at the Rock and Roll Hall of Fame.

Program Spotlight: Counseling Psychology



Counseling Psychology faculty and students enjoying time outdoors at Cuyahoga Valley National Park!

Program Information: The Counseling Psychology Program in the College of Education and Human Services at Cleveland State University is a specialization in the Urban Education Ph.D. program. The aim of the program is to train health service psychologists in the specialty of Counseling Psychology. The program is accredited by the Commission on Accreditation of the American Psychological Association (APA).

Students:

- Gain discipline specific knowledge in the field of psychology.
- Learn profession-wide competencies in the practice of psychology and specific to our program, in vocational and career development and urban issues.
- Do practicum providing mental health services to clients at local agencies, hospitals, and university counseling centers. Students currently are at MetroHealth, Bellefaire, JCB, OhioGuidestone, Baldwin Wallace University, University of Akron, Cleveland State University, Daily Behavioral Health, and Behavioral Wellness Group
- Learn skills to conduct research that advances the professional practice of psychology.

**Questions related to the program's accredited status should be directed to the Commission on Accreditation:*

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: 202.336.5979 / E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Selected Student and Faculty Publications

- Ausloos, C., Clark, M., Dari, T., Jang, H., & **Litam, S. D. A.** (2022). A call for action: School counselor competence in working with trans students. *The Professional Counselor*, 12(1), 65-81. <https://doi.org/10.15241/cda.12.1.65>
- Balkin, R. S., Neal, S., Stewart, K., Hendricks, L., & **Litam, S. D. A.** (2022). Spirituality and relational health among Black Americans. *Journal of Counseling and Development*, 100(4), 412-420. <https://doi.org/10.1002/jcad.12436>
- Diemer, M. A., Frisby, M. B., Pinedo, A., Bardelli, E., Elliot, E., Harris, E., McAlister, S., & **Voight, A.** (In press). Development of the Short Critical Consciousness Scale (ShoCCS). *Applied Developmental Science*.
- Drcar, S., & Ingersoll, E.** (2021). Unique histories and unified futures: Future trends for human service graduates entering psychotherapy fields. *Journal of Human Services*, 40(1), 123-136. <https://link.gale.com/apps/doc/A679898778/AONE?u=anon~8ba99996&sid=googleScholar&xid=b15b5b54>
- Ingersoll, E., Elliott, S., & Drcar, S.** (2021). Spiritual and religious support for underrepresented first-generation, low-income (UFGLI) students. *Religions*, 12(7), 548-558. <https://doi.org/10.3390/rel12070548>
- Liao, K. Y.-H.,** & Wei, M. (in press) Gratitude and acculturative stress among Chinese international students: A moderated mediation model. *The Counseling Psychologist*.
- Liao, K.Y.-H., Stead, G. B., & Liao, C.-Y.** (2021). A meta-analysis of the relation between self-compassion and self-efficacy. *Mindfulness*, 12(8), 1878-1891. <https://doi.org/10.1007/s12671-021-01626-4>
- Litam, S. D. A.** & Oh, S. (2022). Coping strategies as moderators of COVID-19 racial discrimination in Filipinos. *Asian American Journal of Psychology*, 13(1), 18-29. <https://doi.org/10.1037/aap0000253>
- Litam, S. D. A.,** & Chan, C. D. (2022). Experiences of stress and help-seeking behaviors in Filipino Americans. *International Journal for the Advancement of Counseling*, 1-18. <https://doi.org/10.1007/s10447-022-09485-x>
- Litam, S. D. A.,** & Lenz, A. S. (2022). Moderation of attachment on association between relationship status and depression. *Journal of Counseling & Development*, 100, 194-204. <https://doi.org/10.1002/jcad.12410>
- Litam, S. D. A.,** & Neal, S. (2022). Trauma-informed interventions for counselling sex trafficking survivors. *International Journal for the Advancement of Counseling*, 44(2), 243-262. <https://doi.org/10.1007/s10447-022-09465-1>.
- Litam, S. D. A.,** Balkin, R. & Hendricks, L. (2021). Assessing worry, racism, and belief in a just world. *Journal of Counseling & Development*, 100(1), 75-83. <https://doi.org/10.1002/jcad.12404>
- Litam, S. D. A.,** Chan, C. D., Nelson, L., & Tuazon, V. (2022). Decolonizing the Interpersonal Theory of Suicide with Filipinx American clients. *Asian American Journal of Psychology*, 13(1), 73-82. <https://doi.org/10.1037/aap0000255>
- Litam, S. D. A.,** Speciale, M., & Balkin, R. S. (2022). Demographics and sexual attitudes of OnlyFans users. *Archives of Sexual Behavior*, 51(6), 3093-3103. <https://doi.org/10.1007/s10508-022-02329-0>
- Marchand, A., Frisby, M., Kraemer, M., Mathews, C. Diemer, M. A., & **Voight, A.** (2021). Sociopolitical participation among marginalized youth: Do political identification and ideology matter? *Journal of Youth Development*, 16(5), 41-63. <https://doi.org/10.1007/s12671-021-01626-4>
- Naser, S. C., Fuller, K. A., **Clonan-Roy, K.,** Goncy, E. A., Hall, A., DeBoard, A., & Williams, A. (2022). The silencing of sexual and gender diverse identities in middle and high school sexuality education. *Contemporary School Psychology*, 1-14. <https://doi.org/10.1007/s40688-022-00419-3>

Selected Student and Faculty Publications

- O'Malley, M., **Voight, A.**, Giraldo-Garcia, R., & Romero, L. (2022). Youth disrupting barriers to achieving the good life. In K. Allen, M. Furlong, D. Vella-Brodrick, & S. M. Suldo (Eds.), *Handbook of positive psychology in schools: Supporting process and practice* (pp 397-413). New York: Routledge. <https://doi.org/10.4324/9781003013778>
- Oh, S., & **Litam, S. D. A.** (2022). COVID-19 racial discrimination on mental health and life satisfaction among Asian Americans: Examining a moderated mediation model. *Asian American Journal of Psychology, 13*(3), 270–282. <https://doi.org/10.1037/aap0000267>
- Shen, F.C., & **Liao, K. Y.-H.** (in press). Educational channeling, internalized stereotyping, expectations fulfillment and major choice on Asian Americans' major satisfaction: A moderated mediation model. *Journal of Vocational Behavior, 132*, 103647. <https://doi.org/10.1016/j.jvb.2021.103647>
- Stead, G. B.**, LaVeck, L. M., & Hurtado Rua, S. M. (2022). Career adaptability and career decision self-efficacy: Meta-analysis. *Journal of Career Development, 49*(4), 951-964. <https://doi.org/10.1177/08948453211012477>
- Vasudevan, V., Gross, N., Nagarajan, P., & **Clonan-Roy, K.** (2022). *Care-based methodologies: Reimagining qualitative research with youth in U.S. schools*. Bloomsbury Press. <https://doi.org/10.5040/9781350215627>
- Voight, A.**, & **King-White, D.** (In press). School counselors' role in supporting student voice initiatives in secondary schools. *Multicultural Learning and Teaching*.
- Wiley, E.**, **Phillips, J. C.**, & **Schultheiss, D. P.** (2021). Supervisors' perceptions of their integration of strength-based and multicultural approaches to supervision. *The Counseling Psychologist, 49*(7), 1038-1069. <https://doi.org/10.1177.00110000211024595>
- Yadav, A., Connolly, C., Berges, M., Chytas, C., **Franklin, C.**, Hijón-Neira, R., Lerwich, A., Margulies, L., Macann, V., & Warner, J. R. (2022). Models for computer science teacher preparation: developing teacher knowledge. *Proceedings of the 27th ACM Conference on Innovation and Technology in Computer Science Education, 2*, 568-569. <https://doi.org/10.1145/3502717.353166>
- Yin, M.**, Aoki, K., **Liao, K.Y.-H.**, & Xu, H. (2021). An exploration on the attachment, acculturation, and psychosocial adjustment of Chinese international students in Japan. *Journal of International Students, 11*(1), 176-194. <https://doi.org/10.32674/jis.v11i1.1454>



Selected Student and Faculty Presentations

- Clonan-Roy, K.** (2022, March). *Curriculum Violence in School Based Sex Education for Sexual and Gender Diverse Students*. National Association of Multicultural Education, Virtual Conference.
- Clonan-Roy, K., & Jacobs, C.** (2022, April). *Invited Division G Vice Presidential Session: The Impact of External Funding on Education Systems*. American Educational Research Association, Hybrid Conference with a Place-Based Location of San Diego, CA.
- Clonan-Roy, K., Maton, R., Matthews, C., Kitzmiller, E., Kokozos, M., & Jacobs, C.** (2022, April). *White Parents and Caregivers' Perceptions of Equity and Antiracism Work at an Independent School*. American Educational Research Association, Hybrid Conference with a Place-Based Location of San Diego, CA.
- Dunn, R., & Phillips, J.** (2022, March). *Use of DEI statements and rubrics in hiring faculty: a survey of NADOHE members*. Presentation at NADOHE Annual Conference, San Diego, CA, United States.
- Eadeh, H. M. & Najjar, K.** (2022, August). *Evaluating the factor structure of identity centrality in MENA emerging adults and links with mental health*. In A. Ikizler (Chair), Honoring Understandings of Well-being in Arab/MENA American Communities. Symposium presented at the annual convention of the American Psychological Association (APA), Minneapolis, MN.
- Giraldo-Garcia, R., & Voight, A.** (2022, April). *Developing students' critical consciousness through school-based youth participatory action research*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Green, W., Liao, K.Y.-H., & Kim, J.** (2021). *Impact of COVID-19 on Learners in Clinical Placements: Investigating Psychosocial and Educational Outcomes Using Mixed Methods*. Paper accepted for presentation at the American Association for Adult and Continuing Education.
- Hogge, I. & Liao, K.Y.-H.** (2021, August). *Advising relationships during the dual pandemics of COVID-19 and racial injustice*. Symposium accepted to be presented at 129th Annual Convention of the American Psychological Association.
- Jacobs, C., & Clonan-Roy, K.** (2022, March). *The Consequences of Not Practicing Anti-Racism in Schools*. National Association of Multicultural Education, Virtual Conference.
- Jacobs, C., Clonan-Roy, K., & Carter, M.^S** (2022, April). *Promoting Critical Competencies and Supporting Black, Indigenous, and People of Color Youth in Independent All-Girls Schools*. American Educational Research Association, Hybrid Conference with a Place-Based Location of San Diego, CA.
- Kim, J. & Liao, K.Y.-H.** (2021, August). *Effects of Counseling Trainees' Anger Discomfort and Self-Absorption on Intervention to Client Dissatisfaction: An Analogue Study*. Poster session presentation accepted to be presented at 129th Annual Convention of the American Psychological Association.
- Kim, J., Liao, K.Y.-H., & Greer-Medley, T.** (2022, August). *African American Women's Perceived Threat during COVID19, Racism, Health Responsibility, and Anxiety*. Poster session presentation accepted to be presented at 130th Annual Convention of the American Psychological Association.
- Martin Scoufield, A.** (2022). *Acknowledging Trauma in Equitable Conduct Practices*. Gehring Academy, Equitable & Inclusive Practices Track at American School Counselor Association (ASCA).
- Martin Scoufield, A. & Cilia, L.** (2022). *Focusing on History, Emotions, and Fact Finding: Trauma-Informed Techniques in Student Conduct*. American School Counselor Association (ASCA) Half-Day Workshop.

Selected Student and Faculty Presentations

- Martin Scoufield, A.** & Clifford, G. (2022). *Equitable Crisis Management Practices: The Importance of Collaboration Between Disability Services, Case Management, & Community Standards*. AHEAD Excellence and Equity Virtual Conference.
- Martin Scoufield, A.** & Miracle, A. (2022). *LUV! & CARE: Wrap-Around Basic Needs Support from Food Pantry to Case Management*. Higher Education Case Management Association Annual Conference.
- Najjar, K.** (2022, November). *Building inclusive programming on self-care and mindfulness for international students*. National Association of Foreign Student Advisers (NAFSA), Pittsburgh, PA.
- Stead, G. B., & Kim, J.** (2022 October). *Meta-analysis of career adaptability and social support*. Paper presented at the American Association for Adult and Continuing Education, Milwaukee WI.
- Voight, A., Golden, A., Gibson, S. O., & Jin, X.** (2022, April). The racial school climate gap in urban public schools. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Faculty & Student Grants

- Liao, K.Y.-H.** ACBS Foundation Grant (\$2000) (2021). Psychological Flexibility and Adaptive Job and Family Behaviors of Resettled Syrian and Ukrainian Refugees in USA. Association for Contextual Behavioral Science.
- Liao, K.Y.-H.** Faculty Scholar Initiative Award (FSI) (\$4962.43) (2021-2022, PI). African American Women's Lifestyle and Mental Health during COVID-19: The Role of Racism and the Strong Black Woman Stereotype. Cleveland State University, Office of Research.

Faculty & Student Leadership and Awards

- Austin, R.** (2022). Outstanding Achievement Award Engagement & Social Advocacy, Cleveland State University.
- Blankenship, P.** (2021). 21-22 Graduate Student Research Award (GSRA), Cleveland State University.
- Clonan-Roy, K.** (2021). Alumni Award Graduate School of Education, University of Pennsylvania.
- Kelligher, C.** (2022). 22-23 Graduate Student Research Award (GSRA), Cleveland State University.
- Kim, J.** (2021). APA Division 17: Section on Supervision and Training Best Poster Award.
- Letizio, H.** (2021). 21-22 Graduate Student Research Award (GSRA), Cleveland State University.
- Liao, C.-Y.** (2021). 21-22 Graduate Student Research Award (GSRA), Cleveland State University.
- Litam, S. D. A.** (2022). 2022 APEX Award for Publication Excellence and the 2022 Best Practices in Research Award from the American Counseling Association.
- Markley, B.** (2021). 21-22 Graduate Student Research Award (GSRA), Cleveland State University.
- Moore, J.** (2022). Excellent Achievement Award Teaching, Cleveland State University.
- Phillips, J. C.** (2018-2023). Council of Specialties in Professional Psychology, Member.
- Phillips, J. C.** (2018-2023). Counseling Psychology Specialty Council, Chair.
- Phillips, J. C.** (2022). Society of Counseling Psychology (Division 17, American Psychological Association), Great Lakes Regional Counseling Psychology Virtual Conference Co-organizer.
- Strouth, M.** (2022). Excellent Achievement Award Dissertation in Education, Social Sciences, Humanities, or Business, Cleveland State University.

Tips on the Dissertation Process

By Sophia Elliott

Review Your Writing and Methodological Skills

- Go to the CSU Writing Center, utilize online grammar software and current articles as guides, take a refresher course

Environmental Support

- Find a specific, quiet, and consistent space where you can keep your work organized and accessible (library, office, etc.). Go there regularly

Know Program's Formal/Informal Rules

- Formal Rules: Forms, fees, pay-deadlines, formats, protocol, when/how of IRB submission, etc.
- Informal Rules: When should you approach a faculty member about chairing your committee? What are your chair's expectations?

Costs and Resources

- Grants/Fellowships (Reach out to mentors for guidance on where to apply)
- Visit APA's website (<https://www.apa.org/about/awards>) and AERA's website (<https://www.aera.net/About-AERA/Awards>)

Manage Expectations (time, effort, supplies)

- Plan for challenges. Multiply everything you think you need by 3, especially time
- "Knowledge grows by increments" let this axiom take some pressure off yourself

Time Management

- Create smaller more tangible goals, in a flow-chart format
- Be specific and add the "when" element to these goals
- Write each task down and start each item with a verb to highlight intention
- Leave extra time for faculty/committee to review and give feedback. Also consider the time needed for the IRB process.
- Avoid procrastination and avoidance and schedule your work
- You have to make time for writing. Designate a specific time to write each day. Make sure you are writing during your most productive hours when you are feeling clear headed and energetic.
- Avoid perfectionist thinking. This gets you stuck. Just write!

Creating a Topic and Your Committee

- Identify the general topic area you would like to do research in, then create research question and subsequent hypotheses.
- Avoid going it alone
- Select a Chairperson that you work well with and matches your needs
 - Examine Chairperson's expectations, feedback, timeliness and availability, assertiveness. Work toward building a collaborative relationship.
- Research potential committee members (talk with classmates/faculty members)
 - Provide them with a timeline and overview of your study

Tips on the Dissertation Process (cont.)

The Writing Process

- Utilize primary sources and avoid the popular press
- Always look up the original articles and read them yourself
- Locate Key Researchers/Journals
- Use research databases (APA PsychINFO or PsycNET or ERIC)
- Use reference lists/software to keep track of citations and articles

Data Collection

- Consider conducting a pilot study
- Plan for the unexpected to occur

Presenting Your Results

- Connect the data to the purpose of the study
- Include relevant statistical information
- Clearly communicate your results both through your writing and tables or figures

Managing Committee Meetings: Proposal and Oral Defense

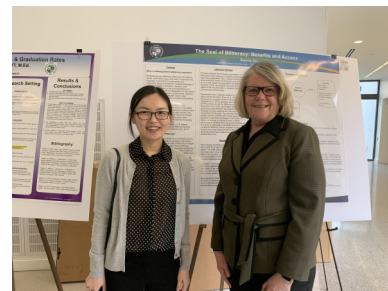
- Make sure you know your program's specific meeting format
- Discuss with your Chair who will take notes during the hearing/defense
- Develop strategies to navigate questions from your committee
- Rehearse, rehearse, and rehearse your defense
 - Schedule a mock oral defense with other students as your audience
 - Time your presentation and practice your pace
 - Place emphasis on practicing answering questions

Presenting and Publishing Your Project

- Present work at a conference, then publish it in a peer reviewed journal
 - Your research benefits from the feedback given from the group of professionals learning about your work. Incorporate this feedback, then submit for publication

References

Cone, J. D., & Foster, S. L. (2006). *Dissertations and theses from start to finish: Psychology and related fields* (2nd ed.). American Psychological Association.



Alumni Updates



Romi Jain, PhD: I am a founder of the Canadian Society for Peace and Global Studies, British Columbia. I have been a principal investigator at the University of British Columbia for my research project titled "Quests for Developing Knowledge Economies: A Comparative Study of the Higher Education Reforms in China and India." I received a two-year competitive grant for this project from Canada's Social Sciences and Humanities Research Council. My findings were published in the form of articles titled "The Role of the Indian Political Regime in Higher Education Reforms for Innovation Drive: Key Comparisons with China" and "Crossroads of Artificial Intelligence: Higher Education and Research in India and China." My latest book is entitled *China's Soft Power and Higher Education in South Asia: Rationale, Strategies, and Implications* (New York: Routledge, 2021). Fond of creative writing, I have published many poems in English in literary journals and anthologies.

Meng Yan, Ph.D.: I am currently working as a faculty member in the School of Education at Indiana University Kokomo, a lecturer in the "Tomorrow's Teachers" program. I teach two courses: EDUC-F200 (Examining Self as Teacher) & EDUC-P214 (Exploring Lifespan Development).

Paige Blankenship, Ph.D.: After completing my pre-doctoral internship in the forensic track of the Ohio Psychology Internship program and defending my dissertation, I obtained a position as a Psychology Resident at Portage Path Behavioral Health, a community mental health agency. My role involves providing outpatient mental health services, including intake assessment, psychological testing, and individual and group therapy. I'm currently working on developing a group for trauma survivors, and am also involved in the Child Sex Offender (CSO) treatment program for men who have committed sexual offenses against children. In addition to psychological testing for the CSO clients, I facilitate two of the CSO therapy groups and participate in regular meetings with probation and parole officers overseeing the CSO clients. My role also involves providing umbrella supervision of doctoral trainees. Outside of my work at PPBH, I am currently finalizing my dissertation edits and plan to submit a manuscript of my dissertation research for publication.

Rachael Dabkowski, Ph.D.: I'm currently working as a Clinical Psychologist as part of the Primary Care and Behavioral Health teams at the Hampton Veteran Affairs Medical Center located in Hampton Virginia. I'm also completing an informal post doc within my role and working towards licensure at this time. I completed internship at the Erie VAMC this past year and am excited to continue working with the Veteran population.

Andrew Peltz, Ph.D.: This is my twenty-fourth year in education. My first twelve years were spent as a high school science teacher and the second twelve as a building principal. I am currently in my second year as the principal at Revere High School. As an educator, I felt it was important to model being a lifelong learner to my students, so I decided to pursue my doctorate at Cleveland State University. I aim to use my CSU experiences to improve my students' holistic, high school experience, create a positive and engaging environment for my teachers, and be a leadership model for both. I hope to participate in future CSU classes and discussions so that I may pay forward what I have learned to the next cohorts of our program.

Chieh-Yu Liao, Ph.D.: I currently work as a staff psychologist at the University of Notre Dame University Counseling Center.

Dissertation Defenses

Robin Pettigrew, Fall 2021

Cohort XXX, School Administration

An Exploration of Positive Behavior Interventions and Supports Impact on Discipline, Achievement, and Perceptions of School Climate in an Urban School District

James Durbin, Fall 2021

Cohort XXXI, Adult, Continuing and Higher Ed.

Treating the Adult Math Anxious

Elizabeth Z. Okwudi, Fall 2021

Cohort XXVI, Adult, Continuing and Higher Ed.

The Place of Black Cultural Centers in the Lives of African American Undergraduate Male Students in Predominantly White Institutions

Melissa Strouth, Fall 2021

Cohort XXXI, UEL: Learning and Development

We Survived: A Mixed Methods Study of Mathematics Teachers and Technology During the COVID-19 Crisis

Tamara Coats, Fall 2021

Cohort XXVII, Adult, Continuing and Higher Ed.

The Experiences of African American Single Mothers with Minor Children Graduate Students: Persevering Through Challenges

Keli P. Paragios, Fall 2021

Cohort XXX, Adult, Continuing and Higher Ed.

“Are We Barbarians?”

Immigration & Language Loss: Greek Language

Andrew Peltz, Fall 2021

Cohort XXIX School Administration

A Quantitative Analysis of Middle School Educators’ Perception of Categories and Characteristics of Successful Schools Developed by AMLE Based on Licensure and Professional Experiences

Lena L Grafton, Fall 2021

Cohort XXXI, Adult, Continuing and Higher Ed.

Exploring the Lived Experiences of Underrepresented Minorities Pursuing a Medical Degree at Post-Secondary Educational Institutions

Brandon Towns, Spring 2022

Cohort XXXI, Policy Studies

It’s Just Who I Am: A Narrative Inquiry of the Emergence of Culturally Responsive School Leaders

Xuan Song, Spring 2022

Cohort XXXII, Chinese as a Foreign Language

A Hermeneutic Phenomenological Investigation of Teachers’ Perspectives Towards Integrating Culture Into Chinese as A Foreign Language (CFL) Curricula and Instruction In American High Schools

Meng Yan, Spring 2022

Cohort XXXII, UEL: Learning and Development

Faculty and Student Perceptions of the Effectiveness of the Online Instruction During the COVID-19 Pandemic and Projections of the New Paradigm of Higher Education in the Post-COVID Era: A Mixed Methods Study

Rachael Dabkowski, Summer 2022

Cohort XXXI, UECP: Counseling Psychology

Feminist Supervision, Supervisor Multicultural Competence, and Supervisee Counseling Outcomes

Chieh-Yu Liao, Summer 2022

Cohort XXX, UECP: Counseling Psychology

The Moderating Effect of Cultural Intelligence and Cultural Congruity on the Relationship between Acculturative stress and Post-Migration Growth

Paige Blankenship, Fall 2022

Cohort XXXI, UECP: Counseling Psychology

Self-Compassion and Psychological Well-Being in Sexual Abuse Survivors: Mediating Roles of Emotional Dysregulation and Shame



Graduate School Wellness

Recommendations From Current Students

Being a doctoral student is both rewarding and challenging. According to the U.S. Census Bureau, only an estimated two percent of the American population obtain doctoral degrees. Though earning a Ph.D. is a distinctive accomplishment, graduate students often face unique stressors which can be overlooked (Forrester, 2021). More on that here: <https://www.nature.com/articles/d41586-021-01751-z>

Recognizing the unique position of graduate students, it can be helpful to learn from current students' experiences. Below are tips for navigating graduate school while tending to your wellness:

- Connect with your peers and cohort members. You can relate on shared experiences, learn from one another, and form friendships.
- Reach out to trusted faculty members or advisors to keep them informed on how you're getting along and what supports you may need from them.
- Engage in personal therapy.
- Maintain perspective—ask yourself what is critical and important vs. what can wait or be tended to later.
- Get involved, but also learn when to say no.
- Seek support from the Office of Disability Services if academic accommodations would be useful.
- Take breaks and discover what quality self-care looks like for you.
- Engage in mentorship opportunities with recent graduates, working professionals, and university faculty.
- Use a planner to stay organized.
- Be mindful of the body-mind connection...get adequate sleep, monitor caffeine intake, exercise, eat healthy foods, speak kindly to yourself, etc.
- Incorporate fun into your busy schedule—even in small ways.

Doctoral Studies Update

Cleveland State University
College of Education and
Human Services
Office of Doctoral Studies
Julka Hall 215
2485 Euclid Avenue
Cleveland, OH 44115

