

Doctoral Studies Update



ENGAGED LEARNING

Spring 2018

IN THIS ISSUE:

Words from Our Director

by Dr. Julia Phillips

How time flies! I began my appointment as the new Director of the Office of Doctoral Studies on July 1, 2017 and the academic year is almost over!

My tenure began with a flurry of activity with seven students successfully defending their dissertations and graduating in August 2017. Three more students have since defended their dissertations.

We welcomed Cohort XXXI – one of our largest cohorts in recent years with twenty incoming students. During Homecoming Weekend, we hosted a panel discussion with three distinguished graduates, Drs. Annemarie Grassi, Dan Keenan, and Dr. Mark Polatajko, who discussed how doctoral studies contributed to their career development.

We are proud that multiple students earned honors and awards this year, including two students receiving Dissertation Research Awards from the Office of Research and two others receiving Graduate Student Awards from the College of Graduate Studies.

Furthermore, we are grateful that new scholarships were created and awarded over the past year. Dr. Lisa Meeks, a graduate of our program, made a generous donation to fund the Urban Education Ph.D. Recovery Fund. And, thanks to anonymous donors, the Emerging Adult, Continuing, and Higher Education Scholar Fund was also awarded to Liza Gilblom for her continued research in Cuba.

(continues, next page)

Introductions to the Students
of Cohort XXXI Pages 2-10

The Emerging Adult, Continuing,
and Higher Education Fund
Page 11

The Urban Ph.D. Recovery Fund
Page 11

Recent Dissertation Defenses
Pages 12-13

Six Helpful Hints and Tips
for Dissertations Page 13

Select Student and Faculty Publications
Page 14

Alumna Dr. Lisa Meeks Co-Authors
New Report Page 14

Recent Student Awards
Page 15

Words from Our Director, *continued*

On a more practical note, the Doctoral Studies Committee approved curriculum changes that “cleaned up” the program description in the Graduate Catalog and decreased the number of credits required to take the specialization comprehensive exam. We also implemented new procedures for students to submit their SRAs for EDU 895/899 via Blackboard to increase office efficiency. We hope the new procedures will help students maintain closer contact with their faculty supervisors over the course of the semester.

I am ever grateful for my colleagues as they assisted me in this transition. Special thanks go to Ms. Rita Grabowski and Dr. Graham Stead who have patiently answered questions and offered insight into managing everyday operations in the Office, as well as handling difficult situations. I look forward to working with students, faculty, and staff as I move forward in this position.

Welcome to the Students of Cohort XXXI



Bart Anderson is a research assistant for the Center for Urban Education. He received a Doctorate in Educational Leadership from the University of Pennsylvania and Bachelor and Masters degrees from Miami University (Ohio). He has been a high school mathematics teacher, principal and superintendent as well as an adjunct faculty member at The Ohio State University. Most recently he has consulted with Chicago Public Schools providing school improvement and whole-school academic and leadership coaching. He has served on the boards of the American Association of School Administrators, Northwest Evaluation Association, Ohio Tobacco Prevention and Use Control Foundation. He served as a founding board member of Digital Promise and the League of Innovative Schools, federally funded initiatives for personalizing learning and developing impactful educational research. He officiates high school basketball and track and field and enjoys sailing and flying and makes a wicked gazpacho.



Paige Blankenship graduated from Kent State University with a Master of Education in school psychology. She also holds a Bachelor of Arts in psychology from Ohio University. She served as a Graduate Assistant at the Family Child Learning Center in Tallmadge, Ohio, where she worked as a member of the Early Intervention and Preschool Teams for children with Autism Spectrum Disorders, developmental delays, and/or behavioral difficulties, and their families. Her past research experiences include therapist interpersonal skills that impact psychotherapy outcomes, the cognitive and neuropsychological factors that underlie problematic fear generalization in anxiety disorders, and human concept learning and categorization behavior. Her past clinical experiences include serving as a volunteer at

Appalachian Behavioral Healthcare, an inpatient psychiatric facility, and as a counselor for the Cleveland Clinic Summer Treatment Program for children with Attention-Deficit/Hyperactivity Disorder and/or behavioral challenges. Her research interests include trauma, specifically emotional and psychological abuse, suicidality, and gender-role ideology.

Welcome to the Students of Cohort XXXI

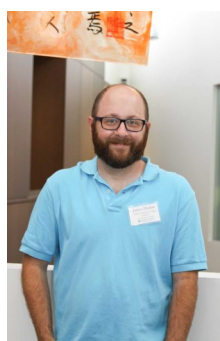


Connie Cormier is pursuing her Ph.D. in Nursing Education, combining both interests in service and research. She is interested in areas of research that include: differences between A.D.N and B.S. undergraduate programs in preparing students for the workforce; challenges that may affect minority students in nursing school; and use of simulation to effectively prepare students for emergency situations.

Connie began her academic career at Baldwin Wallace University obtaining a Bachelor of Science in Biology. Through volunteer work at a local hospital, she realized her desire to become a nurse. She then obtained both a Bachelor of Science in Nursing and a Master of Science in Nursing Education from CSU. Her area of specialty is critical care, and she is certified as a critical care nurse through the American Association of Critical Care Nurses. She has clinical experience in acute rehabilitation, the emergency department, and currently works at Fairview Hospital in the medical intensive care unit. She has experience teaching undergraduate nursing students in nursing, including clinical/practicum in the clinical setting at Cuyahoga Community College, and simulation in the nursing resource laboratory at CSU. Currently she works at Chamberlain University College of Nursing teaching critical care. Connie was born and raised in Cleveland, Ohio. She is married and has a daughter.



Scott DeTray serves as an Assistant Principal in the Brecksville-Broadview Heights City School District, and is currently in his eighth year in that position for the district. He earned his Bachelor of Science from Kent State University, licensed to teach Integrated Science in grades 7 – 12 and with a concentration in Physics. He graduated from CSU with an M.Ed. in Educational Administration. He obtained licenses as a Principal II for grades 4 – 9 and 7 – 12. In 2016, he earned his Superintendent License from CSU, where he also completed the Educational Policy Fellowship Program at CSU. He has a shared interest in School Administration and Policy Studies. Asked to describe himself, he answers: “I am analytical, highly motivated, and a whiz at using any form of technology or platform.”



James M. Durbin is a scholar who is experienced in conducting research studies that examine improvements within the learning environment of students. His academic publications focus on ways students with math anxiety can have the classroom environment improved to help minimize the effects of this learning disability and increase student motivations to learn.

He has also conducted published research examining peer relationships in the classroom and aggressive behaviors effects on individuals’ interactions. For the past twelve years prior to entering the Doctoral Studies Program at CSU, James taught in the classroom at The University of Akron, West Virginia University and Cleveland State University. James holds undergraduate degrees in both Interpersonal Communication and Theoretical Mathematics, along with a Master of Arts in Communication Studies. James is a member of the American Education Research Association, and the chair of the traits division of the Eastern Communication Association for the 2020 conference. James has scholarly publications in national and regional journals, along with over thirty national and regional conference presentations, of which six have received top paper designation. James is currently working on completing his Ph.D. in Urban Education, with a focus in Adult, Continuing and Higher Education.

Welcome to the Students of Cohort XXXI



Marketa Fuller-President is a twenty-three year veteran in the field of education who loves seeing people change their lives through learning and discovery. Her specialization in the Doctoral Program at CSU is Adult, Continuing, and Higher Education.

As a classroom instructor, she believes in influencing the educational practice through direct student engagement as well as professional development to influence the delivery of pedagogy.

She is also an alumna of Case Western Reserve University with a Bachelor of Arts in English, and holds a Master's Degree in Educational

Administration from Ursuline College. She has received numerous honors, including three mentions in *Who's Who Among American High School Teachers*, the Teaching Excellence in Art Award from the Columbus College of Art and Design (2014), Most Valuable High School Teacher in 2012, and the Golden Apple Educator Award in 2004. Her research interests are Autism Spectrum Disorder and Self-Determination, Adult Learning Opportunities for Students with Special Needs, and Parent Advocacy for Special Needs Children.



Lena L. Grafton is a student in the Adult, Continuing and Higher Education specialization. She currently serves as Adjunct Faculty at CSU's School of Health Sciences; as faculty in the Department of Family and Community Medicine, College of Medicine NEOMED; and Community Engagement Coordinator for the NEOMED – CSU Partnership for Urban Health.

Ms. Grafton provides urban health and research course instruction, coupled with community-based experiential learning, to pre-medical students. She

comes to the doctoral program with a Masters of Public Health, an undergraduate degree in Business Management, Certification as a Health Education specialist (CHES), and a certificate in Epidemiology.

Throughout her career, Ms. Grafton completed several leadership fellowships, and sits on several boards. During Minority Health Month (April 2018), she convened the first Health Equity Symposium at CSU.

Her life's work is dedicated to empowering marginalized populations by promoting educational and health equity practices across all sectors.

A few of Ms. Grafton's research interests include: developing the next generation of culturally sensitive patient-centered primary care physicians who are needed to serve the aging baby boomers and meet the needs of an increasingly diverse population; supporting the rationale for the need of underrepresented minority (URM) faculty in higher education; exploring the school climate necessary to support URM students in higher education and medical schools; and the participation of diverse communities in all aspects of research studies, particularly those promoting equity resulting in the elimination of educational and health disparities.

Welcome to the Students of Cohort XXXI



Allison Griesmer graduated from CSU with a Master of Arts in clinical psychology in 2017 and a Bachelor of Arts from The Ohio State University in 2015.

Her past research experiences include the cognitive development of children, mood and emotion regulation tendencies, and depressive and anxiety disorders. Her past clinical experiences include a year-long internship at MetroHealth Medical Center, clinical interviewing with psychiatric patients at St. Vincent's Medical Center as part of a research team, and working full-time at a group home for men with developmental disabilities.

Her research interests include both anxiety disorders and trauma experiences in diverse populations and mental disorders in developmentally disabled individuals.



Chelsea Kelligher is from Cortland, Ohio and completed her Bachelor of Arts Degree in Psychology at Slippery Rock University in 2014. In addition to her undergraduate coursework, Chelsea was a Research Assistant from 2012-2014.

Chelsea assisted on a body image project and a research study looking at sexual orientation, relationships, and health behaviors. Following graduation, Chelsea began working as a Therapeutic Staff Support (TSS) worker at Family Behavioral Resources in Hermitage, Pennsylvania. Chelsea provided one-to-one behavioral interventions with children diagnosed with autism and behavioral disorders from 2014 until 2015.

Also in 2015, Chelsea began her graduate studies at John Carroll University.

She also began work as a case manager at The Centers for Families and Children, a community mental health agency in Cleveland, Ohio. She also completed her counseling practicum and internship experiences at The Centers and provided client-centered, CBT-informed, and DBT-informed individual and group therapy.

She graduated with her Master's Degree in clinical mental health counseling from John Carroll University in 2017 and is a Licensed Professional Counselor in the state of Ohio.

Chelsea currently has a variety of research interests including body image, LGBTQ issues, differences between therapists who have undergone psychotherapy versus therapists who have not, and counselor supervision, burnout, and self-care.

Welcome to the Students of Cohort XXXI

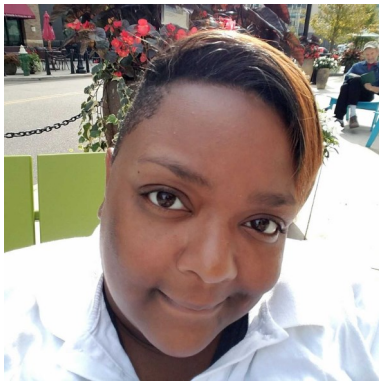


Edward Kosek works as an Assistant Principal at Brecksville-Broadview Heights High School, serving in that position for nearly four years.

He completed the Superintendent Licensure Courses at CSU in 2016. He also earned his Bachelor of Science in Middle Childhood Education, and his M.Ed. in Educational Administration at CSU.

Ed continues to volunteer as a coach, currently at the Brecksville Community Center. He has coached Pee-Wee Tackle Football, Baseball, Soccer and Girls' Basketball, adding up to over twenty years as a coach.

When asked to answer the question: "Why continue your education at CSU?" Ed responds, "Cleveland beats within my heart." To prove this further, he is a Cleveland Indians fan, hoping that THIS year IS "next year." Ed is also a veteran of the Armed Forces of the United States (Marines), as well as the father of four children.



TK (Tristta) Kuykendall is an Urban Education doctoral student in the Policy Studies Program.

She currently holds a Bachelor's degree in Psychology, a Master's degree in Sociology, a Master's degree in Educational Research, and a certificate in Data-Based Decision Making, all from CSU.

TK works for a traditional public school district and manages the data department, which is responsible for district-wide data, state reporting, the student information system and integrated systems.

Her goal is to become an active voice in the policy development process, with the intention of influencing decisions to be more reflective of the realities of district- and building-level implementation.

TK's current area of focus is gifted education.

Welcome to the Students of Cohort XXXI



My name is **Mitch Lieberth** and I am a first year student in the Policy Studies program.

My current research interests are primarily with LGBTQ college students, and my dissertation will focus on the academic persistence and engagement of CSU students who choose to use the new preferred name change policy that went into effect during the Spring 2018 semester.

I am currently in my 12th year of working as administrative support at CSU. I started working in registration and financial aid, and for the past ten years, I have been an academic advisor in the College of Liberal Arts and Social Sciences. I have also done adjunct teaching in the Women and Gender Studies department. I

received my BSJ in Public Relations from Ohio University in 1998, and continued there to earn my Master of Science in Sports Administration with a focus on Title IX and gender equity in college athletics in 1999.

I received my M.Ed. in Adult Learning and Development with a focus on learning communities and retention at urban universities in 2012 from CSU, where I also completed my M.aster of Arts in American History in 2016, focusing on the erasure and mischaracterization of gender during the post World War II era, and in Civil Rights and Black Power movements.



Carol Lockhart is the Executive Director of Legal Services for the Cleveland Metropolitan School District (CMSD), and has held several positions during her tenure with CMSD. She was an Academic Superintendent/Network Leader.

Prior to becoming an Academic Superintendent, Ms. Lockhart served as the principal of Cleveland Early College High School (CECHS). Under her leadership, the school maintained a 100% graduation rate; 100% college acceptance rate; earned a rating of Excellent on the state report card and was named a *Needle in a Haystack School* by the Thomas B. Fordham Institute. The school earned the highest Performance Index Score on the Ohio Graduation Test among public high schools in the state of Ohio, and was recognized as the

Ohio Exemplar for College and Career Readiness by the ACT Organization.

Ms. Lockhart has presented at several conferences regarding Principal Leadership, including the National Summit for Principal Supervisors and The Council of Great City Schools. She contributed in rewriting the New York City Leadership Academy's Principal Supervisor Standards. She is a member of the Principal Innovation Advisory Council.

She currently serves as the liaison for the Institute for Premier Leadership between CMSD and the Center for Educational Leadership at CSU. Ms. Lockhart is a graduate of the 2016-2017 Ohio Education Policy Fellowship Program at Cleveland State University, and is currently a Doctoral student pursuing a Ph.D. in Urban Education with a focus on School Administration.

Welcome to the Students of Cohort XXXI



Casey Matthews has a seventeen year teaching career that spans three schools in two states. Casey started teaching in Louisiana after graduating from the University of Louisiana at Monroe with her undergraduate degree in English education. During her first year of teaching, she began graduate school at the University of New Orleans where she received her master's degree in English in 2005.

In 2007, Casey and her family packed up, left Mardi Gras behind and headed for the snow in Ohio. Since moving here, she has been teaching ninth and twelfth grade English at Beachwood High School.

In her largely diminishing spare time, she enjoys biking and watching Korean dramas on Netflix. Casey's research interests include Critical Race Theory, literature (especially graphic novels) and literacy, inclusion education, and equity in education. She is in the Learning and Development track in the program and plans to continue teaching high school but also hopes to work with pre-service educators in the future.



Meghan Murray was born and raised in Sandusky Ohio, literally down the street from Cedar Point. (Yes, she rode every ride in the park and even worked at Johnny Rockets while in college!)

She attended Saint Louis University for her undergraduate degree earning a Bachelor of Arts in Psychology. She came to Cleveland for her Master of Arts in Clinical Psychology and graduated from CSU last May. She is in the Ph.D. program in counseling psychology and is excited to be continuing her education at CSU!

Growing up with a younger brother diagnosed with autism sparked her research interests in the developmental disability realm. She would like to work with children with developmental disabilities and their families to help them overcome any issues that arise socially, at home, or school.



Isis C. Prior is a sixteen-year veteran teacher in English and French on the west side of Cleveland. She earned her bachelor's degree from the University of Pittsburgh in English Writing and French and post-baccalaureate teaching licensure from CSU in English/Language Arts and French, before returning to CSU to earn a master's degree in curriculum and instruction focusing on educational technology.

Recently Isis finished an educational specialist degree in English pedagogy from the University of Toledo, only a month before returning to CSU yet again, for the doctoral program in Urban Education.

Isis' doctoral program is focused on Adult, Continuing, and Higher Education, with research interests including teacher targeted aggression, teacher job satisfaction, organizational climate, and tall poppy syndrome in education.

Welcome to the Students of Cohort XXXI



Rachael Smith is originally from Rochester, New York, located in the upstate region. She completed her Bachelor of Arts in Psychology at Hobart and William Smith Colleges in 2015, where she engaged in research on college drinking and health outcomes.

She then completed her Master of Arts in General Psychology at SUNY Buffalo where she was on a research team of Dr. Jennifer Read's, focusing on college alcohol use and sexual trauma.

Her master's thesis examined how perpetrator identity impacted drinking outcomes among sexual assault survivors. In addition to completing her masters work,

Rachael also worked as a graduate assistant for the health and wellness center at SUNY Buffalo where she examined the efficacy of the Alcohol Education classes.



Melissa Strouth is a mathematics teacher at Cleveland Heights High School, where she has been teaching for 12 years. Prior to Heights, Melissa began her career as a middle school math teacher as a New York City Teaching Fellow. The program allowed her to earn a Master of Science in Mathematics Education from St. John's University.

Her interest in education began as an undergraduate at The Ohio State University, majoring in Business Administration. She worked extensively with community literacy and health programs which inspired her to join the Peace Corps directly after college.

Melissa is the mother of four children, all of whom will be students in the Cleveland Heights - University Heights schools next fall.

Her primary research interest centers around equity in the classroom.

In her spare time, Melissa practices yoga, binges on Netflix, and reads fiction.

Welcome to the Students of Cohort XXXI



B.M. Towns is a Curriculum and Instruction Specialist in Cleveland, Ohio. After obtaining his Master of Science and Bachelor of Science degrees from the University of Dayton, B.M. followed his wife to northeast Ohio where he would continue his pursuit of improving the lives of urban students of color through education.

When B.M. is not fighting for urban communities, he enjoys spending time with his wife and daughters: Tristyn, Ruby-Jean, and Rosalie-June, reading, watching movies, playing basketball, and working out.

As a doctoral student, B.M. has found a niche in cultural pedagogy. After continual reminders of the inability of public schools to equitably educate children of color, the same public schools that once denied these same children of color a seat in their schools next to white students, B.M. accepted the challenge to do something about it.

B.M. plans to use his doctoral degree to champion the education of urban children of color, especially poor blacks. He plans to lead a platoon of urban students, teachers, community members, administrators, researchers and policymakers who will create culturally centered educational environments that will help end the discussion about the academic achievement gap.



LaGina M. White graduated from the University of Akron with her Master of Science in Curriculum & Instruction after receiving a Bachelor of Arts in Communication from CSU.

Her most recent professional experience was as an Intervention Specialist for children with Autism Spectrum Disorder and developmental and behavioral disabilities.

As a current student in the Urban Education doctoral program at CSU, LaGina focuses her research on issues most commonly associated with the urban environment. Specifically, she studies social/emotional and educational consequences for special needs and at risk populations. LaGina's research interests include culturally responsive educational programming and practices and policies aiming to improve urban learners' educational outcomes.

LaGina has a fervent personal, professional and ethical commitment to the promotion of equal access to schooling and servicing opportunities for all peoples. She is particularly passionate about the education and advancement of minorities, individuals with special needs and those situated in urban environments.

LaGina's professional goals include bridging educational gaps, and developing awareness and appreciation of cultural contexts in the urban community. LaGina ultimately desires to serve as a conduit for educational improvement and advancement, as well as a champion for marginalized individuals and families, who are often underrepresented, underserved, disadvantaged, impoverished, and unheard.

The Emerging Adult, Continuing, and Higher Education Scholar Fund

The Emerging Adult, Continuing, and Higher Education Scholar Fund was funded by anonymous donors. The fund will support students of the Doctoral Program pursuing the specialization in Adult, Continuing, and Higher Education and provide them support in their research efforts.

Specifically, the fund shall support travel and other expenses associated with research on a national/international scope outside of the state of Ohio. Additionally, the fund will support costs affiliated with independent research, including dissertation production.

If you are interested in applying for this scholarship, please talk with Dr. Phillips about the requirements .

Liza Gilbolm was the 2017 recipient of this award. She used her funding to travel to Cuba to complete her research. Liza interviewed Adult Learners and her research manuscript has been accepted to the *International Journal of Cuban Studies*.



The Urban Education Ph.D. Recovery Fund

The Urban Ph.D. Recovery Fund is a scholarship opportunity donated to the program by recent alumna, Dr. Lisa Meeks. This gift is intended to assist current doctoral students who may experience extreme hardship or personal difficulties while pursuing their degree.

Please talk with Dr. Phillips about the requirements for this scholarship if you are interested in applying.

Recent Dissertation Defenses

Hannah Reid

Cohort XXVI
School Administration
*Teacher Self-Identity: A Narrative Inquiry into the Lives of Teachers
and its Influences on Their Interactions with Students*
Dissertation Chair: Dr. Frederick Hampton

John Moore

Cohort XXVII
Policy Studies
*Teacher Motivation Matters: An HLM Approach to Understanding Motivation
Towards the International Baccalaureate Middle Years Programme*
Dissertation Chair: Dr. Marius Boboc

Sneha Pitre

Cohort XXV
Counseling Psychology
International Students' Career Development: Acculturative Stress and Career Outcomes
Dissertation Chair: Dr. Donna Schultheiss

Tiffany R. Williams

Cohort XXV
Counseling Psychology
Minority Stress and Career Attitudes of African American Studies
Dissertation Chair: Dr. Donna Schultheiss

Basak Kacar-Khamush

Cohort XXII
Counseling Psychology
Identity and Career Experiences of Muslim Immigrant Women
Dissertation Chair: Dr. Donna Schultheiss

Brittan L. Davis

Cohort XXV
Counseling Psychology
*LGBQ Workplace Discrimination, Microaggressions, and Relational Supports:
A Work-Life Approach*
Dissertation Chair: Dr. Donna Schultheiss

Recent Dissertation Defenses

Ashely Oliver

Cohort XXVI
Counseling Psychology
Employment Barriers and Attitude to Employment for Male Ex-Offenders
Dissertation Chair: Dr. Graham Stead

Elizabeth Anne Gilblom

Cohort XXVII
Adult, Continuing, and Higher Education
*The Dividing Lines of Opportunity: The Relationships Among Student Characteristics
and Selected Institutional Services at Two-Year Public and For-Profit Colleges*
Dissertation Chair: Dr. Johnathan Messemer

Eric William Wallace

Cohort XXIII
Counseling Psychology
The Work Lives of Homeless Men
Dissertation Chair: Dr. Donna Schultheiss

Romi Jain

Cohort XXVII
Policy Studies
*China's Soft Power Aims in South Asia: Experiences of Nepalese Students
in China's Internationalization of Higher Education*
Dissertation Chair: Dr. Anne Galletta

Six Helpful Hints and Tips for Dissertations

- I. A list of methodologists to consider for your dissertation is available in the *Student Handbook*.
- II. To finish the program before six years, work closely with faculty.
- III. After 10 years you must petition to continue and include a statement of currency for each class taken more than 10 years ago. This process is very time consuming and approval is not guaranteed.
- IV. The application for graduation is now available online on Campusnet.
- V. The deadline to apply for graduation for each semester is listed in the handbook.
- VI. Thesis and dissertation format guidelines can be found at <http://www.csuohio.edu/grad-college/thesis-dissertation-format-guidelines>.

Selected Student and Faculty Publications

- Dohy, J. & Banks, T. (2017). The Impact of School Policing on Student Behaviors in Ohio Public Schools, *Journal of School Violence*.
- Ferrari, L., Nota, L., Schultheiss, D. E., Stead, G. B., & Davis, B. L. (in press). Validation of the Childhood Career Development Scale among Italian middle school students. *Journal of Career Assessment*.
- Hamlen, K. R., Sridhar, N., Bievenue, L., Jackson, D.K., Lalwani, A. (2018). Effects of teaching computer science principles on attitudes and perceptions about computer science. *Proceedings of the Special Interest Group on Computer Science Education (SIGCSE) Technical Symposium*.
- Hamlen, K.R. (2017). General problem solving styles and problem solving approaches in video games. *Journal of Educational Computing Research*.
- Liao, K. Y.-H., & Weng, C.-Y. (2018). Gratefulness and subjective well-being: Social connectedness and meaning in life as mediators. *Journal of Counseling Psychology*.
- Liao, K.Y.-H., Stead, G. B., & Liao, C.-Y. (2018). *Self-compassion and self-efficacy: A meta-analysis*. Poster accepted for presentation at 126th Annual Convention of the American Psychological Association, San Francisco, CA.
- Phillips, J. C., Villard, M., & Fitts, B. R. (2017). Intersections of Gender, Self-Care, and Burnout. *The Ohio Psychologist*, 64. 4-6.
- Phillips, J. C., Hargons, C., Chung, Y. B., Forrest, L. Hahn Oh, K., Westefeld, J. (2017). Society of Counseling Psychology Leadership Academy: Cultivating Leadership Competence and Community. *The Counseling Psychologist*, 45(7), 965-991.
- Stead, G. B., & Davis, B. L. (2017). Culture and context in constructionist approaches to career counseling. In L.a. Busacca, & M. C. Reh fuss (Eds.), *Postmodern career counseling: A handbook of culture, context, and cases* (pp. 65-76). Alexandria, VA: American Counseling Association
- Stead, G. B., Schultheiss, D. E., & Oliver, A. (2017). A review of assessment in child career development. In M. Watson & M. McMahon (Eds.), *Career exploration and development in childhood: Perspectives from theory, practice, and research*. London, UK: Routledge.

Alumna Dr. Lisa Meeks Co-Authors a New Report

Dr. Lisa Meeks (Cohort XXIV, Learning and Development specialization) was the co-author and Principle Investigator for the publication ***Accessibility, Inclusion, and Action in Medical Education: Lived Experiences of Learners and Physicians With Disabilities***.

This is a first-of-its-kind publication that explores the current state of medical education for medical students and physicians with disabilities and is designed to increase awareness and understanding of the challenges and opportunities for individuals with disabilities at the nation's medical schools and teaching hospitals.

The report as well as the Twitter campaign #DocsWithDisabilities is being covered widely in the news and was featured on NPR.

CONGRATULATIONS, Dr. Meeks!

Recent Student Awards

Counseling Psychology student **Erica Wiley Whiteman** was honored during Women's History Month as one of the winners of the Strong Woman, Strong Leader Awards.

Counseling Psychology student **Anil Lalwani** served as a member of the Leadership Institute for the AAPA.

Counseling Psychology student **R. Jason Lawrence** received a CSU Dissertation Research Award.

Recent Counseling Psychology graduate **Sneha Pitre** received a CSU Dissertation Research Award.

Recent Counseling Psychology student **Brittan Davis** received the CSU Outstanding Research Dissertation Award.

Recent Policy Studies graduate **Stacey Steggert** received the CSU Outstanding Research Dissertation Award.

Counseling Psychology student **Steven Sanders** was awarded the Daniel D. Drake Endowment Fund Memorial Scholarship in Fall 2017.

Adult, Continuing and Higher Education student **Lena Grafton** was awarded the Daniel D. Drake Endowment Fund Memorial Scholarship in Spring 2018.

Recipients of the 2017-2018 Lewis and Janice Patterson Scholarship are: **Lena Grafton, TK (Tristta) Kuykendall, Meghan Murray and Rachael Smith.**

The Graduate Student Resource Center (GSRC), along with its partners, sponsors career and professional development workshops, community-building activities that enhance graduate student life, and a monthly newsletter with news and information specific to the interests of graduate students.

Doctoral Studies Update

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