

**Sandra Duncan Ed. D., NCP, LMHC
3106 Gardner Blvd.
Jeffersonville, Indiana**

Education:

Ed. D. University of Cincinnati, Department of Counselor Education and School Psychology

M.S. Indiana University, Department of Education

B. A. Indiana University, Department of Social Sciences

Employment History:

University of Louisville

Employed August 2005 to present as an Assistant Professor in the Educational and Counseling Psychology Department.

Employed August 1994 to August 2005, as an adjunct professor in the Educational and Counseling Psychology Department.

Lindsey Wilson College

Employed August 1998 to July 2004 as an Assistant Professor in the Masters of Education Department/Counseling and Human Services Department.

University of Cincinnati

Employed September 1994 to August 1998, as a Graduate Assistant.

Indiana University

Employed September 1995 until December 1995 as an adjunct professor for the Masters of Education Department. Hired for one semester because of a departmental sabbatical.

State of Indiana

District 9 Child Welfare Services

Employed September 1993 to December 1994 as an Intensive Caseworker. I worked out of the offices of the Floyd Co. Child Protection Services. As a Caseworker I worked with approximately twenty (20) children, ranging in ages from birth to 12 years. My duties required me to interact with each child on a weekly basis, both in the home and in the school environment. I monitored school progress and activities in the home for children on Informal Adjustments (IA), and Children in Need of Services (CHINS) ordered by the Court system. I was the liaison between the school, the family, and the court system. I worked with the school counselors to develop programs that assisted the child in becoming more successful both at home and in school. I worked with the parents in developing appropriate strategies for discipline, study habits, and routine schedules for their children and the family.

**Jefferson Hospital
Jeffersonville,
Indiana**

Employed August 1992 to December 1994. I worked within the Residential Adolescent Unit. My duties included working within the school system as the teachers aid. Also, I assisted in the development of school programs that helped children, suffering with learning difficulties, become more successful. I help develop group programs, conducted group sessions, worked with nurses.

**Clark Co. Probation
Office Jeffersonville,
Indiana**

Employed September, 1993 to August, 1994. I was employed on a one year contract to conduct an educational program, using the S.T.E.P. program, with parents of adolescents on probation within the Clark Co. Probation Dept. Program was canceled do to lack of funding.

Clinical Psychology Clinic

Clarksville, Indiana

Employed May 1988 to August 1992. My duties included the administration of a variety of achievement and aptitude tests. I was responsible for gathering information concerning client history for report writing. Co-facilitated post-adoption therapy groups in local communities. I worked with children and adults, helping them understand adoption, feelings about adoption, and other problems concerning adjustment in the family environment. Also, I managed the annual budget, coordinated finances with the accountants, completed annual reports, and made projections of expenditures of income. For two years I was responsible for the research and development of fund-raising, grant writing, public relations.

Presentations:

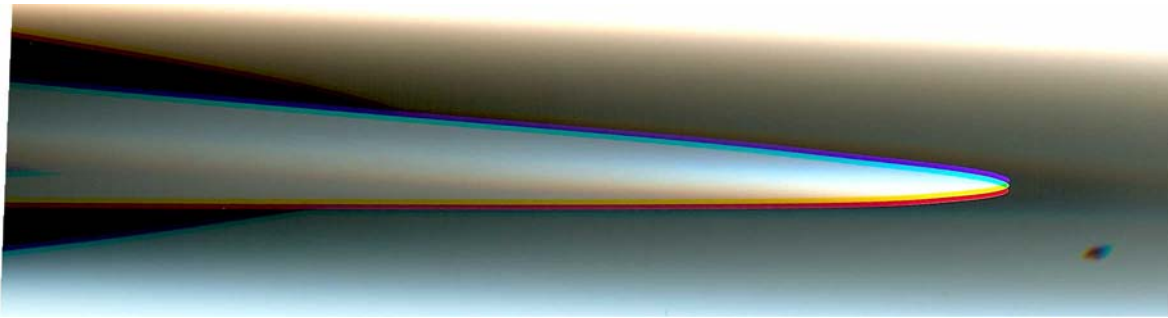
“Developing the Counseling Relationship: How to Communicate Effectively. Presented at the Kentucky Mental Health Association Conference.

“ Looking Underneath The Counselor Cloak: A Guide To Helping Self’ . Presented at the Kentucky Counseling Association Conference

“Adjustment Patterns for Children Experiencing Parental Divorce: Self Esteem, Age & Gender”. Presented at the American Educational Research Association Conference

“Working with Diverse Populations in Counseling Sessions: Developing Awareness in Students”. Presented at the Kentucky Mental Health Association Spring Conference.

“Mind, Body, and Spirit: Taking Care of Self.” Presented at the Kentucky Counseling Association Conference.



“Multicultural Issues in the Classroom: Developing Awareness for Educators”. Presented at American Specialists in Group Work National Convention

“Multicultural Issues in the Classroom: Developing Awareness for Educators”. Presented at Kentucky Counseling Association Spring Conference.

“Group Work Issues for Educators”. Presented at the American Specialists in Group Work National Convention.

“Culture-Centered Group Counseling: Developing Awareness, Skills, and Knowledge.” Presented at the American Specialists in Group Work National Convention.

“Referral to a Counselor: Impact on Expectations and Counselor Effectiveness”. Presented at the American Counseling Association National Convention. With G. Yeager and R. Brown.

“Improvisational Theater: A Counseling Supervision Class”. Presented at the North Central ACES Convention. S. Duncan, G. Yeager, M. Ingram, B. Johns, R. Brown, D. Carter.

University Community Service:

- Collaborated with Human Service and Counseling Department to deliver a workshop on “stress reduction” for the Lindsey Wilson College faculty.
- Developed and distributed a Library Satisfaction Survey.
- Taught in the extended Graduate Counseling Program twelve weekends at off campus sites of London and Jackson, KY.
- Served on the Buddy Program working with international student for three year
- Serve on the Campus Spiritual Life Committee.
- Served on the Faculty Affairs Committee.
- Serve on the Library Committee.

Personal Community Service

- Volunteer for other church related organizations and fund raisers.
- Served on the Community Advisory Board for the University of Cincinnati (3 years).
- Conducted Assertive Parenting training seminars in community area schools.
- Volunteer for the Louisville Crisis and Information Center as a Phone Counselor.
- Past Vice President of Lanesville Community School Corp. PTSO.
- Member of Kappa, Kappa, Kappa a community service oriented organization that raises funds for community social services and scholarships for students in the local school systems.

Professional Research:

- Relationship between Spirituality and Psychological Wellbeing in Undergraduate first generation collage students.
- Work in conjunction with the University of Louisville and Counties across the state of Kentucky, with the Character Education Program. This program helps reduce acting out behaviors in classrooms, suspended incidents from school, and violence in the classroom.

Professional Development:

- Received my Doctoral Degree June 2000
- Applied and received National Certified Psychologists ranking
- Applied and received Licensed Mental Health Counselor ranking
- Attended the American Counseling Association National Conference for the past 12 years.
- Attended the Kentucky Counseling Association State Conference for the past 12 years.
- Attended the AAHE Conference in Arizona

Professional Organizations:

- Member of the American Specialists in Group Work Diversity Competency writing committee
- Insignia Co-Chair for American Specialists in Group Work
- Membership chair for American Specialists in Group Work
- Member of American Counseling Association
- Member of American Multicultural Association
- Member of Kentucky Counseling Association
- Served as President of Kentucky Multicultural Counseling Association (for 3 years)
- President of Kentucky Specialists in Group Work (2 years)
- Member of American Counselor Educators and Supervisors
- Member of Spirituality and Counseling Association
- Member of Indiana Counseling Association
- Served as President of the Psychology Organization of Indiana University
- Extra Mile Award, presented by the Human Services Department class of 2002, Lindsey Wilson College.
- Graduate Assistantship, University of Cincinnati for three years.
- Full Graduate Scholarship, University of Cincinnati.

Honor Societies

- Member of Chi Sigma Iota Honor Society.
- Member of Kappa Delta Pi Honor Society.
- Member of Pinnacle Honor Society.
- Outstanding Student Award.
- Who's Who Among Students in American Universities and colleges

Curriculum Vita

Assessment Methods for Counselors

Course Description:

The study of the individual for guidance purposes. It will cover three areas: (1) what constitutes significant data concerning the individual and his/her environment; (2) the procedures followed to obtain these data; and (3) how the counselor may use these data in the guidance process.

School Counseling Students:

This course meets the guidelines designated under the CACREP standards and the *Kentucky Experienced and New School Counselor Standards for preparation and Certification*. All school counseling students must now develop a portfolio that reflects learning in the seven Kentucky New School Counseling competencies prior to receiving a recommendation for Provisional Guidance Certification. The term paper meets or partially fulfills one or more of these standards.

School counseling students must, in their papers, address assessment concerns relevant to schools. Examples of topics listed in the New School Counselor Standards for Preparation and Certification include assessment that helps students identify their abilities, aptitudes, achievements, or interests. This is a Standard 6 portfolio for school counseling students.

Career Counseling

Course Description:

This course is described as study of career development across the life span. This includes a study of the methods and technologies useful for assisting career and lifestyle choices. This course will examine various types of educational and career or vocational materials employed to assist individuals in decision making. The use of these materials will be explored throughout this course. An analysis of changing values and attitudes toward work and education will be undertaken. One of the major emphases of this course is the career counseling interview. Basic counseling skills and effective strategies are examined.

Course Description:

The purpose of this course is to acquaint students with the major theoretical approaches to career counseling and to facilitate student's acquisition of their own approach to career counseling and of career counseling techniques. Career development theory, psychological issues related to career choice, and the relationship to career counseling and personal counseling also will be over-viewed. Decision making as an approach to career counseling will be the integrating focus of the class. Additionally, the purpose of this course is to facilitate the learning of specific career counseling skills for specific client populations. Try to accommodate it to your major interests in the counseling field.

Course Objectives and Competencies:

To assist beginning practitioners in developing:

- a better understanding of the work in American society
- a better understanding of the internal and external influences on a person's career and educational decision-making
- an initial appreciation of the concepts of career development and vocational choice theories and research in career decision-making, and career counseling from a developmental perspective
- a better understanding of the various kinds of career and educational materials used in decision making
- a better understanding of how to apply types of career and educational materials with persons who are making decisions
- an awareness of the various educational and career resources available within the local community and elsewhere
- effective skills and strategies employed in career and educational counseling from a developmental perspective

Chemical Dependency Counseling

Course Description:

Specific theoretical orientations and diverse techniques associated with treatment of Chemically dependent clients. Techniques for both individual and group treatment will be discussed. Issues associated with advanced preparation/specialization area of chemical dependency will be presented. The effects of substance abuse and addiction on individual and families will be explored. AA and behavioral strategies will be utilized in reference to treatment solutions.

Course Objectives and Competencies

1. Demonstrate a global understanding of human behavior including an understanding of developmental causes, disability, addictive behavior, psychopathology, and environmental factors as they affect both normal and abnormal behavior.
2. Explain how culture and society affect the definition, incidence, expression, course and treatment of addictions.
3. Recognize problems in the evaluation of dual-diagnosis patients.
4. Show how a developmental perspective can contribute to the understanding and treatment of alcoholism and drug abuse.
5. Discuss the usefulness of theory and research in understanding addictive behaviors. Exhibit an understanding of the disease model of addictions.
6. Develop an understanding of the principles and treatment techniques as applied to a variety of addictions.

8. Recognize co-morbid disorders that impede the maximal treatment effectiveness.
9. Explain the conditioning theory, a behavioral perspective on substance use, abuse, and dependence.
10. Demonstrate an understanding of family systems theory.
11. Discuss social learning analysis of substance abuse.
12. Apply principles of motivational interviewing to change addictive behaviors of the clients.
13. Identify principles and practices of relapse prevention.
14. Discuss special concerns of drug abusing adolescents, women, and racial minorities.
15. Prepare treatment plans for drugs and alcohol abusing clients.
16. Demonstrate an understanding of the relapse prevention strategies.
17. Recognize methodological issues in conducting substance abuse research on ethnic minority populations.
18. Demonstrate global understanding of various theories and models in understanding addictive behaviors.
19. Identify social factors that cause use of drugs and substances.
20. Demonstrate knowledge of counseling theories and techniques to help the addicted clients.

Ethics and Multicultural Issues

Course Description:

The main purpose of this course is to acquaint students regarding professional legal, ethical, and cultural issues in counseling and psychotherapy. Examines ethical, professional, and Multicultural issues/dilemmas within the discipline. Particular emphasis is given to codes of ethics and parameters of acceptable professional conduct. Human diversity is also a major focus.

Course Objectives:

- 1) Discuss an introduction to professional ethics.
- 2) Discuss clients rights and confidentiality.
- 3) Discuss ethical concerns in Multicultural counseling and special needs populations.
- 4) Discuss ethical issues in group counseling, Multicultural group counseling, and marital and family counseling.
- 5) Discuss professional responsibilities and liabilities.
- 6) Discuss dual relationships in counseling.
- 7) Discuss issues in supervision, consultation, theory, practice, and research.

Group Counseling and Techniques

Course Description:

This course is intended to enhance the student's understanding of the group building process associated in counseling and other types of group work. Included in this course is a discussion of group dynamics, developmental stage theories, group member roles and behaviors, group leadership styles, various theoretical approaches to group counseling, and evaluative techniques for judging group effectiveness. Also included in this course is a discussion of various ethical issues and concerns associated with group leadership.

Course Objectives and Competencies:

1. Demonstrate an understanding of the group building process.
2. Demonstrate the various group dynamics associated with successful group leadership.
3. Facilitate the movement of a group through the various developmental stages.
4. Demonstrate an understanding of various functions of group member roles and behaviors.
5. Provide examples of various leadership styles and their effects upon group process.
6. Discuss various theoretical approaches and therapeutic modalities associated with group counseling.
7. Provide a methodology for evaluating the efficacy of therapeutic groups.
8. Discuss various ethical issues and concerns associated with group leadership.

Introduction to Addictive Behaviors

Course description:

Specific theoretical orientation and diverse techniques associated with treatment of chemically dependent clients. Techniques for both individual and group treatment will be discussed. Issue~ associated with advanced preparation/specialization area of chemical dependency will be presented. The effects of substance abuse and addiction on individual and families will be explored. AA and behavioral strategies will be utilized in reference to treatment solutions.

Course Objectives:

1. Discuss the usefulness of theory and research in understanding addictive behaviors.
2. Exhibit an understanding of the disease model of addictions.
3. Develop an understanding of the psychoanalytic formulations of chemical dependence.
4. Explain the conditioning theory, a behavioral perspective, on substance use, abuse and dependence.
5. Demonstrate an understanding of family systems theory.
6. Discuss social learning analysis of substance abuse.
7. Apply principles of motivational interviewing to change addictive behaviors of the client.
8. Discuss special concerns of drug abusing adolescents, women, and racial minorities.
9. Prepare treatment plans for drug and alcohol abusing clients.
10. Demonstrate an understanding of the Relapse Prevention Strategies.

Introduction to Community Mental Health Counseling

Course Description:

Provides students with a historical perspective of the helping professionals, professional roles, functions, and professional affiliations. Also discussed are professional preparation standards, professional credentialing and public policy issues relating to the professional counselor. Additional areas of focus include: methods of reimbursement, right to practice, and managed care issues.

Introduction To Counseling**Course Description:**

An introduction to the field of counseling, its philosophical bases, historical antecedents, and overview of current practice in agencies, institutions, mental health centers, private practice universities and schools.

Course Purpose:

To present an overview of the counseling profession and sub-specialty fields and the academic and clinical background/coursework required. The course will also provide students with opportunities to experience the profession as a counselor, client and through professional development activities. This course meets the guidelines designated under the CACREP standards and the Kentucky Experienced and New School Counselor Standards for preparation and Certification. All school counseling students must now develop a portfolio that reflects meeting the seven Kentucky New School Counselor Standards prior to receiving a recommendation for Provisional Guidance Certification. Assignments that meet or partially fulfill one or more of these standards are identified in the course requirements section.

Course Objectives:

Upon completion of this course students should be able to:

1. Exhibit an understanding of the history of the counseling profession including significant factors and events that have influenced counseling as we know it today.
2. Demonstrate basic interviewing and counseling skills.
3. Recognize the special considerations that apply to diverse groups in our society.
4. Demonstrate general understanding of the major theories of counseling.
5. Understand the basic ethical, legal and professional issues in the counseling field.
6. Demonstrate an understanding of the various types of counseling professional and the service they provide.
7. Differentiate among group work modalities utilized in the counseling profession.
8. Demonstrate knowledge of career development theories and planning.
9. Identify mental health referral providers/agencies in the local area.

Life Cycle Development

Course Description

Designed to aid in the understanding of the nature and needs of normal and abnormal individuals in the family system at all moral, cognitive, psychological, social, and spiritual development levels. Counseling strategies in the complex development relationships among individuals in the family system. Counseling in the life cycle of the individual will be a primary focus.

Course Objectives:

Upon completion of this course, the student should have an appreciation of the complexities and subtleties of change across the life-span, appreciate individual differences and the importance of diversity of experience. They will have developed an understanding of basic theories, concepts, and principles that comprise the body of knowledge of development. They will be able to apply development knowledge to daily life, to heighten and continue an awareness of all development stages throughout the life-span. They will have developed an understanding of a framework in clinical evaluations and have developed a cultural understanding with diverse populations.

Life Span and Development: From Birth until Death

Course Description:

The course is designed to provide an overview and awareness of the development issues of human beings throughout the lifespan. Each student will be challenged to appreciate and understand changes in behavior due to growth and development from conception to death. Special emphasis will be placed on clinical implications and applications from a developmental perspective.

Course Objectives:

Upon completion of this course, the student should have an appreciation of the complexities and subtleties of change across the life-span, appreciate individual differences and the importance of diversity of experience. They will have developed an understanding of basic theories, concepts, and principles that comprise the body of knowledge of development. They will be able to apply development knowledge to daily life, to heighten and continue an awareness of all development stages throughout the life-span. They will have developed an understanding of a framework in clinical evaluations and have developed a cultural understanding with diverse populations.

Multicultural Issues, Human Diversity and Preventive Community Education

Course Description:

Multicultural trends, characteristics of diverse groups, range of values in individuals, families, and groups. Diversity as it relates to age, race, religious preference, physical disabilities, sexual orientation, ethnicity and color, family patterns, gender, socioeconomic status, and intellectual ability.

Course Objectives:

1. Demonstrate a global understanding of the mental health needs of culturally diverse populations.
2. Exhibit an understanding of the responsibility for the recognition of minority-majority cultural experiences and relations.
3. Identify five general ethno-geographic native cultures in North America.
4. Describe the characteristics of historically subjugated minority groups in America.
5. Identify factors and major issues that can influence intergroup relations and affects the quality of interpersonal communication among members of various groups in the multicultural society.
6. Demonstrate an understanding of the current issues of education that center on meeting individual and group needs of culturally diverse populations in an ever-changing society and economy.
7. Recognize the fact that different occupational employment patterns are evident for different racial/ethnic groups and for men and women.
8. Discuss marital and family concerns within the context of a changing society and changing lifestyles.
9. Describe the helping processes in the cultural contexts.
10. Discuss eclectic and synergetic approaches to counseling and psychotherapy.

Graduate Mental Health Practicum

Course Description:

Provides clinical instruction through supervised placement within the student's program of study. Particular attention is given to the development of the individual counseling and group skills under supervision through placement on-site in a professional clinical setting. A minimum of 150 clock hours in an approved supervised clinical setting. Requires 60 hours of direct, face- to- face contact.

Course Objectives:

As a result of the practicum experience the student will be able to refine and further develop his/her knowledge base and clinical skill in a professional counseling setting. Specific objectives include:

1. Initial screening, assessment, and treatment planning.
2. Clinical documentation and the utilization of agency formats and procedures.
3. The opportunity to engage in supervised individual and group counseling.

Social, Legal, and Ethical Issues in Counseling

Course Description:

Examination of current social developments that relate to counseling. Legal perspectives relevant to practice and principles of ethical practice in counseling.

Course Purpose:

Enhances students understanding of ethical, legal and professional issues facing the counselor. Professional associations and credentialing bodies (e.g., ACA, NBCC, CACREP, CPC, KMFC, AAMFT, ASGW, etc.) Licensure issues, and practice issues will be a primary focus. The application of principles will be stressed.

Course Objectives:

Upon completion of this course the student should be able to:

1. Contrast a professional identity in the counseling profession to that of the paraprofessional.
2. Discuss major issues related to sound ethical practice in counseling.
3. Formulate and defend a position on critical ethical and professional issues.
4. Demonstrate a familiarity with the ethical codes and standards of the American Counseling Association.
5. Demonstrate a familiarity with ACA organizational structure and function.
6. Discuss professional credentialing issues (e.g., certification/licensure) and the role of the professional counselor in advocating on behalf of the profession and its clientele.
7. Provide an integrated view of the role of the human spirit in the counseling relationship and demonstrate an awareness of the ethical issues involved in the area of spirituality.
8. Formulate a multicultural prospective regarding the understanding and resolution of values-centered counseling dilemmas.

School Counselor Practicum**Course Description:**

Provides clinical instruction through supervised placement within the student's program of study. Particular attention is given to the development of the individual counseling and group skills under supervision through placement on-sight in a professional clinical setting. A minimum of 150 clock hours in an approved supervised clinical setting. Requires 60 hours of direct, face-to-face contact.

Course Objectives:

As a result of the practicum experience the student will be able to refine and further develop his/her knowledge base and clinical skill in a professional counseling setting.

Specific objectives include:

1. Initial screening, assessment, and treatment planning.
2. Clinical documentation and the utilization of agency formats and procedures.
3. The opportunity to engage in supervised individual counseling and group counseling.

Theories of Personality

Course Description:

This course is designed to provide an introduction to the area of personality theories with a focus on the understanding of the constructs utilized by more prominent theorists. Additionally the methodologies available for the evaluation of the efficacy of each of these systems will be discussed.

Course Objectives:

1. Upon completion of this course, the student should be able to describe how personality is defined, present a scientific method by which one may engage in the scientific study of personality, discuss the major tenets of the psychoanalytic and neo-analytic models, describe the constructs of the major personality theorists, discuss humanistic and existential models of personality theory, and critique, compare, and contrast major personality theorists.

Building Classroom Community

Course Description:

This course is titled Building a Classroom Community and is for students planning to enter the MAT program. The focus of this course is to explore the issues of creating a caring community of learners in elementary school classrooms. This exploration will provide the student with an understanding of how issues of ethical and social development in children are interwoven into the academic learning that we typically think about in classrooms.

Course Objectives:

The class covers five interdependent principles that create and maintain a caring community of learners; caring relationships, constructivist learning, important engaging curriculum, intrinsic motivation, and attention to the social and ethical dimensions of learning. The student gains tools for learning how to build classroom community through class meetings, collaborative learning, and unity builders. The student examines how literature can be used to promote classroom community by examining value rich literature and use such literature to provide a forum for discussion among students. The student examines issues of discipline using a developmental problem solving approach. The student develops an understanding of how a community-oriented environment will help children acquire conflict resolution skills that lead to the overall socio-moral and ethical development of children.