

Office/Department: LGBTQ & Ally Education Program (University Health Center – The Well)

Supervisor: Veronica Jones (interim supervisor)

Mission Statement: The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTQA) Education Program works toward promoting James Madison University's commitment to diversity through education, support, advocacy, and the fostering of equity for all students, regardless of sexual orientation or gender identity.

Functional areas included in this office/department:

UHC – The Well includes (but is not limited to) the following programs and organizations:

- Peer Education *Potty Mouth*
- LGBTQ and Ally Education Program
- Campus Sexual Assault Prevention Programming
- Survivor Advocacy
- Body Image Programming
- Sexual Health Programming
- Substance Abuse Prevention Services

1. Students who participate in this experience will gain understanding of student affairs as a profession and the influence student affairs has on contemporary higher education through the following tasks and activities:

- Attend and participate in meetings regarding the functions and role of The LGBTQ and Ally Education Program.
- Attend and participate in joint programming with other student service programs.
- Actively participate in the planning and implementation of programs and activities provided through the LGBTQ & Ally Education Program.
 - The Fall practicum experience will be involved with general programming.
 - The Spring practicum experience will focus on planning and implementing Lavender Graduation in addition to programmatic planning for the following semester.

2. Students who participate in this experience will be exposed to the purposeful application of the following student development, career development, counseling and/or organizational theories:

- Psychosocial Developmental Theories: (Chickering, Erikson.)
- Cognitive Developmental Theories: (Perry, Kolhberg, Belenky, Gilligan.)
- Social Identity Development Theories: (Including but not limited to racial, sexual-orientation, gender, ability, and religious identity.)
- Identity Development Theories related to sexual orientation: (Fassinger,

Cass, Troiden, D/Augelli, Meyer & Schwitzer.)

3. Students assigned to this site will be able to participate in the following assessment and/or evaluation projects:

- Review of the training sessions provided by the program.
- Assist in the assessment planning, implementation and reporting of selected programs and/or activities.

4. Students who participate in this experience will be evaluated and provided on-going feedback in the following ways:

- Regularly scheduled meetings with the practicum supervisor.
- Formal written evaluation at the conclusion of the practicum.

5. Specific expectations of students assigned to this site include:

- Supports the mission of the program, the University Health Center, and JMU.
- Creates and maintains a schedule designed to meet practicum requirements.
- Performs designated tasks in a timely, organized, and professional manner.
- Communicates consistently with supervisor, including weekly or bi-weekly 1:1 with supervisor.
- Maintains a positive attitude about practicum responsibilities.
- Participates in office, department, divisional meetings, and professional development as necessary.
- Requests assistance and support when approaching new or challenging situations
- Support, facilitate, and attend programming sponsored by the LGBT & Ally Education Program.

Contact Person

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