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1. Introduction

Welcome to the Clinical Mental Health Counseling Program at James Madison University. You are now a member of an active, vital learning community of dedicated students and faculty members who are committed to the profession of counseling. We are delighted to have you on board.

The purpose of this handbook is to help you not just to survive graduate school, but also to thrive here. Read it carefully and refer to it regularly throughout your training. The handbook provides you with more than the practical information you need about programs, policies and procedures. It also offers helpful hints and suggestions on gaining the most from the opportunities you will have as a student in Clinical Mental Health Counseling. Take advantage of the handbook by using it faithfully – and give something back in return by letting us know how we can improve future editions. This electronic document is available on the Clinical Mental Health Counseling Program website.

Overview

The JMU Counseling Programs, which include Clinical Mental Health Counseling (M.A., Ed.S.), School Counseling (M.Ed.), Counseling and Supervision (Ph.D.), and College Student Personnel Administration (M.Ed.), are part of the Department of Graduate Psychology at James Madison University. Our department is in the College of Health and Behavioral Studies (CHBS). We are also participants in The Graduate School (TGS). The Department of Graduate Psychology includes Psychological Sciences, School Psychology, Counseling Programs, the Combined/Integrated Doctoral Program, and the Doctoral Program in Assessment and Measurement. Although many faculty members in the department contribute in essential ways to counselor education, a core group of faculty is primarily associated with the Counseling Programs.

The Clinical Mental Health Counseling Program welcomes a diverse student population and encourages applicants of different ages, from different social, cultural, and ethnic backgrounds, and with different abilities and learning styles. Our alumni work in a variety of settings, including clinical mental health centers, community agencies, psychiatric facilities, and private practice. The 60-credit-hour program offers a distinctive combination of experiential learning, didactic course work, and training activities. Students receive both the Master of Arts and the Educational Specialist degrees at graduation. Graduates are also eligible to become National Certified Counselors. The curriculum meets all the course work requirements for Licensed Professional Counselor regulations in the Commonwealth of Virginia.

Mission

As members of the Clinical Mental Health Counseling Program of James Madison University, we have formed our own unique learning community of faculty, staff, and students. We vary in abilities, age, class, gender, ethnicity, race, religion, sexual orientation, and place of birth, but we share a common vision of achieving a vitally important mission – transforming students into successful clinical mental health counselors.

Our clinical mental health counseling alumni are dedicated to providing competent, caring, and ethical services to diverse clients in public agencies, community programs, and private practices. Putting our principles into practice, we strive to create a caring community in which we can thrive personally and grow professionally. While many of our graduates work in rural communities in Virginia’s Shenandoah Valley or among the mountains of West Virginia, many more have moved on to serve in
other communities throughout the mid-Atlantic region and across the nation. We invite our students to embark on a life-long journey of exploring new possibilities, refining their skills, and staying professionally current throughout their careers. We encourage them to support one another in the formidable task of facilitating the change process in individuals, couples, families, groups, and communities as licensed professional counselors. Finally, we challenge our graduates to advance the mental health counseling profession through service, research, innovation, advocacy, and training.

**Philosophy of Training**

You are joining a wide range of students – from twenty-one-year-olds who have just completed their undergraduate education, to sixty-one-year-olds who are embarking on their second (or third!) careers. No matter what your background or circumstances, our philosophy of training remains based on five simple principles.

- **You learn by working with others.** Of course, you need to engage in the solitary work of reading, writing, reflecting and studying if you expect to be successful in this training program. But you also need to come together with others to engage in the collaborative work of observing, discussing, practicing, giving feedback, challenging, and encouraging one another. As a graduate student, you are not an island unto yourself – you cannot do it all on your own. It’s not surprising then that the word college comes from the same Latin word as colleague – *collega*, which means “one chosen to work with another.” You need teachers, supervisors and fellow learners to inform, stimulate, inspire, motivate, prod and even provoke you to refine your thinking, develop your professional skills, and make discoveries about yourself and others.

  Based on this principle, we faculty members have two daunting, but critical beginning tasks as counselor educators. First, we need to develop with you – as well as every other student – a working relationship that is based on honesty, understanding and acceptance. It’s essential that we get to know, trust and respect one another if we are going to work well together. Our second, but equally important, task each semester is to transform every class of individuals into a community of learners. Instead of competing with one another for individual achievements, members of a learning community make a commitment to share information and ideas, a pledge to tolerate – and even value – different points of view, and a pact to support one another in the formidable enterprise of developing the knowledge, attitudes and skills of an effective counselor. We invite you to join us in making this commitment, pledge and pact.

- **You learn by doing.** When you are learning, you are never passive. Instead, you are a dynamic participant in the learning endeavor. We will be constantly inviting you to do counseling work in this program. In virtually every class period, you will have some activity that requires you to practice the craft of counseling – the process of encountering others, observing, gathering information, conceptualizing, and taking action. You may participate in a structured exercise, respond to a video segment, act out a role-play, or engage in some group task that demonstrates a principle that you are studying. Therefore, we invite you to come to each class ready and willing to engage fully in this active, exciting process of experiential learning.

  Learning in this manner demands your authentic presence in class. We therefore share the expectation that cell phone use during class time is not permitted. Please turn off ringers and alerts and put your phone/tablet, etc., out of sight unless you have specific permission from the instructor. Cell phones are a distraction to not only you, but to your classmates and instructors. Further, recent research has revealed that taking notes by hand is better for long-term retention and allows more idiosyncratic
memory and comprehension aids than taking notes on a computer. Therefore, please keep your laptops closed as well.

- **You learn throughout your life.** Truly successful counselors do not limit their professional development to the classroom or to their academic careers. As a counseling trainee, you need to recognize that you have two simple options – you either can continue to grow as a person and as a professional by challenging yourself, or you can stagnate. We want you to complete this program with the attitude that learning does not end with earning a diploma. Instead, we invite you to embrace the never-ending mission of pursuing life-long learning.

- **You learn by example.** Since example is such a powerful teaching tool, the heart of a counselor education program is not the curriculum, but its people. Actions do speak louder than words, so it is vital that we exemplify any values we profess to teach. We must make it a point to let you see our love for the subject, our enthusiasm for doing counseling, our curiosity about what makes people tick, and our sense of awe about the mysteries of the mind. Instead of merely spoon-feeding answers, we strive to demonstrate the knowledge, skills and attitudes of counselors.

  Of course, you can also be a great example to others. You can demonstrate the essential counseling attitudes of genuineness, caring, and openness. You can show the skills that you are developing to promote the development of your clients. In class discussions, you can share your own discoveries and observations. Whatever the situation, you bring a wealth of experience to this training and we encourage you to be generous in sharing it.

- **When you learn, you change.** Learning is one of the most challenging, as well as most fulfilling, of life’s adventures. As you examine ideas that may threaten your preconceived notions, as you grope along through your periods of confusion, and as you read, reflect, synthesize, speculate and brainstorm, you forge your personal and professional journey. Through this learning, you do more than acquire knowledge and develop skills – you transform yourself.

  When you become a successful graduate of our training program, you will not be the same person to whom we had offered admission. You will be more seasoned, with a greater insight into, and a deeper appreciation for, the richness and complexity of life. You change – just as your clients change – and we are privileged to be a part of that change process.

**History**

The Guidance and Counseling Program began in 1970 when the Department of Special Education was formed here at what was then Madison College. Two years later, the program’s faculty members requested that Guidance and Counseling be shifted to the Department of Psychology. At this time, the program included such courses as Case Studies in Guidance and Dynamics of Mental Health.

In 1973, the program underwent a major transformation. First, Guidance was renamed Counselor Education. Second, many new courses were added to revamp the curriculum. The Counseling Program was moving in new directions by design. No longer focusing only on school guidance, it was moving toward “applying counselor skills in other human service fields such as industry, religion, community agencies, and the like.”

By the following year, Counselor Education declared five areas of concentration for students: school
counseling or pupil personnel administration, college counseling, student personnel work in higher education, employment counseling, and psychological counseling in agencies or institutions. A second level beyond the Master’s was recommended for several of these options.

During the 1977-1978 academic year, the Counseling Programs became more delineated. Most of them were 36-credit-hour Master of Education programs, with some requiring an additional 30 hours for counseling licensure. The following year, Counselor Education further defined six areas of concentration, some involving two levels.

Coordinated by Dr. Carl Swanson, the Counseling Program made rapid strides toward more diversification, particularly in the direction of counseling in community agencies and private practice. Dr. Swanson was instrumental in lobbying the Virginia legislature to pass licensure for non-doctoral counselors.

During the mid-1980s, the Counseling Programs designed a program specifically for counselors in the elementary schools. Dr. Jack Presbury assumed coordination when Dr. Swanson gave up the role. Later, Dr. Helen Moore took on the coordinator’s responsibilities. Under Dr. Moore’s guidance, the Community Agency Program renewed its accreditation from CACREP. In the late 1980’s, the Counselor Education program began to emphasize the more clinically oriented skills of assessment and intervention. During this time, the Counseling Program continued to refine the tracks and areas of specialization.

Dr. Lennis Echterling became coordinator in 1994 and led the program through a successful CACREP re-accreditation process in Community Counseling and an initial accreditation in School Counseling in 1996. Continuing the momentum of gaining accreditation, in the spring of 2003, the Counseling Programs successfully completed the re-accreditation process and received full accreditation through the year 2011. In January 2009, Dr. A. Renee Staton, a Counseling faculty member since 1999, assumed the role of Counseling Programs Director. She oversaw the implementation of significant changes in the School Counseling Program. The curriculum was streamlined to enable students to complete the entire program in two calendar years. She also oversaw the 2011 CACREP accreditation process, in which the Clinical Mental Health Counseling and School Counseling programs were reaccredited.

In January 2012, Dr. Lennis Echterling returned to serve as Director of Counseling Programs, which now include Clinical Mental Health Counseling, School Counseling, the Ph.D. in Counseling and Supervision, and College Student Personnel Administration. The Counseling Programs Director role then moved to Dr. Debbie Sturm for five years. The director role changed in 2018, and now Dr. Renee Staton is director of the Clinical Mental Health Counseling Program, Dr. Michele Kiely is director of the School Counseling Program, and Dr. Debbie Sturm is director of the Counseling and Supervision Program.

At the end of the 2017-2018 academic year, the counseling faculty members participated in a retreat designed to refine their collective mission statement and vision. As a result of their collective exploration of their shared values and goals, they developed the mission statement We, the core faculty, foster well-being for ourselves, our programs, and the students we serve. The faculty members take our mission seriously and intend it to help inform our work in the upcoming years.

Our programs’ vitality is reflected in a small sampling of accomplishments and efforts during recent years. To promote the personal and professional development of counseling students, the faculty collaborated on a book, “Thriving! A Manual for Students in the Helping Professions.” The guidebook,
which is now in its second edition, offers graduate students suggestions and strategies for enhancing academic skills, managing stress, making the most of training experiences, and launching their careers. Members of our faculty have continued to publish other books on such topics as community counseling, brief counseling, crisis intervention, social class, and the therapeutic relationship. They also frequently speak at professional conferences, present training workshops, write articles and book chapters, and consult with agencies, schools, and community organizations.

In 2001, JMU Counseling Programs played an important part in the response to the terrorism of 9/11. In the hours following the attacks, faculty members emailed information on dealing with terrorism to school counselors, professional counselors, and other practitioners in the region. They also posted the material on web pages linked to the Counseling Programs website. The next day, we organized "Making A Difference," a faculty-student volunteer group that collaborated with the American Red Cross to provide outreach services, community education materials, and consultation services promoting personal and community resilience.

Each summer for the past 21 years, the Counseling Programs have presented the James Madison University Summer Institute in Counseling, a series of workshops for practitioners and graduate students, cosponsored by the Virginia Counselors Association. This is the longest running university-sponsored professional development program for counselors in the country. You can find information regarding the Summer Institute on our website.

Every two or three years, counseling faculty and students have published a comprehensive directory of the region’s mental health services. We compiled the information and distributed hundreds of copies of the most recent edition to school counselors, community counselors, clinical social workers, psychologists, physicians, human service organizations, and other referral services in the local area. Our website has posted the directory so that anyone can download the information.

One sign of the JMU Counseling Programs’ distinction is that we have maintained continuous CACREP accreditation since March 1980. Only three institutions in the United States have a longer history of such accreditation. Our list of strengths includes the program’s focus on interpersonal process, excellent results on the National Counselors Examination, tremendous involvement of students, impressive scholarly work of faculty, an outstanding handbook, the quality of the current students and alumni, an innovative comprehensive examination, and intensive training experiences.

In addition to our formal clinical services, faculty members and students have organized and offered outreach services to the children of local National Guard members who were activated for the war against Iraq and anti-terrorist activities in Afghanistan. Every month for over seven years, the children and families of mobilized troops gathered to share a potluck dinner, meet in a support group, and participate in expressive play activities that are facilitated by faculty members and students.

Following Hurricanes Katrina and Rita, Counseling faculty and students participated in several projects. One was “Assignment Backpack,” which involved the collection, assembly and distribution in Mississippi of backpacks filled with school supplies, personal health items, a book, and a toy or stuffed animal, to help displaced children continue to heal, learn, and play. In October, a team of two faculty members, along with volunteers, caravanned in vehicles to Mississippi. Covering over 2,800 miles in a week, they worked with survivors in Gulf areas affected by Hurricane Katrina, met with evacuees in Columbus, discussed disaster response issues with a member of the Governor's office in Jackson, and finished by participating in the Governor's Forum for Rebuilding in Biloxi. They distributed backpacks
and other materials - books, toys and computer equipment. They also provided disaster consultation, training, and intervention services to individuals, communities, agencies, schools, and faith-based organizations.

During the summers of 2006 and 2009, Counseling faculty members co-led "Girls on the Move: A Leadership Experience.” The purpose of the camp was to build self-esteem and competence through technology, fitness and friendship. Rising sixth grade girls, ages 10 and 11, from the Harrisonburg City Schools and Rockingham County participated. In 2009, Dr. Michele Keilty and Dr. Renee Staton were awarded the Mosier Fellowship to support their work with the Girls’ Leadership Experience Camp.

In response to the shootings at Virginia Tech University on April 16, 2007, JMU faculty members provided a variety of crisis intervention, consultation, and public education services. One example involved the development and dissemination of electronic brochures for parents, educators and concerned citizens, providing guidelines and suggestions for coping with this traumatic event. Counselors and other helping professionals distributed the material to countless parents, teachers and other concerned individuals. The Virginia Counselors Association and Virginia School Counselors Association emailed the material to their entire membership.

Immediately after the February 12, 2008, shootings at Northern Illinois University, the university website posted material that JMU two counseling faculty members had developed as “After the NIU Shootings: What Families Can Do.” The Ohio Department of Mental Health and other institutions are also using these materials in its catastrophic and emergency planning.

In 2010, the Community Counseling Program was changed to the Clinical Mental Health Counseling Program. This change allows the JMU Counseling Programs to stay abreast with current trends while remaining consistent with CACREP standards and expectations for 60-unit counseling training programs. During the 2010-2011 academic year, Counseling faculty and students initiated a research project to explore best practices for school counselors working with students who identify as Gay, Lesbian, Bisexual, Transgender, or Questioning. This project has resulted in several presentations and the development of an online resource center.

During the past year, JMU Counseling Programs also have continued to provide extensive outreach services to the local region. Last year alone, our Clinical Mental Health Counseling, School Counseling, and Ph.D. in Counseling and Supervision interns provided over 12,000 hours of counseling services to community agencies, counseling centers, psychiatric facilities, and schools.

Immediately following the shootings at Sandy Hook Elementary School, JMU Counseling faculty members consulted with the president of the Connecticut Association of School Psychologists. As a result, public education materials were electronically distributed to thousands of counselors, therapists, educators, and concerned citizens. The resilience-based documents encouraged recipients to use the information, which was not copyrighted, to create handouts, newsletters, and websites with their own logos and organization names.

JMU’s Alpha Sigma Chapter of Chi Sigma Iota was the 2012-2013 recipient of the Outstanding Chapter Individual Program Award. The prestigious honor recognized the exceptional achievement of our chapter in hosting the annual Out of the Darkness Campus Walk. Representatives of the JMU Alpha Sigma Chapter received the honor during the Awards Ceremony of the American Counseling Association Annual Convention.
The annual Out of the Darkness Walk, supported by the Central Valley Counselors Association and hosted by JMU Counseling Program’s Chi Sigma Iota, raises funds for research and services sponsored by the American Foundation for Suicide Prevention. Typically, over 300 people registered for the walk. More importantly, the walk provides relatives and friends a meaningful opportunity to share their memories of loved ones lost to suicide, offer support to one another, educate the public regarding this important issue, and honor the resilience of the human spirit.

The JMU Counseling Programs have an outstanding faculty. Counseling faculty members have been the recipients of three national ACES awards, including Distinguished Professional Service in Counselor Education, Counseling Vision and Innovation, and Publications in Counselor Education and Supervision. Faculty members have received the Virginia’s Outstanding Faculty Award, Innovative Diversity Education Award Grant, Mosier Fellowship, College of Integrated Science and Technology Teaching Grant, Virginia Counselors Association Humanitarian and Caring Person Award, James Madison University Distinguished Teaching Award, James Madison University All Together One Award, College of Education and Psychology Award for Distinguished Teaching, Madison Scholar Award, College of Integrated Science and Technology Award for Distinguished Teaching, College of Integrated Science and Technology Award for Distinguished Service, College of Integrated Science and Technology Outstanding Junior Faculty Award, William Hall Faculty Award for Outstanding Service to Students, and other recognitions. In recognition of the many training innovations and service projects, the Southern Association for Counselor Education and Supervision honored the JMU Counseling Programs by selecting us as the Outstanding Counselor Education Masters-Level Program.

In recent years, faculty members also have been involved in international projects providing consultation, training, and counseling services in Ireland, Lebanon, India, Jordan, Mexico, and Nicaragua. As you can see, we have a long and rich past, an active and vibrant present, and an exciting and promising future – with you on board!
2. Admissions Process

The Clinical Mental Health Counseling Program requires satisfactory GRE results, promising undergraduate course work and GPAs, extensive related experiences, a clear and well-written personal statement, strong letters of references, and successful application interviews. A criminal history check is required of admitted students during the first fall semester. All candidates must go through the entire admissions procedure. Admission is selective, and we admit only a limited number of students each year. We actively seek a diverse student body, so we recruit candidates at graduate school fairs in Virginia, and we send information about our Clinical Mental Health Counseling Program to historically black institutions as well as colleges in rural parts of the state. We also welcome inquiries and strive to respond to emails and calls within 24 hours, inviting interested applicants to visit campus and talk with faculty and current students.

Applicants may apply online, where their information is securely stored and transmitted. Applicants need to submit their materials by January 15 to ensure consideration.

The initial screening of the applications is based on the information that the applicants have submitted. This material includes: undergraduate course work and GPA, GRE scores, letters of reference, description of related experience, and a personal statement. During the first half of February, the Counseling faculty members assess the applications using the Counseling Applicant Screening Form (See Appendix A.) and recommend which applicants should be invited for on-campus interviews.

In our invitation letter, we inform candidates of the challenging and personal nature of the interview experience. We remind them that it takes more than intelligence and academic skills to be a successful counselor. We also are looking for maturity, openness, flexibility, sensitivity, and a knack for empathically understanding others. We are expecting candidates to be eager to explore themselves, willing to deal with emotions, and open to hearing feedback – qualities that suggest the potential for success in the counseling field. We are also very interested in our candidates’ cultural awareness and potential for providing culturally competent counseling in the future. We alert the candidates that we will be asking them personal questions and inviting them to be active, involved, and contributing participants in the intensive process of encountering one another. Finally, we enclose a reading segment that describes a principle for thriving as a counseling student. We instruct candidates to read the material carefully because they will be asked to refer to it when they complete a writing sample during the interview.

We interview the top applicants sometime during the end of February or beginning of March. About 10 Clinical Mental Health Counseling applicants participate in either of two sessions, which usually take place on a Friday and the following Monday. The entire session takes about four hours because applicants are involved in a variety of activities:

- **Photograph, handout, and introduction.** When they arrive, interviewees are photographed and receive handouts providing information regarding their group assignment, locations of meetings, and schedule of events. At 9:00 a.m., the program directors welcome the interviewees and provide a brief orientation to the interview session. The photographs are available only to committee members to assist in identifying candidates at later meetings.

- **Small group discussion with graduate students.** Current graduate students serve as resources to the applicants by answering their questions and providing information regarding the program, the university, and the community.
• **Faculty interview.** Pairs of faculty members interview small groups of about five applicants. The group interviews explore the applicants’ perceptions regarding their personal strengths, concerns, observations, and reactions. The process involves self-disclosing, listening, and giving personal feedback.

• **Faculty follow-up.** Applicants then meet with two additional faculty members. The purpose of this meeting is to assess the applicant’s reactions to the interview process, to answer any questions, and to offer any necessary assistance.

• **Writing sample.** The applicants write a statement reflecting on what they have read, seen, experienced, shared, and learned during this interview.

• **Lunch.** The JMU chapter of Chi Sigma Iota provides a lunch for the applicants, current students, and faculty members.

• **Guided tour.** The program’s graduate assistant offers an optional guided tour of the facilities, including Johnston Hall, Miller Hall, and Carrier Library.

The Counseling Programs Committee review meeting takes place soon after the interviews. At this meeting, the committee assigns each applicant to either to a list of those recommended for acceptance, a wait list, or a list of those not accepted. The decisions are based on the performance during the interviews and the information submitted by the applicant. By the end of the meeting, the committee has:

• developed a list of the candidates who have been recommended for acceptance, and
• ranked the names of those candidates who have been placed on the wait list.

Based on the current population of students and availability of resources, we adjust the number of applicants we accept each year. Currently, we plan to accept about eight new Clinical Mental Health Counseling students.

Once the committee has made its selection, we immediately launch a campaign of quickly, personally, and regularly contacting these top candidates. In telephone calls, email messages and letters, we provide applicants with information regarding financial assistance, graduate assistantships available across the campus, procedures for acquiring loans, part-time counseling-related jobs in the community, program announcements, and other updates.

We remove from the acceptance list any names of applicants who have notified us that they are not accepting our offer. As openings occur in the acceptance list, we contact applicants on the wait list according to rank order until the slots are filled.

By the middle of March or early April, The Graduate School sends a letter that provides an official notification to the applicants who are either placed on the wait list or whose applicants have been rejected. During this time, we continue to engage in follow-up recruitment of those applicants to whom we have offered admission. We continue to update them on program events, answer their questions, and discuss their options. To those applicants who accept our offer of admission, we provide detailed information in May regarding the process of course registration and to ensure successful matriculation. We encourage new students to pre-register in order to obtain the classes they need. We also remind applicants of our policy that students must have a completed background check on file prior to enrolling in classes. Information regarding how to complete this requirement is provided directly to
students after admissions processes are completed, including the notification that some internships sites may require a more rigorous background check as part of their placement process.

An applicant may appeal an admission decision by submitting a written petition to the CMHC program director, who then refers the appeal to the Program Committee. In some cases, the committee may suggest remedial procedures to an applicant with the possibility of reapplication at a later date.

**Transfers**

Occasionally, students who have enrolled in one of our counseling programs decide that another track would be more appropriate. If you wish to transfer from one JMU counseling program to another, then you need to submit a written petition to the CMHC director presenting your request. You then will meet with a subcommittee made up of the CMHC program director, a faculty member from your original program (usually your advisor), and a faculty member representing the program you wish to enter. The subcommittee will bring a recommendation to the Counseling Programs Committee for approval. If your petition is approved, you will have to submit an application to the Graduate School.

Please note that we can guarantee that you will meet JMU graduation and CACREP requirements if you follow one of our approved programs of study. However, we cannot guarantee that Virginia licensure and/or certification boards will accept nontraditional internships or course substitutions. Similarly, if you plan to practice in another state, you should investigate that state's licensure requirements early in your graduate training.

You can review the LPC licensure requirements available at the Virginia Board of Counseling website. The Virginia Licensure Board periodically revises the regulations governing licensure as a professional counselor, so we recommend that you stay in contact with the Board throughout your training program.
3. Mission Statement, Learning Outcomes, and Expectations for Students

Mission Statement

As members of the Clinical Mental Health Counseling Program of James Madison University, we have formed our own special community of faculty, staff, and students. We vary in abilities, age, class, gender, ethnicity, race, religion, sexual orientation, and place of birth, but we share a common vision of achieving a vitally important mission – transforming students into successful clinical mental health counselors.

Our clinical mental health counseling alumni are dedicated to providing competent, caring, and ethical services to diverse clients in public agencies, community programs, and private practices. Putting our principles into practice, we strive to create a learning community in which we can thrive personally and grow professionally. While many of our alumni work in rural communities in Virginia’s Shenandoah Valley or among the mountains of West Virginia, many more have moved on to serve in other communities throughout the mid-Atlantic region, and across the nation. We invite our students to embark on a life-long journey of exploring new possibilities, refining their skills, and staying fresh throughout their careers. We encourage them to support one another in the formidable task of facilitating the change process in individuals, couples, families, groups, and communities as licensed professional counselors. Finally, we challenge our graduates to advance the mental health counseling profession through service, research, innovation, advocacy, and training.

The collective objectives of the Counseling Programs and specific objectives of the Clinical Mental Health Counseling Program are as follow:

**JMU Counseling Program graduates are able to take responsibility for embodying and practicing professional and ethical standards at the degree of mastery. Graduates are able to and hold themselves and colleagues accountable for practicing as ethical professional counselors.**

**JMU Counseling Program graduates are able to work collaboratively and responsibly with colleagues, clients, and community members representing a variety of backgrounds and experiences. Graduates are able to recognize their own beliefs and values and embrace attitudes and practices of understanding, respecting, and competently addressing the beliefs and values of others.**

**JMU Counseling Program graduates are able to apply developmentally appropriate counseling theories and techniques, which are ethically and culturally relevant, in the best interest of their clients.**

**JMU Counseling Program graduates are able to provide developmentally appropriate career assessment and intervention strategies. Accounting for the clients’ varying stages of career and educational development, program graduates employ relevant assessments and apply labor market trends.**

**JMU Counseling Program graduates are able to provide evidence-based counseling service to diverse clients, grounded in principles of developmental competence, empathy, humanism, and social justice. Program graduates are able to make decisions that are in the best interests of their clients.**

**JMU Counseling Program graduates are able to employ relevant assessments related to clients and programs in their respective workplaces. Program graduates are able to assess clients for serious and foreseeable harm to self or others and/or abuse and neglect.**
JMU Counseling Program graduates are able to critically evaluate research related to core areas of counseling practice and use data-informed decision-making practices for program evaluation and management.

JMU Clinical Mental Health Counseling Program graduates demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for interprofessional collaboration and advocacy.

Learning Outcomes

The learning outcomes of the Clinical Mental Health Counseling Program include both common core standards and program-specific standards. Appendix B offers a matrix that shows the common core and program-specific standards, the courses that focus on those standards, and key performance indicators for each standard.

Expectations for Students

In order to achieve the learning outcomes described above, you need to maintain ongoing commitments to three essential domains – academic achievement, self-reflection and personal growth, and ethical and professional behavior. These commitments are not only necessary for your success as a student in this program, they are also vital for your success as a counselor.

- **Academic achievement.** The depth and breadth of the curriculum reflect the high expectations we have for academic achievement. Of course, we expect that you fulfill all course requirements, but we also encourage you to extend yourself, to challenge yourself by pursuing knowledge and skills beyond the minimal course requirements. In fact, we emphasize that a commitment to learning should continue long after you have earned your diploma. Life-long learning is essential for keeping abreast of new developments in the field and for refining your counseling skills.

- **Self-reflection and personal growth.** Throughout your career at JMU, from your admissions interview to the graduation ceremony, you will have countless opportunities for personal growth and greater self-awareness. It is up to you to take full advantage of these opportunities. For example, you will be receiving feedback from your instructors, supervisors, advisor, fellow students, and clients. In every instance, you have the chance to be open to their observations, reactions and suggestions. We believe that cultivating an attitude that includes openness, respect, and curiosity will be vital for you to make the most of not only your training, but of your personal and professional growth as a person and mental health professional.

  You will find that the most important discoveries you make here – the greatest learning experiences you have – take place when you are truly open to look at yourself. The many videos you will watch, the extensive feedback you will hear, and the countless occasions of introspection you will experience can help you tremendously in knowing your most important tool as a counselor – yourself. We also strongly recommend that you consider pursuing your own personal growth counseling experience while at JMU. Although JMU’s Counseling Center will not accept Clinical Mental Health Counseling students for practicum or internship if they have received counseling services there in the past, many counselors in the local Harrisonburg/Rockingham County area are available for your consideration. Faculty are happy to help you determine counselors who may be the best fit for you, and you are encouraged to familiarize
yourself with the Director of Mental Health Services on the Counseling website, as well as the list of community counseling resources available on the Counseling Center website.

- **Ethical and professional behavior.** Counseling is based on more than knowledge, skills and self-awareness. It is also based on values. These values include honesty and respect for the rights of others. In your courses, you will be expected to follow the JMU Honor System that dates back to the 1909-10 academic session. Students adopted the present Honor System in order to uphold individual and community integrity. You are expected to observe complete honesty in all academic matters and to report instances where another student has violated the Honor System. The JMU student handbook describes the honor system in detail. All incoming JMU students are required to complete an online Honor System Tutorial and test during their first semester: [http://www.jmu.edu/honorcode/test.shtml](http://www.jmu.edu/honorcode/test.shtml). Whenever you are unsure about what conduct is authorized or unauthorized in a course, you are strongly urged to ask your instructor to clarify. The Honor Council office is located in Johnston Hall, its telephone number is 568-6383, and its website is [http://www.jmu.edu/honor/](http://www.jmu.edu/honor/).

The counseling faculty members also respectfully request that you refrain, now and in the future, from posting on any social media information about your counseling work that may compromise the confidentiality of your peers or the clients with whom you work. Showing pride about your work as a counselor, or the accomplishments of your institution, is perfectly fine. However, posting information about your clinical successes and failures has the potential to imply information that should not be shared. We appreciate your commitment to this expectation.

Similarly, we ask that you be fully present in your educational experiences. We therefore ask that you either leave your laptops and phones packed away during class. Not only do phones pose an unwelcome distraction to others during class time, they are simply unnecessary. Individual faculty members have distinct policies for the use of electronics during class, so we appreciate your compliance with these policies.

You will also learn the ACA Code of Ethics and will be expected to follow it in all situations. In classes, you will also work through ACA’s Guide to Ethical Decision Making to help further inform your understanding of professional ethics and expected counselor dispositions. Violation of the JMU Honor System or the ACA Code of Ethics is grounds for failing a course and being expelled from the program.
4. Aid, Housing, Parking and Advising

Assistantships

JMU has over two hundred assistantships that have been developed to meet the needs of academic departments and student services programs. Most assistantships award both a stipend and a tuition scholarship for 9 credit hours each fall and spring semester. Most of our students who have assistantships work for other programs and departments throughout the JMU campus. The Department of Graduate Psychology has a limited number of graduate assistantships available to you.

Graduate assistants may work in an academic department or an administrative office. They may assist faculty members in preparing for classes, conducting some classes, and tutoring. Other duties may include: grading papers, conducting research and library work, maintaining the test library, and assisting the program director. Graduate assistants work 20 hours a week, usually carry a course load of nine credit hours of study, and must be enrolled in a degree program. You need to apply each year that you wish to have an assistantship.

There are a couple of ways that you may learn about available graduate assistantship positions throughout the university. The director of the CMHC program will alert you to any assistantships that he or she discovers. Some assistantships are also posted on the JobLink service, which is on JMU’s website. You can review descriptions of assistantships, find information about the required qualifications, and submit an application.

To begin, access the JobLink site. At this page, you click on the log in For Applicants. Then, click on "Graduate Assistant Positions." You can select the position that interests you, complete an application, and submit it. Assistantship programs will contact you directly if they decide to interview you. If you are selected for an assistantship, the hiring program draws up contract materials and forwards them to The Graduate School. After you sign the contract and complete the tax forms, return them immediately to the hiring program so information can be entered into the payroll system.

There are some steps you can take to improve your chances for an assistantship:

- **Take care of the minimal criteria.** For example, to be eligible for an assistantship, you must be accepted as a degree-seeking student in our program, so you've already fulfilled that criterion. You must have an official transcript showing that you have, or are completing, a baccalaureate degree from a regionally accredited institution. After receiving an assistantship, you must maintain at least a 3.0 graduate GPA in order to retain or reapply for the assistantship.

- **Regularly check your email messages and search the JobLink website.** We will send graduate assistantship announcements on the email distribution list, so make sure that the program has your preferred address.

- **Do not limit your search for assistantships to the department.** It is true that most departments and colleges will give preference to their own graduate students. However, the vast majority of counseling students who are graduate assistants have positions outside the Department of Graduate Psychology.

- **Highlight your technology, research, and people skills.** These are the skills that are in demand, especially for non-academic departments and administrative offices.
• **Remember that neatness and accuracy do count.** Yes, your elementary teachers were right, so be careful when preparing your application materials. People will assume that the care you show on these documents, which usually include a letter of application, a resume and three references, is an indication of the care you would take with job assignments.

• **Contact departments and programs directly about specific assistantships.** You may need to get out there and call around to a number of departments and programs because assistantships can come open quickly and unexpectedly.

• **Be persistent.** Faculty and staff members are busy people, so it is important for you to be persistent and not afraid to ask questions about positions.

There may be a few assistantships available in the summer, but they are typically grant funded. Most students who choose to take courses during the summer term apply for loans or obtain part-time jobs to fund their summer tuition. During their academic career at JMU, depending on their circumstances, students with assistantships may be able to take one underload semester, during which they take fewer than nine credit hours. If you anticipate needing to request an underload, please contact the CMHC program director by the third week of the semester prior to your planning to take the underload. The Graduate School must approve these requests after the director has approved them. If you have questions about policies and procedures about graduate assistantships, contact The Graduate School at 540-568-6131.

**Jonathan Davis Memorial Scholarship**

Funded by Martin and Jane Davis to honor the life of Jonathan Davis, this scholarship is given to support a student in the department who has a special interest in the prevention of suicide or posttraumatic stress. To qualify, you must:

• be a degree-seeking student in one of the graduate training programs in the Department of Graduate Psychology at James Madison University;
• be enrolled in courses during the academic year following the awarding of the scholarship;
• demonstrate a strong interest in suicide prevention or posttraumatic stress through training, research or practice; and
• have a graduate G.P.A. of at least 3.5 and be making good progress in the training program.

The application process takes place every spring semester. To apply, submit a typed, double-spaced personal statement, between 3 to 5 pages, describing your past experiences, current interests, and future plans in training, research or practice of suicide prevention or posttraumatic stress. Submissions are addressed to the Head of the Department of Graduate Psychology.

**Centennial Scholars Program**

The Centennial Scholars Program offers support to under-represented Virginia students from lower socio-economic backgrounds. The program provides a stipend and tuition reimbursement. For more information, you can go to the program’s website.

**Loans and Other Financial Aid**
The Financial Aid and Scholarships Office is a good resource for information about loans and other financial aid. A major source of financial assistance is the Federal Stafford Loan, both subsidized and unsubsidized. You begin the application process by completing a Free Application for Federal Student Aid (FAFSA). To save time, file electronically by completing and submitting your FAFSA online at http://www.fafsa.ed.gov/.

There are other time-saving suggestions you can follow. First, before you begin to complete the online form, gather the documents you need, such as social security number, driver’s license, income tax return, bank statements, and investment records. When you complete the form, you should specify James Madison University as a recipient of the results (code: 003721). Once you have filed your FAFSA, the earliest you can expect to receive your financial aid notice from JMU is April. Next, print a hard copy of the FAFSA on the Web Worksheet. You then can write in your answers before transferring the information to the FAFSA on the Web. Third, speed up the process by using a PIN to sign your application electronically. If you have a valid e-mail address, you can apply for a PIN. It takes up to three days to obtain a PIN electronically instead of the ten days it could take a signature page to be processed through the mail. Fourth, check your eligibility for federal student aid. Read carefully the requirements and restrictions regarding assistance. For example, you need to be enrolled in at least 5 credits during each semester for which you are seeking loans. Finally, apply as early as possible. The priority deadline for financial aid is March 1 of each year.

After you have submitted your FAFSA electronically, the Department of Education will process your application and send you a Student Aid Report (SAR). JMU will also receive an electronic copy of your SAR. You should review this report, make any necessary corrections, and return it to the financial aid office as quickly as possible. The financial aid office staff reviews the SAR to determine your eligibility for aid and notifies you of its determination. Need is based on a hypothetical student budget, minus any family contribution, that the financial aid office calculates on a yearly basis. If you qualify, you then receive the loan application form. You should complete the application and return it immediately.

Once you receive an award notice, you will need to respond to it by accepting all or part of the aid offered and filling out any necessary forms as specified on your award notice. Once all of the required forms have been submitted, no further action is required unless your student status changes. If you have already set up your computing account, you can keep an eye on your financial aid account by signing into e-campus and clicking on Finances to see the status of your loans and account balance. If you are receiving a student loan in excess of your tuition expenses, you probably want to set up direct deposit for the university to automatically deposit your loan refund amount into your bank account. This is much quicker than waiting for the university to mail a check. This can be set up online through e-campus, or print and mail the form if you prefer.

If you are an incoming student or have taken a summer class at another school, you also can facilitate the process by arranging for your transcripts to be sent to the university’s financial aid office, rather than waiting for the office to request the records. You will help speed up the process if you meet the deadlines for each stage. One routine interruption of the procedure is the need to verify tax records. Some applicants are chosen at random for verification, and the financial aid office is then required to look at all their tax forms for the past year. If you are chosen for verification, simply provide the information requested. Typically, you are asked to present a signed tax form.

Federal Work-Study
You may not realize that Federal Work-Study (FWS) is available to not only qualified undergraduate students, but also those in graduate programs through the JMU Office of Financial Aid and Scholarships. In addition to establishing financial need through the Free Application for Federal Student Aid (FAFSA), you must be a degree-seeking graduate student enrolled on at least a half time basis who is maintaining good academic standing. Students usually work 10 hours per week while taking classes during the academic year, but can also work more hours in some positions in the summer. Students with graduate assistantships through the academic year may also qualify for summer employment. There are opportunities for FWS jobs here in the Department of Graduate Psychology and Counseling, across the campus, and in the community.

The selection of students for all FWS positions is a competitive process, so job placement is not guaranteed. You need to submit an application in the summer to be considered for a FWS position during the academic year. Students awarded FWS are eligible to apply for America Reads tutor positions and local community based positions with non-profit organizations. For more information, go to the FWS website.

For more information about loans or other financial assistance, please contact the Office of Financial Aid in the Student Success Center.

Housing

JMU does not have any on-campus housing available for graduate students. Information about non-JMU sponsored housing can be found through the Center for Off-Campus Life. The Center is located in the Festival. Its services include providing housing guides, roommate search, bus schedules, student directories, and class schedules. It offers information on every aspect of settling in the Harrisonburg area. Check with the Center if you have any housing concerns, such as lease difficulties, landlord conflicts, and parking and transportation problems. The local newspaper, “The Daily News Record,” as well as the campus newspaper, “The Breeze,” also have listings of rental properties in the area.

Depending on where you find housing, you may need to contact local electric, gas, phone, and cable companies to have utilities connected at your new residence. There are many people moving to Harrisonburg in August, so call the relevant utility companies early to obtain a prompt installation appointment.

Parking

If you plan to drive to campus, you need to obtain a parking permit. Take care when you park because JMU strictly enforces its parking regulations 24 hours a day and tickets are expensive. You can order a parking permit online through the Parking Services website or you can purchase it directly at the parking services office on the ground floor of the parking garage near the stadium. Unfortunately, having a parking permit does not guarantee you a place to park on campus. Some students call it a “hunting license.” So, be sure to give yourself plenty of time to find an appropriate place to park. At peak times, you may have to wait for a parking space or park at more distant lots. Look over the regulations and parking lots available to avoid receiving a ticket.

Keep in mind that you can make use of the Harrisonburg bus system for free with your JAC card, so check out the bus schedules and routes. Also, you may want to carpool with other students, ride a bike, or walk to campus.
Advising

You are assigned a faculty advisor who is familiar with your particular degree program. Our faculty members consider advising to be an important part of their role. They welcome the chance to be involved in planning your training experiences, course schedules and counseling careers. You are strongly encouraged to meet with your advisor regularly. At the very least, you need to contact your advisor at the beginning of your first semester to fill out a Planned Graduate Course Sequence (See Appendix C.) to place in your file. Although you will be assigned one, you may also request a particular faculty member to be your advisor. At any time, you may also seek assistance from the director of the CMHC program or from another counseling committee member.

Please note! It is your responsibility to stay in contact with your faculty advisor.

Peer Mentoring

As you may suspect, starting graduate school is an exciting, but often stressful and challenging experience. Our current students can help new people make that transition by serving as peer mentors. Your peer mentor can be an important resource for answering your questions about the program, offering helpful information about resources at JMU, giving details about the Harrisonburg community, and providing support and encouragement.
5. Program Rituals

As members of this learning community, we have found that regularly coming together to participate in rites and rituals can enrich the training experience, strengthen our sense of community, offer affirmation of our growth, give voice to the fundamental values we share, and celebrate our accomplishments. Now that you are also a member, we invite you to participate in all these rituals throughout your training. We have developed rituals for five important milestones in your training. These milestones are: selection, orientation, comps, capstone experiences, and graduation.

Selection

We believe that our current students play a valuable role in the selection of new ones. Finding the best match is the first and most important decision for both the counseling applicant and the counselor education program. To help both the candidate and the program make informed decisions, we have developed an admissions interview procedure that involves applicants, faculty members and current students in an intensive sample experience of the training program.

We invite you to participate in this process each year by volunteering to provide applicants with helpful information and support. You may remember with appreciation your own encounters with students while you were an applicant. Your contributions now can make a difference to future students at this critical point in their academic lives.

Orientation

A very helpful and practical resource is JMU’s Graduate Student Orientation website. This site was designed by and for graduate students, so it has detailed information on how to register for classes, purchase textbooks, obtain your student ID, and acquire a parking pass. It also provides information about the JMU campus, the Harrisonburg community, and possible living arrangements.

New (and returning!) students also find that several additional JMU websites are particularly helpful:

To know when registration, course adjustment, and related deadlines are, please visit the Registrar’s Office.

To find information regarding the beginning and ending of each semester, semester breaks, and holidays, check the Academic Calendar.

To know what courses are offered each semester, which sections of courses are open, and to identify the instructor of a specific section, log in to MyMadison.

If you have questions about a specific course, feel free to contact the instructor directly. You will find contact information for all instructors at JMU’s Directory.

To determine what textbooks you’ll need for a specific course, visit the JMU bookstore website. You’ll then need to enter the course and section numbers. If no text is listed, feel free to contact the course instructor directly.

Finally, The Graduate School is an important resource for you. The Graduate School staff will work closely with you in ensuring that your academic records are up to date, and have set very clear deadlines for tasks that you will need to complete, such as submitting your graduation application. You will receive periodic emails from the CMHC programs director throughout the year to remind you of upcoming deadlines, but it is always your responsibility to make sure that forms are completed and submitted on time. Submitting forms late can cause unnecessary stress and, in some cases, cost you money! Please take time to visit the Graduate School website and note their due dates.
We understand that new students often have access to an overwhelming amount of data through catalogs, handbooks, course schedules, websites, and faculty advisors. We also recognize that since embarking on any important journey is rarely a solitary, certain or easy venture, it requires much more than facts to gain one’s bearings. Such an endeavor requires a ritual that brings together everyone involved in the journey, that bears witness to the enormity of the undertaking, and that invites everyone’s commitment to helping one another along the way.

In addition to an orientation meeting and handbook, our orientation ritual includes a potluck picnic and a candle light ceremony at the beginning of the fall semester. The potluck arrangement underscores the fact that everyone contributes something unique and interesting to the mix that makes up our training program. Once the meal is over, we participate in a candle light ritual in which each of us shares what we can contribute to the community and what we hope to gain as members of this community.

Again, we invite you to participate in this ritual every year that you are a member of the program. Your involvement will enrich the ritual and, besides, you may be surprised how the contributions and hopes that you share will change from one year to the next.

**Comprehensive Examination**

In our program you will provide samples of your actual work for the comprehensive examination. These work samples include documentation of your practicum activities, a segment of a counseling recording, transcript, written analysis of the case, a proposal for your Ed.S. Research Project, and a completed Committee Approval Form.

You can find a detailed description of the comprehensive examination in another chapter of this handbook. We are presenting it now because the comprehensive examination also serves as an important rite of passage. It gives you a chance to demonstrate not only to us, but also to yourself, that you are ready to become a professional. You emerge from this process with a greater sense of personal and professional confidence.

Although you only need to pass the comprehensive examination once, we encourage you to do your part to make this a successful ritual for other students. You can make a difference by supporting students as they embark on this rite of passage, encouraging them as they confront their own doubts, and congratulating them on their successes.

**Capstone Experiences**

We believe that program rituals provide guidance and support as you progress on the journey of becoming a professional counselor. The capstone experience of internship marks your important transition from student to beginning professional. Because we value advocacy and professional involvement as training goals for our students, we also require you to conduct a presentation at the Spring Symposium. The symposium simulates a professional conference to give you an opportunity to practice an important dimension of your emerging professional role – that of expert.

Like the comprehensive examination, the symposium can stir up some anxiety beforehand, but you will later value these experiences as powerful opportunities to gain greater confidence in your potential to become a successful counselor.
We ask all students to attend the Symposium every spring semester. You will not only benefit from the expertise that interns share, but also gain from observing how to offer an effective presentation. Remember – you will soon be at that speaker’s podium yourself!

**Graduation and Commencement**

The graduation and commencement exercise is a widespread and long-standing tradition, but because it often involves hundreds of participants, it can become impersonal and lose its power. Therefore, we have developed an additional ritual to express the collaborative and personal nature of our learning community. Immediately following the Department’s celebratory ceremony, we gather in a circle to repeat the candle ceremony that began our journey together. With relatives and friends forming an outer circle, each graduate then offers a brief, personal “commencement address,” sharing both memories of the past and dreams for the future. Finally, our ritual ends as we say good-bye to one another as students and professors, and greet one another as professional colleagues.

Again, while you only graduate once from the program, we invite you to participate in as many graduation rituals as you can. They are wonderful opportunities to celebrate the achievements of fellow students – and to offer you a glimpse of your own future.

Of course, we believe in change, but we also return again and again to the old, meaningful and powerful rituals because they offer us two fundamental gifts – roots and wings. Please join us and be a part of these rituals whenever you can!
6. Our Learning Community

It is important for you to know that the program has changed since you applied to it – you are now a member of it! The Counseling Programs constitute a vibrant, thriving, and diverse learning community that is constantly changing, growing and evolving as members like you contribute to its vitality. We invite you to join in and make it an even better program by the time you leave it.

The faculty, students, and staff in the Counseling Programs at James Madison University believe that cultural diversity enriches the learning community and is an essential component of meaningful and relevant educational experiences. Cultural diversity is an evolving concept that includes, but is not limited to, differences based on:
• Physical ability
• Age
• Class
• Gender
• Ethnicity
• Race
• Religion, and
• Sexual orientation.

To maintain a learning community that supports and affirms cultural diversity, we invite you to join the faculty, staff, and other students to:

• Work to establish an environment of mutual respect, relying on an open exchange of ideas, perspectives, and worldviews. We invite you to engage with us in constructive dialogues regarding the program and curriculum.

• Participate in curricula that include contributions from diverse individuals and that acknowledge the unique characteristics and needs of culturally diverse populations. Faculty members evaluate their course texts and resources each semester to ensure materials adequately address diversity-related concerns.

• Ensure that the learning environment is free from harassment and discrimination, such as racism, sexism and homophobia. Your faculty advisor is prepared to work as an ally and advocate for you whenever necessary.

• Use appropriate support services to realize your potential. Support services include the Counseling and Student Development Center, Center for Multicultural/International Student Services, Women’s Resource Center, Reading and Writing Labs, Disability Services, and Student Health Center.

• Help recruit and retain students, staff, and faculty who are members of underrepresented or marginalized groups. For example, we recruit candidates for faculty positions by advertising for those positions in the Journal of Blacks in Higher Education and sending recruitment letters to historically Black institutions in the Virginia, Maryland, Delaware, Washington D.C. area. We also work with the Department of Graduate Psychology and Counseling Diversity Committee to host the diversity reception each fall, with the intent of assisting minority students and faculty in finding mentors and making connections in the JMU and Harrisonburg community. With the assistance of the Director of the Center for Multicultural/International Student Services, we work to recruit more ethnically diverse students by
providing information about the Counseling Programs to minority undergraduate students at JMU.

- Share our statement with prospective students in admissions and website materials as well as during screening days.

- Evaluate coursework and classroom activities in terms of the goals and ideals of the diversity policy.

- Encourage faculty, students, and staff to take part in the activities sponsored by the Department of Graduate Psychology and Counseling Diversity Committee and other relevant campus organizations.

- Include diversity-related competencies in your professional development.

- Consider how aspects of the diversity policy are incorporated in non-classroom activities, such as in assistantship, practicum, and internship experiences.

- As you participate in our ongoing program evaluation, make sure to include the diversity policy as a point of discussion.

**Communication**

If we are to continue thriving and changing, one of the things we need to do is communicate with one another. Of course, effective communication is important to any organization, but it is particularly essential to one that is dedicated to training counselors. Virtually every day, you will have opportunities to engage in all sorts of stimulating, intriguing, encouraging, interesting and challenging interactions with your teachers, supervisors and colleagues. In addition, we have developed a number of other ways for us to share information, ideas and feedback.

**Empathic Times**

Before the start of each fall, spring and summer semester, we publish the official newsletter of the JMU Counseling Programs – the Empathic Times. Its motto reflects its style: "We don't just report the news, we feel it."

The Empathic Times provides an overview of recent developments in the program and a preview of the important events that will be taking place in the upcoming semester. For example, a recent edition introduced you to new student members, updated you on recent weddings, and announced several program changes. It also offered information on important deadlines, meetings and conferences. We consider these facts to be so essential that we post The Empathic Times on our website and send you an individual copy at your email address.

When you receive The Empathic Times, take some time to jot down immediately the important dates and times in your calendar. Then keep the most recent edition handy in case you need to refer to it. It is a valuable tool to help you stay up to date and involved. And feel free to suggest items for the newsletter to the program director.
**Email**

Please note that we will send messages to your dukes account, which is also the only account you should use when you communicate with practicum and internship sites. If you have another email account that you regularly check, please forward your dukes email account to that account. The JMU helpdesk can provide assistance at any time.

**Websites**

As you may already know, since many of our students first meet us online, the Clinical Mental Health Counseling website address is [http://psyc.jmu.edu/counseling/clinical/index.html](http://psyc.jmu.edu/counseling/clinical/index.html). It’s a good idea for you to bookmark the site because we frequently post special announcements and new pictures in our digital yearbook. The website features information about the people who are members of our learning community. In addition, the site includes application information, a program calendar, copies of recent editions of the Empathic Times, and information about important events, including the Counseling Summer Institute, the Virginia Counseling Graduate Student Conference, and the Symposium. Finally, our site provides links to the Counseling Center, Counseling and Psychological Services, state and national counseling organizations, and the Graduate School.

**Pizza and Process Lunches**

About once a month throughout the school year, we meet over lunch to share food, information, reflections, feedback and suggestions on our experiences working together. The lunches usually take place at 12:00 noon. Each semester, the Empathic Times extends an invitation and provides the specific dates and locations. We provide the pizza – you provide the process!

**Counseling Programs Committee Meetings**

We meet from 10:00 a.m. to noon on the first and third Mondays of each month during the academic year. Student representatives are welcome to attend all meetings except those involving comps evaluation and student progress review.

**Counseling Programs Committee Retreats**

Each summer, we organize a retreat to review the year, discuss possible revisions to our mission statement and other policies, and brainstorm possibilities.

**External Advisory Committee**

The External Advisory Committee consists of counseling professionals, some of whom are graduates of the program, who are active in the field. This advisory group meets each year to study and make recommendations for strengthening the program. The group meets on a pro re nata basis and during the Department of Graduate Psychology and Counseling Symposium, which is held each April.

**Formal Feedback Procedures**

As part of our Comprehensive Assessment Plan, we have developed several formal procedures to receive your feedback and suggestions. First, in your courses, faculty members ask you to evaluate their
teaching performance and the class activities. Second, when you apply for graduation, we ask you to complete an exit questionnaire assessing the entire training program. Finally, we contact you within three years after your graduation to request you complete our alumni survey. This feedback has helped us to improve courses, the curriculum, and our program as a whole. We encourage you to offer constructive feedback and practical suggestions when we request your assessment of your training experiences.

**A Final Word About Communication...**

As you’ve heard so many times, communication is a two-way street. Be ready to do your part to be an active listener and an open communicator in the program. Stay in touch! Keep us up to date on your current address and telephone number. Finally, let us know what’s on your mind. Both you and the program will be the better for it.
7. Progress Reviews, Retention, and Awards

In addition to the rituals that mark important milestones in your training career, there are other ways to chart your progress and document your achievements. These include progress reviews, retention procedures, and awards recognizing the achievements of counseling students.

Progress Reviews and Retention

One of the CACREP accreditation standards is that the counseling faculty must review every semester the overall progress that each student is making. While such a procedure can be helpful, we believe that you should also be an active participant in this review. Therefore, we have designed this review to give you an opportunity to be a participant.

Near the end of the fall and spring semesters, you begin the review process by taking some time to think about all that you have discovered, learned and experienced during the semester. You then evaluate your performance, write a brief narrative about your progress so far, and describe your plan for enhancing your strengths and addressing areas of challenge. Finally, submit your narrative by the deadline.

The Committee faculty members meet to review your progress, read your self-assessment, complete the Progress Review (Appendix D), and offer feedback and recommendations to you. After the review, you and your advisor each receive a copy of the completed form. Each first-year student is required to meet with his or her adviser to discuss the progress review during the fall and spring semesters. We also encourage all other students to meet with their advisors to discuss the results.

The goal of the progress review is to take a broader view by looking at how you have been doing in all your classes over the entire semester, instead of examining how well you have done on a particular task. We invite you to make this process more meaningful for yourself by actively participating in it. We recognize that the end of the semester is an especially busy one, but completing the form should only take you a few minutes and we guarantee you that it will be time well spent!

We expect you to do well in your training and to make satisfactory progress. In fact, the great majority of the Committee faculty’s written feedback and recommendations are positive comments regarding students’ achievements and strengths. However, if we identify any student who presents academic or personal difficulties, we summarize the concerns in writing and make specific recommendations. A copy of this document is placed in the student’s records. Students who are identified as presenting concerns are offered the following assistance:

• **Meeting with relevant program faculty members.** A faculty member who is aware of the situation, and in some cases the CMHC program director, meet with the student to discuss the concerns of the faculty, giving specific examples of the difficulties that have been observed. The faculty member then invites the student to collaborate in assessing the severity and nature of the problem, exploring strategies to resolve it, and developing a written agreement that specifies the steps for remediation. These steps may include taking a remedial course, repeating a course, entering counseling, or taking a leave of absence. A follow-up letter outlining the agreement will be sent to the student. A copy of this letter will be shared with relevant faculty members and kept in the student’s file. (This written document can be requested by the Appeals Committee if the student requests a due process hearing.) The faculty will then review student progress at the next review meeting. It is the student’s responsibility to keep the faculty informed of progress in remediation.
• **Meeting with a faculty team.** If the problem is a critical or continuing one, a team of faculty members may be appointed to meet with the student. The student should receive a letter detailing specific concerns. At this meeting, the relevant faculty member(s), the Program Director, and at least one other program faculty member will present specific information and concrete examples regarding their concerns, the steps needed for remediation, and the time frame allowed for resolving the problem. The team and the student then develop a written contract clearly stating the goals and the strategies for achieving these goals. The contract will be signed by everyone present, and a copy will be given to the student and filed in the student's file. This contract could be requested by the Appeals Committee if the student requests a due process hearing.

• **Transition out of program.** If a student fails to make adequate progress in resolving problems that significantly impair potential for academic success or counseling effectiveness, then the committee considers a recommendation for withdrawal from the program. In these situations two options are given: the student could voluntarily withdraw or dismissal procedures could be specified in writing to the Department Head, Dean of the College, and Dean of the Graduate School. Regardless of the option chosen, a letter should be forwarded from the Program Director on behalf of the program faculty to the student, Department Head, and Deans specifying the outcome of the process. The advisor or faculty team may also recommend academic, vocational, and personal counseling. If a change of study to another program in the department is recommended, Counseling faculty members assist the students in following the Graduate School protocol for changing their program of study. Student rights are respected and due process is followed in these difficult matters. If a student wishes to appeal a decision of the committee regarding retention in the program, then the student may submit a written petition to appeal.

The steps outlined above are a general overview of the Counseling Programs’ approach to helping ensure that students thrive and grow in our training program. The Department has developed a comprehensive description of the Review of Student Progress, Retention, & Dismissal Procedures, which is included in Appendix E of this Handbook.

**Counseling Programs Awards**

The Counseling Programs at JMU are privileged to be a thriving learning community made up of active, talented, and dedicated students. We all have made a commitment to offer ongoing feedback and support in promoting the professional and personal growth of every member. Each year, we recognize the extraordinary accomplishments that go far beyond the training requirements and class assignments. The purpose of these awards is to acknowledge the special contributions students have made to the profession, practice, and learning of counseling.

We invite you to be a part of this process by nominating your fellow students who have been outstanding in their efforts to serve the counseling profession, to promote counseling excellence, and to contribute to the vitality of our learning community. This is an opportunity for you to show your gratitude and appreciation to those who have made a major positive difference to others, both personally and professionally.

• **Carl Swanson Award for Service to the Counseling Profession.** The Carl Swanson Award is presented to the Counseling graduate student who has made significant contributions in service to the counseling profession. The service may involve contributions to the Counseling Programs, the university,
or local schools and community agencies. The service may also involve participation in professional organizations, such as Chi Sigma Iota, Central Valley Counselors Association, Virginia Counseling Graduate Student Association, Virginia Counselors Association, and the American Counseling Association.

Carl was involved in historic developments that have affected the entire counseling field. Always a pioneer, in the 1970’s, Carl transformed James Madison University’s fledgling Guidance and Counseling Program into a comprehensive Counselor Education Program. Carl then successfully lobbied the Virginia legislature to pass the country’s first counselor licensing law and became one of the first Licensed Professional Counselors. In 1980, Carl guided the JMU program to become one of the first programs in the country to become CACREP-accredited. Throughout his career, Carl promoted the counseling profession as a leader, author, and counselor educator.

• **Helen Moore Award for the Pursuit of Counseling Excellence.** The Helen Moore Award is presented to the Counseling graduate student who has been exemplary in pursuing counseling excellence. The recipient has cultivated counseling skills through additional volunteer and professional experiences beyond the training program, has demonstrated a commitment to promoting counseling excellence in others, and has been an active participant in outside professional development experiences.

Helen was an instrumental influence in the founding of the Counseling Programs at JMU. Throughout her professional career, Helen has served as a mentor, a model, and a catalyst for self-discovery, and a source of inspiration and joy to hundreds of counseling students and professional colleagues. She was a member of the counseling faculty and coordinated the program during the late 1980’s and early 1990’s. Helen is a master counselor in her own right – an exceptionally intuitive, warm, empathic, genuine, and passionate individual.

• **William Hall Award for Contributions to the Learning Community.** The William Hall Award is presented to the Counseling graduate student who has made outstanding contributions to the professional growth of other students through mentorship, has shared expertise through presentations at conferences, has promoted the values of learning and discovery, and has significantly advanced the study of counseling.

Bill came to JMU as the Director of the Counseling Center in 1968. He subsequently served the university in many capacities, including Dean and Vice President. Throughout his career at JMU, Bill provided learning opportunities for all members of the academic community – students, faculty, staff, and administrators. Teaching and counseling have always been Bill’s true calling and he displayed his creative interactive teaching methods as a Professor Emeritus.

**Qualifications**

1. In addition to meeting the criteria for one of the above awards, the recipient must be a degree-seeking student in the Counseling Programs at James Madison University.
2. The recipient must have a graduate G.P.A. of at least 3.5 and be making good progress in the Counseling Program.

**Procedure**

1. All Counseling graduate students, faculty members, and supervisors may nominate a recipient for
each award.
2. The nomination should include the student’s name, the award for which the student is nominated, and a statement of less than 300 words describing the student’s qualifications for the award.
3. Nominations should be sent to the Director of Counseling before spring break.
4. The Counseling Programs faculty will select recipients from among those nominated.
5. The recipients will be notified of the decision by the end of March.

Department Graduate Student Awards

Each year, the Department of Graduate Psychology presents three awards to recognize the contributions of graduate students in the following areas:

- **Outstanding Service.** Presented to the student who has made significant contributions in service to the Department of Graduate Psychology and Counseling, university, community, and profession.

- **Outstanding Teaching.** Presented to the student whose teaching has been of outstanding merit.

- **Outstanding Research.** Presented to the student whose scholarly work has been exemplary.

Qualifications

1. The recipient must be a degree-seeking student in a graduate program in the Department of Graduate Psychology at James Madison University.
2. The recipient must have a graduate G.P.A. of at least 3.5 and be making good progress in the training program.

Procedure

1. All graduate students and all faculty members in the Department of Graduate Psychology may nominate one recipient for each award.
2. The nomination should include the student’s name, program, the award for which the student is nominated, and a brief, one-paragraph statement describing the student’s qualifications for the award.
3. Nominations should be sent to the Head of the Department of Graduate Psychology by semester break.
4. The directors of graduate programs in the Department of Graduate Psychology will select a recipient from among those nominated.
5. The recipient will be notified of the decision by the Head of the Department of Graduate Psychology.
8. Policies and Deadlines

Grades

The goal of the Counseling Programs is to produce successful professionals who are knowledgeable, competent, self-aware, and ethical. Course grades reflect your performance in classes that are designed to increase your knowledge, refine your counseling skills, enhance your self-awareness, and confirm your commitment to ethical behavior. Please refer to the Graduate Catalog for a description of the grading system.

You are placed on probation if you receive a “C” in two courses or if your GPA falls below 3.0. You are dropped from the program if you receive one “F” or three “C” course grades.

If you believe that a course grade is inaccurate, you first should discuss it with your instructor. If the issue is not resolved to your satisfaction, you may submit a written appeal. For detailed information, read the University appeal and review process that is outlined in the Graduate Catalog.

Course Load

If you are a full-time student, you can carry a minimum of 9 semester hours and a maximum of 12 semester hours during the regular semester. During the summer session, you can carry a maximum of 12 semester hours. The Dean of the Graduate School must approve overloads prior to registration.

Transfer Hours

Up to nine semester graduate hours with a “B” grade or better may be transferred into the program from another CACREP-accredited institution, pending faculty approval. Courses that do not require direct counseling experience, such as Statistics, are most likely to be approved. Experientially-based courses, such as Counseling Techniques, Group Counseling, Counseling Process, Practicum, and Internship will not be accepted from other programs. Courses from other programs may not be transferred for credit if they have been used to earn another degree. You can obtain the forms for transfer approval from the Graduate School. If you have taken courses at JMU as a non-degree-seeking student, you may transfer up to 6 hours of semester graduate hours into the program once you are admitted.

Professional Liability Insurance

You are required to purchase professional liability insurance for your practicum and internship experiences. Learn more about and apply for liability insurance on the American Counseling Association website.

Comprehensive Examination

All counseling programs require comprehensive examinations. You are expected to complete the comprehensive examination following practicum and before internship. The examination is conducted once each semester near the middle of the session. Please read the Empathic Times for the exact date each semester. Read the section in this handbook on the comprehensive examination for more detailed information regarding the procedure.
Deadlines

At the Beginning of Your Training

- **Planned Graduate Course Sequence.** You should complete a Planned Graduate Course Sequence (See Appendix C) and have it approved by your advisor at the beginning of your first semester in the program. A copy of this form will be kept in your file and revised as necessary. The program makes every effort to offer classes in sequence. However, we are only able to offer a few classes every semester. (See the Counseling Course Offerings chart in the Appendix F.) As a result, you will have to plan your program of study carefully.

Each Fall and Spring Semester

- **Progress Review.** The Progress Review is described earlier in this chapter, but it is important to note again that the procedure gives you an opportunity to participate in this important process. We distribute the progress review information to you each November and April.

- **Course Checklist.** We have designed checklists (See Appendix G.) of the course requirements. We recommend that you update your checklist at the completion of each semester to chart your advancement through the program. By regularly revising this form, you will also have all the information you need to complete the Program of Study for your application for graduation.

At the End of Your Training

- **Application for Graduation.** You must file an Application for Graduation form in the beginning of your final year. Complete this form online at the website of The Graduate School. Check the current graduate catalog for the exact due date.

  If you will meet degree requirements by taking an additional 3 credit hours during the summer, you may request to participate in the May commencement ceremony. In order for your name to be published in the May commencement program, you need to complete the Application for a Graduate Degree by the due date. Although you participate in the May ceremony, your degree will be awarded later and will reflect the date that you actually completed the degree requirements.

- **Exit Questionnaire.** When you apply for graduation, you complete an exit questionnaire concerning your experiences throughout the entire training program. (See Appendix R).

- **Program completion.** You must complete the program within 6 years.

  Whenever you are in doubt regarding program requirements and deadlines, please read the graduate catalog, check The Graduate School website, talk to your advisor, or see your program director.
9. Practicum

A vital part of your training is the practicum experience. You take the practicum after successfully participating in the appropriate preparatory counseling courses and receiving the permission of the program director. Dr. Staton is the contact person for inquiries regarding practicum for the Clinical Mental Health Counseling Program. Clinical Mental Health Counseling students complete their practicum experience at Counseling and Psychological Services (CAPS) or the JMU Counseling Center (CC).

You are required to have liability insurance before beginning the practicum experience. We recommend that you join the American Counseling Association (ACA) at a student rate and then obtain liability insurance through the ACA at a reasonable cost. You must learn and follow the practicum site’s policies and procedures, as well as abide by the ACA Code of Ethics. Finally, it is essential that you recognize that the practicum is an intensive and demanding experience that must take priority. Since many of the required meetings and client appointments take place during the day and early evening hours, you may need to make major changes in your work schedule in order to complete this important training experience. Because your practicum instructor and the staff of your practicum site may need to contact you quickly, you should provide your contact information to them during the first week of the semester.

Practicum Application Process

The practicum application process begins early in order to ensure continuity of care at the sites. Clinical Mental Health counseling students attend Practicum Student Orientation during the spring semester of their first year. At that meeting Clinical Mental Health counseling students submit their first and second preferences for the semester and site of the practicum experience. In addition, students are asked to submit:

- letter of intent that includes counseling interests and preferences for the semester and site of the practicum experience;
- resume and the name of a faculty member who can serve as a reference;
- list of completed courses; and
- web site address of portfolio containing related work samples.

As you plan your course sequence, keep in mind that for several reasons we encourage you to complete practicum during the academic year rather than during the summer session. We have found that the client population at our Counseling and Psychological Services Clinic (CAPS) dwindles during the summer and students have, at times, struggled to meet the minimum requirements for obtaining sufficient client contact hours.

Please note! The practicum sites for Clinical Mental Health counselors do train counselors, but their primary mission is to provide important and vital counseling services to clients throughout the year. Therefore, only a portion of the second year students can take the practicum during any one of the three semesters. As a result, although we strive to be accommodating, you may not be able to do the practicum during the semester you prefer. Throughout the process of planning for and then completing practicum, you will work with the Practicum and Internship Coordinator. Dr. Staton is currently serving in this role.

The Practicum Experience

You dedicate at least 10 to 15 hours a week to your practicum experience for a total of 150 to 200 hours over the semester. The activities include:
• **Counseling services.** The practicum is the first opportunity you have to work in direct services with actual clients. As a practicum student, you provide at least 40 hours of direct counseling services to individuals, groups, couples, or families. These services include assessment, counseling, emergency services, consultation and education programs, and health promotion activities.

You record the counseling services you provide at these sites. There are two major reasons for keeping recordings of your work. First, recording is necessary for getting the most out of your supervision. Second, you need to submit a video or audio sample of your counseling work for the comprehensive examination. In fact, an excellent practicum assignment is to participate in an experience similar to the counseling comprehensive examination by selecting a recorded segment, writing an analysis of it, and engaging in an oral examination. (See the next chapter for detailed information about the comprehensive examination.)

• **Supervision.** You actively participate in weekly individual and group supervision. Your supervisor and training colleagues help you to look at your counseling work, not only through the recordings and feedback, but also through your own personal exploration and reflection. With your supervisor and fellow supervisees, you examine your use of counseling techniques, discuss ways of conceptualizing client dynamics, analyze the therapeutic relationship you establish with clients, and probe issues regarding your personal and professional development.

You also participate in group supervision concerning new and current cases. During these meetings, participants present new cases and discuss the progress of current ones. The group works together to decide the most effective assessment or intervention for each particular case.

Specifically, practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member or (2) a student supervisor who is under the supervision of a counselor education program faculty member, and (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

You will participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision is provided by a counselor education program faculty member or a doctoral student supervisor who is under the supervision of a counselor education program faculty member.

Your site supervisor will provide you with formal formative and summative evaluation, in consultation with your faculty supervisor.

• **Class meetings.** In class, you meet with other practicum students to focus on developing and refining your counseling knowledge and skills. Course registration is limited to three to five students in each section of PSYC 695 Practicum in Clinical Mental Health Counseling.

• **Case conferences or team presentations.** You participate in case conferences or team presentations. You are responsible for conducting a presentation that illustrates your conceptualization of a case, treatment goals, progress, and recommendations.
• **Inservice meetings.** The practicum site may offer opportunities for staff inservice training. We encourage you to take advantage of these opportunities whenever possible.

• **Observation.** You have plenty of opportunities to watch other counselors in action. These chances to observe help you to see other approaches and counseling styles. They are also occasions for you to practice offering feedback to others.

• **Logs.** Once you begin your practicum, you keep a weekly log of your activities to document your experience. You need to report what you do, when you do it, for how long, and your observations and reactions. Your log should record all your practicum activities, including direct service, team meetings, staff meetings, process group sessions, video viewings and supplemental research. Your supervisor reviews and signs each practicum log.

• **Performance assessment.** Your supervisor provides ongoing feedback, as well as mid-semester and final evaluations of your performance in the practicum experience. You also offer an evaluation of your own performance. Supervisors evaluate your performance and assess your skills and practices learning outcomes by completing the Practicum Evaluation Form (Appendix J).

  **Please note!** It is important that you be open to feedback and be willing to ask for assistance whenever you feel it is necessary. There are many opportunities for supervision and it is your responsibility to ensure that you are receiving adequate feedback regarding your performance. Such a strategy is your best insurance for a successful practicum experience.

**Practicum Sites**

Clinical Mental Health Counseling students complete their practicum at either the JMU Counseling and Psychological Services or the JMU Counseling and Student Development Center.

**Counseling and Psychological Services (CAPS)**

CAPS offers services to children, adolescents and adults from the community whose concerns range from adjustment disorders to more serious psychopathology. The staff members of CAPS include faculty members and other practitioners who provide outpatient services. CAPS has regular meetings to assign new cases and discuss the progress of clients.

As a counseling practicum student, you will be involved in providing individual, group, couple, and family counseling services; outreach programs to clinical mental health agencies; and consultation and education services.

The CAPS supervisory staff includes faculty members and advanced graduate students. Supervisors have specialization in a variety of child and family disorders and treatment modalities.

**Counseling Center**

The JMU Counseling Center also offers a practicum in counseling for second-year students. The center provides preventive, developmental and therapeutic mental health services to the JMU student community. Through individual therapy, group counseling, crisis intervention, consultation, teaching, training, research and psycho-educational programming, the Counseling Center aids students in resolving
personal conflicts, developing a healthy and satisfying lifestyle, and enhancing their educational development.

The Counseling Center staff is comprised of professional counselors and psychologists who are licensed or presently pursuing professional licensure in the Commonwealth of Virginia. Staff members are generalists, with specializations in academic skills development, substance abuse counseling, eating disorders and concerns of women, anxiety, depressive, and personality disorders.

Counseling Center Practicum students attend an orientation to the center the week before classes begin. Each week during the semester, practicum students see 4 to 5 individual clients, process observe a therapy group, participate in individual supervision, and maintain their client and process observation notes.

**Extended Practicum Experience**

Under certain circumstances, you may be participating in an additional practicum experience. The two possible reasons for an extended practicum are for enrichment or remediation.

**Enrichment.** You may have been making excellent progress throughout your first semester of PSYC 695 Practicum in Counseling. Nevertheless, you may desire to have more clinical experiences to enrich your training. If that is the case, you may want to explore the possibility of registering for a second practicum. This additional semester would fulfill your elective 3 credit hours that are necessary to your degree program that involves a total of 60 credit hours. Under these special circumstances, ACA liability insurance covers your counseling work during both semesters of the practicum.

Every fall and spring semester, it is expected that each of the two CMHC practicum sites will have spaces available for 3 students. If there is a semester during which fewer students are assigned to a site, you may request permission from the practicum coordinator to register for the open slot for the purpose of enriching your clinical training with an additional practicum.

**Remediation.** The second possible reason for an additional practicum is for remediation. Not everyone is able to successfully achieve a satisfactory level of counseling competencies by the end of one semester of practicum. Throughout the semester, you will be receiving ongoing and extensive feedback regarding your performance. If you have not demonstrated adequate progress in your counseling knowledge, attitudes, and skills, your site supervisor and practicum instructor will recommend that you receive an Incomplete grade in the practicum.

Following this negative progress review, your supervisor, instructor and the program director will then meet with you to develop a remediation plan to deal with the deficits that have been identified. The resulting plan of action is a written contract clearly stating the goals, the strategies for achieving these goals, the amount of time involved, and any other conditions necessary for fulfilling the practicum course requirements. You would receive a “not reviewed” grade for your initial practicum, and you would be required to register for an additional PSYC 695 Practicum.

Successfully fulfilling all the conditions of your remediation plan is essential to continue in the program.
10. Research Opportunities

Why Research?

There are several important reasons for integrating research into your training experience. First and foremost, if you're going to be a competent counselor, you have to develop good research skills. You must be able to collect and analyze relevant and comprehensive information in a systematic fashion in order to intervene effectively. When you gather background information on a community, when you review recent studies on a particular issue, and when you read about a new theoretical perspective in counseling, you are doing important research. The knowledge you gain from these research activities is essential to being a capable counselor who stays current in the field.

Second, research experience also helps you to think critically and to develop a healthy skepticism regarding fads, misinformation, and biases in the field. You are entering a tough, challenging, and nebulous line of work. When you see the obvious pain of troubled clients, it may be tempting to latch onto highly touted but untested techniques. Research experience reminds us soft-hearted counselors to be hard-nosed about the evidence we need to validate counseling effectiveness. We discuss the importance of relying on evidence-based approaches throughout our course work, beginning with introductory courses and progressing onto your work in practicum and internship.

Third, throughout your training, you will be learning to plan, design, implement, and evaluate interventions and programs that meet the counseling needs of communities and schools. Once again, you will need to rely on your research skills in order to assess needs accurately and to evaluate programs carefully.

Another reason for integrating research into counselor training is that research is one of the major ways that we can advance the profession of counseling. As professionals, we have an obligation to contribute to our growing knowledge base through scholarly activity.

Finally, an immediate and practical training benefit of research is that it provides excellent opportunities for you to collaborate with faculty members and other students on important and interesting projects in the counseling field.

Collaborating with Faculty

Faculty members are involved in a variety of scholarly projects related to counseling. There are also ongoing teams of faculty and students working together in particular areas. We encourage you to take advantage of these opportunities to participate in collaborative projects.

Financial Assistance for Student Research

The Counseling Programs have set aside some funds to support students who are engaging in research and professional development activities that involve travel. The Counseling director, in consultation with the Counseling Programs Committee, will select award winners based on the information presented in this application. Assistance is awarded on a first-come first-served basis, so we encourage you to apply as soon as you know you’ll need additional funds. If approved, you must work with our administrative assistants to submit state-required paperwork and meeting deadlines. The following criteria will be used in the decision making process:
• A student in good standing in the Counseling Programs.
  • Significant participation in the professional development experience by, for example, presenting at a conference or assisting in a training workshop.
  • Financial need and the necessity of incurring particular costs. You are encouraged to seek funding from other sources.

You can apply for up to $200 for a scholarly project, although many awards are for lesser amounts. See Appendix H for an application form.
11. Comprehensive Examination

Comprehensive Examination Procedure

The semester after completing the practicum experience, you take the comprehensive examination. The purpose of this examination is to document that you have met the learning objectives of the program by demonstrating adequate skills, sufficient knowledge and appropriate professionalism in both the theory and practice of counseling.

Clinical Mental Health Counseling involves the challenge of putting knowledge into practice. We believe that the format of the comprehensive examination gives you a realistic opportunity to show these counseling competencies. Counseling professionals talk about, write about, study, and – most important – engage in effective and ethical counseling. Seeing, hearing, and reading your work enable the counseling faculty to judge your level of professional development. We also include a follow-up reflection session so that you have an opportunity to decompress from this intense process and to integrate the lessons that you learn from this experience.

The comprehensive examination takes place once each semester. Check the Empathic Times, published before each semester, to learn when the comprehensive examination is scheduled for that upcoming semester. The typical dates that materials are due are:

- **Fall**: Early in November
- **Spring**: Late February or early March
- **Summer**: June

Multiple courses overlap tremendously in contributing to the knowledge base of the CMHC Program. These courses are integrated throughout the program to introduce, deepen, and expand the student learning outcomes. Therefore, we assess the knowledge learning outcomes for program-specific standards in the comprehensive examination. Students submit two copies of their comprehensive examination materials at least one week prior to their scheduled examination date. These materials include:

- a video segment, 15 to 20 minutes in length, of a counseling session from the student’s practicum site demonstrating effective counseling work with an actual client. The recording should display a level of counseling skills and practices that demonstrate a readiness to embark on an internship experience;
- a complete transcript and a written analysis of the recorded work sample. The 12-page written analysis should demonstrate the student’s ability to describe the dynamics of counseling in an organized, concise and clear manner. The analysis includes background information, intervention goals, interpersonal process, theoretical framework, exploration of alternative strategies, and discussion of ethical considerations; and
- a 6 to 8 page proposal for the Ed.S. Research Project, as well as a completed Ed.S. committee approval form.

During the oral portion of the comprehensive exam, the examiners assess the student’s program-specific knowledge, counseling session dynamics in the tape segment, and material presented in the written analysis.
Video Segment

The video should be an example of your effectiveness as a counselor. You may use individual, group, couple, or family sessions. The client should be an actual client from a clinical setting. If you are unable to meet this condition, you must inform the director as soon as possible. You must then submit a proposal for an alternative arrangement to the Counseling Programs Committee during the first month of the semester you plan to take the comprehensive examination.

The recording that you submit should be between 15 to 20 minutes in length. Keep the full-length recording for back-up, in case the faculty team should ask to see more. The segment that you submit should show a continuous excerpt of a single session rather than a montage of several sessions.

Your recording sample should display examples of counseling competencies beyond rapport building. For example, you may include advanced empathic understanding, responsible challenging, immediacy, relationship exploration, reframing, or goal setting. The recording itself must be of acceptable technical quality and must be audible. Otherwise, it will be returned.

Transcript and Written Analysis

Type the transcript of the counseling segment that you are submitting. Be certain that it offers a complete and accurate record of the verbal communication taking place in the recorded segment. It may be single or double-spaced. Identify and number each counselor and client statement. Here’s a brief example about halfway through a segment:

Counselor 15: How did you get yourself to talk to me, a relative stranger, about all this?

Marcos 15: Mmmm....Well, I'm not really sure how I did that. I guess that I just decided that I'd better talk with somebody fast because I was starting to sink into this deep, dark pit that I couldn't see any way out of.

Counselor 16: So, as you felt yourself sinking into this pit, you decided that one way out of it might be to reach out to somebody else.

Marcos 16: Yeah. I figured that it was worth a shot. My baby loved life and I know that she wouldn't want me to waste the rest of mine.

Organizing your transcript in this manner helps to present a clear and readable record of the counseling process. With each statement identified, you can then easily refer to them in your written analysis without having to quote the entire statement.

Type your written analysis. It should be double spaced and no longer than 12 pages. Your analysis should demonstrate your ability to put the dynamics of counseling into an organized, concise and comprehensive written format. Protect the confidentiality of your client by not providing any identifying information. In most cases, using the actual first name of the client is not a violation of confidentiality.

The written analysis should include the following:
- Brief background on the client, information on prior sessions and a summary of the outcome of those sessions;
• Intervention plan;
• Exploration of the session’s process and outcome; and
• Discussion of what you would do differently now in reviewing the recording.
• Your responses to the following questions regarding:
  ● counseling in general - Based on your experience and what you have seen from your clients, generally speaking, what do you think brings people to counseling? How do you suppose people get stuck in maladaptive patterns, and how do they get unstuck or evolve out of these patterns?
  ● change - How does change take place for clients? How is it that some people resist changing even though they know it is best?
  ● intervention - How do you select a way of intervening with a client? How do you know when these interventions have been helpful?
  ● termination - How do you know when it is time to end the counseling relationship? Who decides when it is time to stop?
• Discussion of what ethical considerations would be important with this client and what potential ethical concerns you might have with this case; and
• Summary of what you learned about this session through the site supervision.

Please note that this writing is to be in the form of a case presentation, including analysis and synthesis of the dynamics of the client, the counselor-client relationship, and your own reactions in the sessions. As in all such formal writing assignments, we also consider writing mechanics, including organization, clarity, spelling and grammar.

**Ed.S. Research Project Proposal**

Your comprehensive examination materials also include the following:
• Brief proposal for your Ed.S. Research Project. In 6-8 pages, you should describe the topic area, provide a concise overview of the literature you will review, and state the specific purpose of your proposed research project.
• Completed approval form naming your Ed.S. chair and committee members. The purpose of this portion of the comprehensive examination is to provide a landmark point for launching your research and to ensure adequate time for successfully completing the project.

**Oral Examination**

A team of two faculty members will schedule an hour with you to ask questions based on the video segment, written analysis, portfolio and project proposal. While the oral examination will focus on the work samples you have submitted, it will not be limited to them. Instead, the oral portion may address any area of the counseling profession—theory, practice and ethics. The oral examination is the faculty's opportunity to ascertain your self-awareness, knowledge of counseling, intervention skills, and readiness to complete the training program.

**Follow-Up Session**

The entire process of participating in the comprehensive examination involves a great deal of preparation and work. In particular, the oral examination is an intense experience in which you receive detailed feedback and are engaged in an in-depth exploration of your own dynamics that you bring to your counseling work. The purpose of the follow-up session is to give you the chance to decompress from this
intense process and to integrate the lessons that you learn from the experience. The session involves meeting with one of the examining faculty after you have had some time to reflect on the process. This follow-up meeting is scheduled at the conclusion of the oral portion of the examination and takes place sometime the following week.

**Evaluation Process**

The examiners use the Comprehensive Exam Evaluation Form to evaluate the performance of students (See Appendix I.) Through this comprehensive examination process, faculty members are able to examine the actual counseling work of the students in assessing their achievement of learning outcomes.

Students must receive a combined evaluation of *At Standard* in order to pass the examination. Students who receive a failing score will meet with faculty to develop a remediation plan. Remediation plans typically include additional work, such as retaking practicum or other courses, writing a review of a relevant research article, or participating in personal counseling to address issues that impair effectiveness. In situations in which students do not pass the comprehensive examination, they are expected to participate in a remediation plan before retaking the comprehensive examination. We maintain in our database the results of every item assessing students’ learning outcomes in all knowledge and skills areas.

**Winning at Comps**

In talking to students who have successfully completed the comprehensive examination, we have learned a great deal. We not only heard some great ideas on how to succeed, we also realized that a successful comprehensive examination involves more than merely passing. Students told us that the experience helped them to pull together useful information and ideas from their earlier courses and counseling experiences. In meeting the challenge of the examination, they also discovered a great deal about themselves, both personally and professionally. Finally, they gained a greater sense of confidence in themselves as beginning counselors. Our goal in this section is to share some of their ideas and suggestions to help you win at comps.

**Preparation**

Students found a number of strategies to be helpful in preparing for the examination:

- **From the start, be actively involved in all facets of your training.** The best preparation for a successful comps is to be a successful trainee in the program. Therefore, make the most of all your learning experiences – introductory classes, skill development courses, practicum, and supervision.

- **Select a recording of effective counseling work.** Note that the key word here is “effective” – not “perfect.” Don’t become obsessed with a fruitless search for the perfect recording, because no such recording exists for any of us. Select a segment that shows good work, one that you would like to analyze and discuss with the examiners. Just keep in mind the Committee is also interested in your judgment of what constitutes effective work as demonstrated in your selection of the particular video. You can show your counseling effectiveness in any session, so don’t be concerned if your segment is from the first session to termination.

- **Work long and hard.** There is no quick and dirty way to have a successful comps. It involves intense
preparation, including thoughtful effort to select a recording, analyze it, integrate important ideas, consider relevant ethical questions, and examine your personal issues. Once you have done it, though, you’ll come into the oral well-prepared and confident.

- **Review the recording.** You will be watching the recorded session many times. As you review, consider what questions an examiner may ask you about the sample. What do you learn about yourself as you observe yourself at work?

- **Review the case.** Go over the background information, intervention plan, and progress notes until you have a real understanding of how your recorded segment fits into the broader picture of the entire counseling process.

- **Review previous course material.** You will find it helpful to look over all the information, concepts and issues that you have addressed in your earlier classes. Consider how this material, particularly theories and ethics, relates to your work on the recording.

- **Focus on yourself.** Use the examination preparation to reflect on your own theoretical perspectives, personal issues, competencies, and limitations as a beginning counselor. Take time to explore your own reactions during the counseling session.

- **Link with an informal support group.** It’s helpful to share concerns and ventilate emotions. It’s also reassuring to find out that you are not the only one to have doubts and worries about being successful at comps.

- **Take care of yourself** by taking time to relax and rest. Looking back on their preparation, most students wished that they had not worried so much about the examination.

**Transcript and Written Analysis**

Here are some suggestions as you turn to the transcript and written analysis portion of the exam:

- **Take time with your transcript.** The transcript is an important document and it is essential that it is accurate in every detail. Moreover, writing the transcript can also be helpful. It’s great preparation to put onto paper the counseling process you see unfolding in the recording. You may discover certain patterns and themes that you failed to notice by only viewing the recording.

- **Follow the guidelines** offered in your instructions. Students have found them helpful in organizing the material.

- **Carefully check your writing** for grammar, punctuation, and spelling errors. Such carelessness detracts from your message.

- **Make it readable.** Write in a clear and direct style. Use an outline to write your analysis in an organized and coherent manner. Avoid using jargon and the passive voice.

- **Give it substance.** Use the written analysis as an opportunity to articulate your theoretical framework, to gain insight into your client, and to critique your work. Make the effort to clarify your vague notions, hunches, and reactions by putting them into words. Give your thoughts the time they deserve and need to
take verbal form.

- **Give your analysis a good foundation in theory.** Your use of counseling theory must demonstrate that you have a clear understanding of the concepts and their implications for successful interventions.

- **Be succinct.** It is possible to answer the analysis questions in ten pages. You may use up to twelve pages, but you should be ruthless in editing out run-on sentences, redundancies, and verbiage.

  The examiners look for certain qualities in your analysis:

  - **Good writing.** The examiners evaluate your analysis on its clarity, organization, and coherence.

  - **Accuracy.** It is essential that your written analysis correspond to the process shown in the recording. A serious discrepancy between what you describe in the analysis and what is recorded is a red flag for examiners. Scrupulously avoid the temptation to describe what you wanted to happen as actually taking place.

  - **Understanding of theory.** To be successful in conceptualizing your case, you must have a clear mastery of the theoretical concepts that you are using to guide your work as a counselor.

  - **Insight and personal awareness.** The examiners want to see that you have an understanding of your client, the counseling process, and yourself.

**Ed.S. Research Project Proposal and Committee Approval Form**

Here are some suggestions as you turn to the Ed.S. Research Project proposal portion of the examination:

- **Make it meaningful.** You are committing yourself to a long and demanding project. Choose a topic that calls to you and will keep you energized over the long haul.

- **Make it doable.** While you want your project to be meaningful, you do not have to alter the universe or solve great existential dilemmas. Funnel your idea down from broad concepts to a specific program, intervention, manual, or other particular issue.

- **Make it readable.** As with your written analysis, you should write at least four or five drafts of your proposal. Carefully check your proposal for grammar, punctuation, and spelling errors. Write in a clear and direct style. Use an outline to write your proposal in an organized and coherent manner. Avoid using jargon and the passive voice.

- **Take care in organizing your committee.** As you know, the Counseling Programs faculty members are busy people with varied interests and specialty areas. Take time to discuss your research ideas with a possible chair and readers.

  The examiners look for evidence of the following in your proposal and approval form:

  - **An original contribution to the counseling field.** Your proposal must show promise of making a positive addition to the counseling literature that is based on your own ideas and work. Your proposal
must be more than a summary of the thoughts and efforts of others – it must have the distinction of presenting your individual notions and views.

• **Good writing.** As with your written analysis, the examiners evaluate your proposal on its clarity, organization, and coherence.

• **Correct application of APA style.** Certainly, the examiners want you to give this proposal your own voice, but you also need to demonstrate that you know and follow the guidelines of the *Publication Manual of the American Psychological Association* (6th ed.).

• **A timeline for completing your project.** You should propose a clear timeline identifying your target dates for achieving the major tasks, such as literature review, data collection, first draft, final committee meeting, and submission of the finished report.

• **Your chair and committee members.** The completed approval form should identify your Ed.S. chair and committee members.

**Oral Examination**

Virtually all the students worried that the examiners would grill them unmercifully in the oral examination. Fortunately, the reality was far from the torturous experience they envisioned. Most students readily acknowledged that the examination was challenging, but they also described their examiners as respectful, helpful with their feedback, confrontive in a caring manner, supportive, and fair.

The students found several helpful ways to handle the oral examination itself:

• **Take time to think.** Pause to organize an answer before immediately responding to a question.

• **Use relaxation techniques.** Take long, slow, deep breaths. Use the tension to energize yourself and allow the excess tension to drain away.

• **Keep a sense of perspective.** One student said, “I told myself that if this doesn’t work out, it’s not the end of the world.”

• **Be confident.** Now you have the opportunity to demonstrate what you have learned from your hard work and long preparation. Come into the oral exam looking forward to the chance to engage in a stimulating discussion of your work.

The examiners want students to demonstrate several important qualities in the oral examination:

• **Understanding the process and dynamics of counseling.** You need to show that you have a working knowledge of how counseling works.

• **Being open to feedback.** To grow professionally, you have to take a nondefensive attitude about your work. The examiners want you to be open to constructive criticism and to use the oral examination as an opportunity for more learning.

• **Showing self-awareness.** Our entire training program is based on the belief that we cannot be effective
counselors without a deep sense of self-awareness. The examiners expect you to appreciate not only how your personal issues can interfere in the counseling process, but also how you can use your own feelings and reactions therapeutically.

- **Handling challenging questions.** Counselors need to think on their feet. The examiners want to see you in action as you face and consider complex issues.

- **Critiquing the recorded segment.** Are you able to stand back, observe, and discuss your own work?

We hope that you find these ideas helpful. Please talk to any of the counseling faculty if you have any questions. We wish you well in making your comprehensive examination a successful part of your training.

### Exceptions to Scheduling the Comprehensive Examination

The comprehensive examination is a significant undertaking, as well as an important process, that is designed to determine your readiness for embarking on the internship experience. As you are aware, the program coordinator offers a comprehensive examination orientation meeting each fall semester. Also, this chapter of the CMHC Handbook provides a detailed description of the purpose and process of the comprehensive examination. Moreover, we offer in this chapter many helpful suggestions for succeeding in your examination.

During your practicum, you will also appreciate how willing site supervisors are to engage with you in productive conversations to prepare you for the examination, including practical tips for selecting a recorded work sample, conceptualizing the case, completing the transcript, and engaging in mock interviews.

Finally, we offer the Ed.S. Research Project preparation course (PSYC 800) each spring to support you in developing a successful proposal, which is a required component of your comprehensive examination.

You are scheduled to complete your comprehensive examination during the semester immediately following your practicum. The benefits of this arrangement are that you still have access to the recordings from your site, the case sample is still fresh and available, and you are maintaining positive momentum in your training. Of course, circumstances can often interfere with the best-laid plans and we have had situations in the past during which delaying the examination was reasonable. These situations have included a death in the family, student illness, and other overwhelming demands on a student’s time and energy. It is not unusual for part-time students with competing commitments to also request an extension.

Nevertheless, we believe students should know that any delay may, in the long run, make the examination more difficult because the case material is not as recent and fresh. You should also know that we generally expect students to successfully pass the comprehensive examination as a condition for internship, so you may be delaying the important culmination of your training.

If you would like to be considered for an extension in the scheduling of your examination, submit a **brief** proposal in writing (email is fine) for the faculty as a whole to consider. Please include the following:
Your Request for an extension of the target date for completing the examination.
Your Rationale for requesting this extension.
Your Timeline of the plan you have developed to meet all the requirements of the comprehensive examination. This timeline includes preparing the Ed.S. Research Project proposal, confirming continued access to your work sample recording, and your plans for writing your analysis.

The Counseling faculty will carefully consider your proposal for an extension and will notify you quickly of its decision.

If You Do Not Pass Comps

Not everyone is successful in passing the comprehensive examination the first time. After reviewing your comps materials and performance, the committee may decide that you have not demonstrated the necessary knowledge, attitudes and skills that we expect at this level of your training.

We realize that such a decision is painful for you to hear and difficult for you to accept at first. We want you to know that we do not reach this decision without careful consideration and extensive discussion. As counselor educators, we do not take lightly our responsibility to evaluate your readiness to enter the profession. On the other hand, we are also dedicated to providing you with all the training possible to help you meet those high standards. Therefore, the committee develops a plan of action to deal with the deficits we have identified. The committee also forms a faculty team to meet with you to work on this detailed remediation plan.

If you do fail the examination, the team meets with you to offer specific information and concrete examples regarding our concerns. The team also describes the steps needed for remediation and specifies the time frame allowed to address these deficits. Together, both you and the team then develop a written contract clearly stating the goals of your action plan and the strategies for achieving these goals. Once you have successfully completed the plan, you are eligible to take the comprehensive examination for the second time.

If you do not carry out the action plan or fail to pass the comprehensive examination on your second attempt, then you will be dismissed from the program. Your advisor or faculty team will work with you on helping you to explore alternatives to participation in the JMU Counseling Programs.

Your rights are respected and due process is followed in these difficult matters. If you wish to appeal a decision of the committee, you may submit a written petition to the program director, who then refers the appeal to the committee. Read the JMU Graduate Catalog for additional information.
“Writing is not what the writer does after the thinking is done; writing is thinking.”
-D. Murray

Purpose

The purpose of the Educational Specialist Research Project is to provide you with an opportunity to undertake an intensive, in-depth work of scholarship in the field of counseling. The final product is an original contribution to the counseling profession.

The Graduate School formally recognizes the Educational Specialist Research Project in the same manner as it does theses and dissertations. The title of your Ed.S. Research Project will appear on your transcript. Electronic copies of your final report will be included in the JMU Carrier Library permanent collection.

Preparing for Your Project

We have developed a brief, five-week course to help you get started on a successful Ed.S. Project. The one-credit-hour PSYC 800 course provides you with practical information, such as developing your ideas, writing a proposal, selecting a committee, using APA Style, charting a timeline for completing your report, and following the TGS format guidelines.

We encourage you to take this course during your second year so that you have plenty of time to plan and carry out your project. By spending time thinking about what they’re truly interested in researching and developing an intentional plan for writing, our students have completed some wonderful Ed.S. Projects. The class is one way to make sure that your project will be a successful one, too – and with significantly less anguish and frustration!

Types of Research Projects

We allow flexibility in the format of the final report. In addition to the traditional format, you may also present a case study, technical report, protocol for an intervention, training manual, needs assessment, resource directory, program description, or article manuscript. In other words, you don’t have to follow a thesis format of having chapters that include an introduction, extensive literature review, analysis, and conclusions. Instead, the form of your project can vary according to what product you develop.

For example, if you design a protocol for a particular kind of psychoeducational group, you can write instructions and guidelines that provide the practical, hands-on information that someone would need to implement the group. It would not be necessary to provide a detailed and comprehensive review of the literature on psychoeducational groups.

With this greater flexibility, we are encouraging you to create a project that would do more than simply fulfill a degree requirement and sit on a library shelf. We invite you to consider developing a product that would contribute a useful tool, intriguing concept, promising program, or helpful information to the counseling profession. You can then share this product with other counselors by giving a presentation at a conference or writing an article for publication.
Proposal

As part of your comprehensive examination, which you typically take the semester after you have completed your practicum, you submit a proposal for your Ed.S. Research Project. In the previous chapter, we offered some suggestions for writing a successful proposal. We expect that you provide an organized, clear and well-written description of what you plan to accomplish. Your proposal must show promise of making a positive and original addition to the counseling literature that is based on your own ideas and work.

You can examine our guidelines in greater detail in the previous chapter, but the essential principles you should follow are to propose a meaningful and doable project. Take care in crafting a readable document that follows APA style. You should propose a clear timeline identifying your target dates for achieving the major tasks, such as literature review, data collection, first draft, final committee meeting, and submission of the finished report.

Chair

You may choose any member of the Counseling faculty to be the chair of your Ed.S. Research Project committee. The chair will help you organize your work and will lead you through the process of planning how to present your finished project. Look over the faculty members’ areas of interest that are listed in Chapter 16 and pick someone who has expertise on your topic. Some faculty members have organized interest groups that are working on ongoing projects. You may want to join the group and eventually take on a specific undertaking that can become your Ed.S. Project.

Meetings

You should meet regularly with your committee chair to discuss the progress you are making on your project. It is your responsibility to keep your committee chair informed of the scope, plan and progress of your project.

Journal

It is a good idea to keep a journal of your intellectual journey in your research. The journal is a place where you can make your thinking visible and where you can work out connections in your own words. It may serve as a reservoir of ideas, the place where you face and answer your own questions. The journal is an ongoing written conversation with yourself. You can use your journal to react to, reflect on, and tie together all your learning experiences: the readings you encounter, the information you collect, and the observations you make.

You can get much more out of keeping a journal if you do more than merely summarize your experience. For example, consider what is particularly interesting, meaningful, unusual, or even puzzling about the research you are doing. Date your entries and write regularly, at least two or three times a week.

Use your journal to explore your thoughts, sort through your feelings, recollect memories, and develop ideas. You can use a variety of strategies--questioning, synthesizing, speculating, and brainstorming.
Committee

You need to select a faculty committee for your Educational Specialist Research Project. The committee consists of one chair and two readers. As mentioned earlier, you may choose any Counseling Programs faculty member to be your committee chair. Usually, the two readers are also Counseling faculty or adjunct faculty members, but one may be in another program in the Department of Graduate Psychology. You may elect to have an additional reader if this person has expertise relevant to your research project. This third reader is not required to be on the graduate faculty. Typically, you will have two meetings with the entire committee – one when you begin the project semester and another when you complete it.

The purpose of the first meeting is to consider your research proposal for approval. The purpose of the second meeting is to consider your final report for approval. When planning your Ed.S. Project timeline, it’s helpful to “think backward” from the date the project is due. You will want to have your final meeting with your committee at least one week prior to the Graduate School’s deadline for submission of Ed.S. Research Projects. This week should allow you sufficient time to make changes to your project that your committee recommends at that final meeting. You should plan to have your finished draft to your committee at least one week prior to the final meeting, so that all committee members have enough time to read and comment on your work. Therefore, you should have your draft to your committee chair at least one week prior to the date you plan to submit your draft to your committee members. This will allow your committee chair enough time to read the draft and suggest revisions before your committee members see it. A sample timeline could look like this:

- March 19: Complete draft to committee chair for final review prior to submitting to committee members
- March 31: Draft to all committee members, either via email attachment or by delivering hard copy directly to faculty
- April 7: Ed.S. Committee Meeting
- April 17: Project due to The Graduate School

If you follow this timeline, you would be advised to begin your project during the previous fall semester; organizing your paper, gathering information, writing the literature review and then synthesizing findings can take several months.

Perhaps the best advice we can provide is for you to avoid the need to organize your work in such detail by planning now to begin and complete the project well before the Graduate School’s deadlines!

Final Report

The format for the final report should follow the guidelines required by the Graduate School and the most recent edition of the Publication Manual of the American Psychological Association. Follow the guidelines carefully and check with The Graduate School before the deadline for a tentative approval of your report format.

Please note that deadlines are set by The Graduate School, and we do not have the power to change them. You should include three original approval pages with original signatures, signed in black ink, of the chair, committee members, and department head. You should also provide a copy of your final report to the chair and each member of your committee.
Oral Presentation

In addition to discussing your final report at a meeting with your committee, you are expected to present your results with colleagues. You may want to speak on this topic at the Spring Symposium, which takes place in April, and perhaps at a professional conference, such as one of the VCA or ACA annual meetings.

Deadlines

As part of your comprehensive examination, you must submit a completed Approval of a Thesis or Dissertation Committee form. The completed form, along with all the necessary signatures, must be submitted to The Graduate School before the deadline. The Graduate School website and The Empathic Times publishes the deadlines for each semester, but it is generally during the second week of classes.

We strongly recommend that you complete your final report prior to your final semester. You must have committee approval of your final report at least one week before the report is due to The Graduate School. The deadline for submitting the final electronic draft of your report to The Graduate School is usually near the last week of classes. You can check the most recent copy of The Empathic Times or The Graduate School website for the exact date.

If you do not complete the directed research project in time, you must register for PSYC 799 Directed Research Continuance. Keep in mind that continuance hours do not count towards graduation requirements.

Evaluation Criteria

The chair and readers of your PSYC 800 Educational Specialist Research Project use the Ed.S. Project Evaluation Form, which assesses your project according to our key Clinical Mental Health Counseling Program Objectives as well as its:

• Comprehensiveness. The project must be a thorough consideration of the topic that you have selected. For example, your review of the literature must be complete. No matter what type of directed research you perform, you must present a comprehensive examination of the pertinent professional publications.

• Relevance. You must relate the project to the profession in significant ways. For example, you may discuss the implications of your results for the research, training or practice of counseling.

• Originality. You must offer a contribution to the counseling literature that is based on your own ideas and work. Your report must be more than a summary of the thoughts and efforts of others – it must have the distinction of presenting your individual notions and views.

• Quality of writing. Your paper must be grammatically correct, clear, and well-written.

• Organization. The presentation of your project must be well-organized and coherent.

• Achievement of goals. The most fundamental criterion is the extent to which you are successful in accomplishing what you set out to do in your proposal. Whether it was to perform an empirical study, to develop an innovative program, or to write a critical review, your final report will be assessed in terms of
your attainment of that goal.

Other Projects

It is a good strategy to read some of the previous directed research projects. There are plenty in the Carrier Library that you can read. Not only will you find it helpful to see examples of completed projects, but also you will gain a greater appreciation of the talents and diverse interests of our students.

Another good idea is to connect with other students who also are working on their projects. You can brainstorm ideas together, discuss issues related to your projects, exchange advice, and offer one another support.

Thesis

You may want to consider the option of completing a thesis rather than an Ed.S. Research Project. A thesis involves registering for at least 6 credit hours over two semesters, selecting a thesis committee and chair, and participating in a formal defense of the thesis. Read the graduate thesis guideline publication for more details.

Equivalent Research Project

Please note that if you have completed a similar research requirement at James Madison University or another university, you may present this research for consideration as meeting the Ed.S. research requirement. For example, students completing the M.A. thesis in the General Psychology Program at James Madison University or students who have completed a thesis at another university may request this option.

To be accepted as equivalent, the project must be one of the types of directed research described above. Research projects that do not have clear implications for, or are clearly not related to, the area of counseling, will not be accepted. You may request this option by petitioning the Counseling Programs Committee in writing. In your petition, you should describe the research requirements that you have met already and include one copy of the research project. The Committee can accept the research as equivalent, request reanalysis of data or expansion of the research, or reject the petition.
13. Internship

Prerequisites

Prior to enrolling in the internship course and before applying to internship sites, you need to contact the internship instructor and Practicum and Internship Coordinator to discuss the following course prerequisites:

• **Courses.** You need to successfully complete PSYC 695 Practicum in Counseling and be approved by the internship instructor.

• **Comprehensive examination.** You should successfully pass the comprehensive examination before you begin the internship.

• **Orientation meeting.** During the spring semester before you enroll in internship, you should attend the pre-internship orientation. At this meeting, the internship director provides an overview of the internship experience.

• **Sites.** Consider your personal and professional goals, and investigate relevant sites to determine the best fit for you. Then, in a brief written proposal, indicate how the site offers the following, per the CACREP requirements for the internship experience:

**Internship Sites:**

- Internship students complete at least 240 clock hours of direct service and a total of at least 600 clock hours of supervised experience in roles and settings with clients relevant to Clinical Mental Health Counseling (see below).
- Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

**In addition, your Site Supervisor must:**

- Have (1) a minimum of a master’s degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.
- Have access to, and complete as relevant, orientation, consultation, and professional development opportunities provided by JMU’s faculty for site supervisors.
- Complete and return the written supervision agreement, which defines the roles and responsibilities of the faculty supervisor, site supervisor, and student during internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation
with counselor education program faculty, the supervision agreement will detail the format and frequency of consultation to monitor student learning.

- Provide you with formal formative and summative evaluation, in consultation with your faculty supervisor.

Further, because graduate internship hours in excess of 600 hours may count for up to an additional 300 hours towards the total residency requirements for Virginia LPC licensure if the internship was earned after the completion of 30 graduate semester hours, we strongly recommend you ensure that your site offers:

Supervised counseling practice with various populations, clinical problems and theoretical approaches in the following areas:

- Assessment and diagnosis using psychotherapy techniques
- Appraisal, evaluation, and diagnostic procedures
- Treatment planning and implementation
- Case management and record keeping
- Professional counselor identity and function
- Professional ethics and standard of practice

- **Liability insurance.** You should have professional liability insurance already from your practicum, but if you have let it lapse, then be sure to secure it again. ACA student rates are quite reasonable, and this is a great time to renew your membership to relevant professional organizations such as ACA.

- **Ethics.** Review the ACA ethical standards for counselors. You will have covered this information in previous courses and in your practicum, but take the time to reconsider the ethical principles. See your advisor or any other Counseling faculty member if you have lingering questions about ethical standards and decision-making models.

- **Ed.S. Research Project.** Clinical Mental Health Counseling students may complete the project before or during the internship.

### Application Materials

The internship application process varies from site to site, but all require written materials and an interview. Typically, the application materials include the following:

- **Cover Letter.** Address a cover letter to the contact person at the site. In the letter, you can request an interview for an internship placement, briefly describe your interests and professional goals, and summarize your qualifications. The letter should be clear and concise, no longer than three or four paragraphs on one page. Talk with your internship instructor about possible formats for your letter.

- **Resumé.** Your resumé should be no longer than one or two pages. It should briefly describe identifying information, objective, and your relevant educational, vocational and volunteer experiences.

- **References.** Generally, you will be asked to provide references who can comment on your skills. The site contact person may require only a list or letters from your references.
Application Interview

In addition to reviewing these materials, the staff at an internship site will want to interview you. The interview is a critical step in the application process. It is an opportunity for both you and the site staff to determine if there is a good match with what the site needs and what you bring to the internship. Here are some guidelines and tips for successful interviewing:

• **Know yourself.** Your preparation for the interview should begin with knowing yourself. At this critical point in your professional development, you will want to take time to reflect on your interests, experiences, knowledge, skills, personal qualities, and goals. A conscientious, honest and thorough self-assessment will help you to make the most of your interview for two important reasons. First, you will be coming to it with greater self-awareness. Second, you will be approaching this situation with the right attitudes of openness and honesty. Trying to create a false impression, instead of being yourself, will quickly sabotage an interview.

• **Know the site.** The second step in preparing for an interview is to learn about the internship site. Read all the available literature on the site’s mission, history, organization, services, and clients. If possible, talk to others who are interns or staff members at this site. The more information you have beforehand, the better able you will be to ask meaningful questions and to make the most of your interview.

• **Take care of the details.** Check the time and location of the interview. Arrive early and be prepared to stay late. Bring along copies of your application materials, a pen and notepad.

• **Communicate your professionalism.** Be sure to dress, talk and act as the professional that you are becoming. Take advantage of all your skills in communicating, both verbally and nonverbally, your qualifications for this internship experience. Use your posture, eye contact, voice tone, gestures, and facial expressions to convey your interest, confidence and enthusiasm.

The deadlines for applying to internship sites vary tremendously. Whatever the deadline, your goal is to arrange an internship site that is best for you, so don’t procrastinate and miss out on opportunities. Throughout the process of planning for and then completing internship, you will work with the Practicum and Internship Coordinator. Dr. Staton is currently serving in this role.

**Recent Clinical Mental Health Counseling Internship Sites**

Center for Marriage and Family Counseling  
96 Campbell Street  
Harrisonburg, VA 22801

Commonwealth Center for Children and Adolescents  
PO Box 400  
Staunton, VA 24401

Counseling and Psychological Services  
James Madison University  
Harrisonburg, VA 22807

Counseling Center
James Madison University  
Harrisonburg, VA 22807

Crossroads Counseling Center  
250 East Elizabeth Street  
Harrisonburg, VA 22802

Family Preservation Services  
26 Rolla Mill Road  
Staunton, VA 24481

Family Service of Roanoke Valley  
360 Campbell Ave., SW  
Roanoke, VA 24016

Harrisonburg/Rockingham CSB  
1241 N. Main Street  
Harrisonburg, VA 22802  
540-432-6985

LIFE Recovery Program  
Sentara Center for Behavioral Health  
Harrisonburg, VA

Northwestern Community Services - Luray  
23 W. Main St.  
Luray, VA 22835  
540-743-4548

Northwestern Community Services - Woodstock  
494 North Main  
Woodstock, VA 22664

Region Ten CSB  
Multiple Locations – Charlottesville and surrounding area

Rockbridge Community Services Board  
241 Greenhouse Road  
Lexington, VA 24450

Sexual Assault Resource Agency  
Charlottesville, VA

Maxine Platzer Lynn Women’s Center  
University of Virginia  
Charlottesville, VA 22908-0588

Valley Community Services
Internship Experience

As the final piece that links the “content” and “process” courses, the internship is the culminating training experience. Of course, you will be learning a great deal in your internship about counseling and about yourself. But you will be doing more than acquiring knowledge and refining skills. You will also undergo a major transformation. Your internship experience will involve a fundamental change in your identity: you enter it a trainee and you leave it a professional.

- **Counseling services.** As a counseling intern, you offer counseling services and perform all other required duties of a counselor at the site. Counseling services include assessment, individual counseling, group counseling, family or couple counseling, emergency or crisis services, outreach services, consultation and education programs, prevention programs, and health promotion activities. At least 240 hours of your internship should involve working in actual counseling situations.

- **Internship sites.** For Clinical Mental Health Counseling students, the internship sites include the local community mental health centers, counseling agencies, hospitals, and university student counseling centers.

- **Weekly supervision.** You will meet face-to-face with a licensed mental health professional in weekly supervision sessions. For Clinical Mental Health Counseling interns, the supervision may involve either two hours of individual supervision, or one hour of individual and one additional hour of group supervision. Case conferences, but not staff meetings, may serve as group supervision.

- **Intern group.** In addition to performing your duties at your internship site, you will be meeting regularly with other interns. The intern group provides opportunities to share your internship experiences, to look at your counseling work, to learn from one another, to clarify your professional goals, and to help one another to achieve those goals.

- **Logs.** Once you begin your internship, you will keep a weekly log of your activities to document your experience. You will need to report what you do, when you do it, for how long, and your observations and reactions. Your supervisor will review and sign each weekly log.

- **Performance assessment.** Your supervisor provides ongoing feedback, as well as evaluations of your performance near the end of each semester of your internship. Supervisors evaluate your performance and assess your skills and practices learning outcomes each semester (Appendix N).

- **Presentation.** As an intern, you will be one of the presenters for the annual Department of Graduate Psychology Symposium. For your presentation topic, you may choose to describe an innovative counseling program, offer a detailed case study, or summarize an action-research project. The people invited to attend the symposium presentations include all counseling interns, their supervisors, all faculty members, and other graduate and undergraduate students.
14. Organizations

We encourage you to join and actively participate in student and professional organizations. These groups offer you tremendous opportunities for greater involvement in the profession and practice of counseling. On our website we have links to all these organizations.

**American Counseling Association (ACA)**

The national professional organization with which our programs affiliate is the American Counseling Association. In over sixty years of advocacy for the counseling profession, ACA has grown to nearly 50,000 members. The association’s excellent website offers extensive information, materials and services. Apply online, and consider your interests in any of the following divisions:

- Association for Assessment in Counseling and Education (AACE)
- Association for Adult Development and Aging (AADA)
- Association for Creativity in Counseling (ACC)
- American College Counseling Association (ACCA)
- Association for Counselors and Educators in Government (ACEG)
- Association for Counselor Education and Supervision (ACES)
- Association for Humanistic Counseling (AHC)
- Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC)
- Association for Multicultural Counseling and Development (AMCD)
- American Mental Health Counselors Association (AMHCA)
- American Rehabilitation Counseling Association (ARCA)
- American School Counselor Association (ASCA)
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
- Association for Specialists in Group Work (ASGW)
- Counselors for Social Justice (CSJ)
- International Association of Addiction and Offender Counselors (IAAOC)
- International Association of Marriage and Family Counselors (IAMFC)
- National Career Development Association (NCDA)
- National Employment Counseling Association (NECA)

**Council for the Accreditation of Counseling & Related Educational Programs (CACREP)**

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) is an independent agency of the American Counseling Association and is recognized by the Council for Higher Education Accreditation to accredit master’s degree programs in counseling and doctoral programs in counselor education and supervision. CACREP’s website provides a list of all CACREP programs, information regarding the advantages of an accredited program, and resources for programs.

**State and Local Associations**

Our state associations are the Virginia Counselors Association (VCA) and its relevant divisions, including the Virginia Association for Counselor Education and Supervision. The local chapter of VCA is the Central Valley Counselors Association (CVCA). Student membership fees are set at a reduced rate. You can apply to all three of these organizations online. Our students often take active leadership roles in CVCA, so please consider how you can use your unique interests and abilities to serve our profession.
Faculty are happy to provide more information about ongoing opportunities for involvement, and CVCA representatives usually visit our classes each year to provide updates regarding their ongoing work.

**Chi Sigma Iota (CSI)**

Chi Sigma Iota is the international honor society for counseling students, professional counselors, and counselor educators. Since Chi Sigma Iota’s inception in 1985, its mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling. Activities in the past have included philanthropic projects, invited speakers, social activities, and participation in orientation meetings for new students. New students are invited to join Chi Sigma Iota in their second semester. Membership renewal must be completed online each year. The membership application form is on the Chi Sigma Iota site.

**JMU Psychology Graduate Student Association**

The JMU Psychology Graduate Student Association (PGSA) is an organization for all psychology and counseling graduate students at JMU. Anyone may join at any time. The organization provides an excellent opportunity to become better acquainted with other graduate students and serves as a support system. Another purpose of the organization is to serve as a liaison between faculty and graduate students. The organization keeps faculty informed about student concerns and students informed of departmental activities.

**Counseling Student Listserv**

The Ohio State University and ACA have formed a listserv to meet the needs of graduate students in counselor education. COUNSGRADS has been developed to help graduate students from across the country to communicate with one another. On this site you can talk about classes, internships, papers, and ideas about the profession.

**Diversegrad-L**

Diversegrad-L is an internet mailing list providing a forum to discuss multicultural, cross-cultural, and diversity issues in the counseling profession and society at large. It offers subscribers throughout the United States and Canada the opportunity to interact with students, counselors, counselor educators, and psychologists, etc. about diverse concerns. To subscribe to this listserv, send an e-mail to Listserv@listserv.AMERICAN.EDU with the message: SUBSCRIBE DIVERSEGRAD-L (full name)
15. References and Job Search

Our graduates have an impressive record of obtaining counseling positions. In our most recent survey of alumni, we found that nearly all Clinical Mental Health counseling respondents (95%) were working as counselors. All the Clinical Mental Health counseling graduates also reported that their current occupation was moderately to highly related to their training.

In spite of the success of our alumni, the job search process can be a demanding and stressful one, especially in difficult economic times. To help you with this process, you can contact the Office of Career and Academic Planning. It has excellent resources to help you develop an effective resumé, design successful job search strategies, write persuasive job search correspondence, and develop a satisfying career networking program.

The Counseling Programs faculty members keep current on the job market, announce and post employment opportunities, and write recommendation letters for students. You are responsible for preparing a resumé, requesting references from faculty members, and carrying out an active job search.

If you haven’t done so already, you should begin developing your resumé. Your resumé is your advertisement for yourself. An effective resumé does not automatically land you a job, but it can help you obtain an interview. Although we provide a sample in Appendix L, keep in mind that there is no one correct way to do a resumé. You may decide to use a chronological format, a functional format, or some combination of both.

We also provide a sample reference sheet in the Appendix M. In most cases, a faculty member is happy to serve as a reference for you. However, if for any reason a faculty member cannot give you a positive endorsement, he or she reserves the right to deny your request for a reference. In such cases, the faculty member will discuss the refusal with you. Please keep in mind that a faculty member can offer an endorsement only for positions for which your program has prepared you to assume. Again, the faculty member will discuss this matter with you.

Finally, we believe that your professional identity as a counselor begins when you enter our training program. Your professional behavior is critically important in establishing your reputation and helping to secure meaningful internship and ultimately professional work experiences. We therefore remind you that if you use social media, such as Facebook, you should do so thoughtfully, keeping in mind that potential employers, clients, and references may have access to what you, and your friends, post and share. Blogs and other forms of public discourse can reveal more than you intend and can enhance or diminish your professional reputation, so please be aware of the limitations and capabilities of these forms of communication.
16. Counseling Programs Committee and Faculty

Programs Committee

The Counseling Programs Committee addresses the academic, professional and administrative concerns of the program. It meets on the first and third Mondays of each month from 10:00 a.m. to 12:00 Noon. This committee is made up of those who teach the counseling courses and may include other members of the department, practicum representatives, and student representatives. A student representative also participates in the meetings of the Counseling Programs Committee.

Faculty

The Department of Graduate Psychology is composed of 29 full-time faculty members and over 25 adjunct and part-time faculty members. The Counseling Programs core and associate faculty members have a wide variety of interests and areas of expertise, but all share an intense dedication to training successful counselors. They include winners of national awards, leaders in counseling professional organizations, and recipients of teaching honors.

Leadership Roles

Dr. Renee Staton coordinates the Clinical Mental Health Counseling Program, Dr. Michele Kielty coordinates the School Counseling Program, and Dr. Debbie Sturm coordinates the Counseling and Supervision Program.

Core Faculty

The Counseling Programs have outstanding core and associate faculty members. In the past several years, core counseling faculty members have been the recipients of three national ACES awards, including Distinguished Professional Service, Counseling Vision and Innovation, and Publications in Counselor Education and Supervision. Faculty members have also received the State Council for Higher Education in Virginia Outstanding Faculty Award, the Virginia Counselors Association Humanitarian and Caring Person Award, the Virginia School Counselors Association Counselor Educator of the Year Award, JMU Distinguished Teaching Award, JMU All Together One Award, College of Education and Psychology Award for Distinguished Teaching, Madison Scholar Award, CISAT Award for Distinguished Teaching, CISAT Outstanding Junior Faculty Award, William Hall Faculty Award for Outstanding Service to Students, and other recognitions.

Eric W. Cowan (California School of Professional Psychology) Self psychology, psychotherapy process, eating disorders.

Lennis G. Echterling (Purdue University) Disasters and emergencies, crisis intervention, resilience, brief counseling, thriving.

Amanda Evans (Auburn University) Multiculturalism, trauma, counseling supervision.

Michele Kielty (University of North Carolina at Greensboro) School counseling, mindfulness, spirituality and counseling.
A. Renee Staton (University of Virginia) Multicultural aspects of counseling, women’s issues, counselor supervision, mindfulness.

Debbie Sturm (University of North Carolina, Charlotte) Trauma, community violence, social class, mindfulness practices in counseling

**Associate Faculty**

Anne Stewart (University of Virginia) Child trauma, family therapy, parent-professional relationships, play therapy.

Adjunct faculty in cooperating university programs, schools, clinical mental health agencies, and private practices also offer training and supervision.

**Director**

The duties of the Director of Clinical Mental Health Counseling Program include the following:

**Leading faculty, staff and students**

Offer direction and support to program participants in informal discussions
Assess program needs
Envision possibilities and articulate goals
Monitor progress towards achievement
Evaluate program performance

**Coordinating the program**

Work with other program directors to:
- Schedule courses each semester
- Coordinate faculty assignments
- Provide year-round leadership to the program
- Collaborate in implementing annual Summer Institute in Counseling
- Cultivate a culture of personal growth and professional vitality

**Participating in regular meetings**

Counseling Programs Committee (2 hours, every two weeks)
Graduate Coordinating Council (2 hours, every two weeks)
College Graduate Council (1 1/2 hours, once a month)
CAPS Training Committee (1 hour, every two weeks)
Graduate Council (1 1/2 hours, once a month)
Health and Human Services Program Heads (once a month)
Pizza and Process meetings with students (once a month)
Program rituals, such as opening ceremony, honors, and graduation (several a year)
Search committees for program faculty (as needed)
Other meetings with administrative assistants, faculty, other directors (1 hour, weekly)

**Communicating**

Respond to several hundred inquiries regarding program each year
Write memos, announcements and letters to program participants
Communicate regularly with Graduate School, CAPS, CC, and other JMU resources
Maintain ongoing relationships with school and agency counseling services in the region
Maintain ongoing relationships with CACREP, the counseling programs’ accreditation body
Edit and update program listing in the JMU graduate catalog
Revise Handbook for Clinical Mental Health Counseling and distribute to all new students

Advocating
Advocate for resources to help in achieving the program’s mission and goals
Provide recommendations regarding the development of and expenditures from the program
budget
Promote the interests of students, faculty and staff of the Clinical Mental Health Counseling
Program

Advising
Offer academic advising to students to supplement program faculty advising

Supervising
Supervise program Graduate Assistant
Offer support and assistance to Counseling Programs faculty and staff

Developing organizational tools
Develop agendas for program committee meetings
Design forms, policies and procedures to increase efficiency and effectiveness

Trouble shooting
Address issues that are problematic

The Director of the Clinical Mental Health Counseling Program usually serves a term of four years,
beginning at the start of the academic year, and receives 1-course release each semester to support the
fulfillment of duties. Near the end of each spring semester, all Counseling students, staff, faculty members,
and other program directors have an opportunity to complete a narrative evaluation regarding the
performance of the director. They may offer their feedback to the director in an email message, or if they
prefer, they can present their comments directly to the Head of the Department of Graduate Psychology.
During the annual performance review of the director, the Head of the Department of Graduate Psychology
and the members of PAC consider this feedback, along with other evidence regarding the Director’s
teaching, service and scholarship.

Practicum and Internship Coordinator

The Clinical Mental Health Counseling Practicum and Internship Coordinator functions as a manager
for all aspects of the practicum and internship experience, interacting as necessary with students, faculty,
and on-site professionals.
The coordinator is responsible for:
• Conducting an orientation session for students applying for practicum and/or internship;
• Providing final approval for students to enroll;
• Approving all potential practicum and internship sites according to the requirements of the
program and CACREP guidelines, as well as licensure requirements established by the Virginia
Board of Counseling;
• Assisting in the development of policy and procedures related to the practicum and internship experiences;
• Ensuring that appropriate ethical codes and legal statutes are adhered to by all involved in practicum and internship;
• Conducting appropriate supervisor training sessions;
• Staying abreast of changes in the field regarding best practice and accreditation and licensure requirements; and
• Resolving conflicts related to a student’s internship or counseling practice in conjunction with faculty and on-site professionals.
17. Clinical Mental Health Counseling Curriculum

The Clinical Mental Health Counseling Program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), an affiliate of the American Counseling Association. The 60-credit-hour program includes the courses required for accreditation, Virginia licensure, and an elective to address your individual interests.

Areas of Study

Chapter 3 provides detailed information regarding the specific learning outcomes of the Clinical Mental Health Counseling Program. CACREP requires of the JMU Clinical Mental Health Counseling Program curricular experiences, demonstrated knowledge, and skill competence in the following areas of study, as outlined in the 2016 Curriculum Standards:

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
   a. history and philosophy of the counseling profession and its specialty areas
   b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
   c. counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
   d. the role and process of the professional counselor advocating on behalf of the profession
   e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
   f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
   g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
   h. current labor market information relevant to opportunities for practice within the counseling profession
   i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
   j. technology’s impact on the counseling profession
   k. strategies for personal and professional self-evaluation and implications for practice
   l. self-care strategies appropriate to the counselor role
   m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY
   a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
   b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
   c. multicultural counseling competencies
   d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
   e. the effects of power and privilege for counselors and clients
   f. help-seeking behaviors of diverse clients
   g. the impact of spiritual beliefs on clients’ and counselors’ worldviews
g. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT
   . theories of individual and family development across the lifespan
     a. theories of learning
     b. theories of normal and abnormal personality development
     c. theories and etiology of addictions and addictive behaviors
     d. biological, neurological, and physiological factors that affect human development, functioning, and behavior
     e. systemic and environmental factors that affect human development, functioning, and behavior
     f. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
     g. a general framework for understanding differing abilities and strategies for differentiated interventions
     h. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT
   . theories and models of career development, counseling, and decision making
     a. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
     b. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
     c. approaches for assessing the conditions of the work environment on clients’ life experiences
     d. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
     e. strategies for career development program planning, organization, implementation, administration, and evaluation
     f. strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy
     g. strategies for facilitating client skill development for career, educational, and life-work planning and management
     h. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
     i. ethical and culturally relevant strategies for addressing career development

5. COUNSELING AND HELPING RELATIONSHIPS
   . theories and models of counseling
     a. a systems approach to conceptualizing clients
     b. theories, models, and strategies for understanding and practicing consultation
     c. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
     d. the impact of technology on the counseling process
     e. counselor characteristics and behaviors that influence the counseling process
     f. essential interviewing, counseling, and case conceptualization skills
     g. developmentally relevant counseling treatment or intervention plans
     h. development of measurable outcomes for clients
     i. evidence-based counseling strategies and techniques for prevention and intervention
j. strategies to promote client understanding of and access to a variety of community-based resources
k. suicide prevention models and strategies
l. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
m. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK
   a. theoretical foundations of group counseling and group work
      i. dynamics associated with group process and development
      ii. therapeutic factors and how they contribute to group effectiveness
      iii. characteristics and functions of effective group leaders
      iv. approaches to group formation, including recruiting, screening, and selecting members
      v. types of groups and other considerations that affect conducting groups in varied settings
      vi. ethical and culturally relevant strategies for designing and facilitating groups
      vii. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENT AND TESTING
   a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
      i. methods of effectively preparing for and conducting initial assessment meetings
      ii. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
      iii. procedures for identifying trauma and abuse and for reporting abuse
      iv. use of assessments for diagnostic and intervention planning purposes
      v. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
      vi. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
      vii. reliability and validity in the use of assessments
      viii. use of assessments relevant to academic/educational, career, personal, and social development
      ix. use of environmental assessments and systematic behavioral observations
      x. use of symptom checklists, and personality and psychological testing
      xi. use of assessment results to diagnose developmental, behavioral, and mental disorders
      xii. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION
   a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
      i. identification of evidence-based counseling practices
      ii. needs assessments
      iii. development of outcome measures for counseling programs
      iv. evaluation of counseling interventions and programs
      v. qualitative, quantitative, and mixed research methods
      vi. designs used in research and program evaluation
      vii. statistical methods used in conducting research and program evaluation
      viii. analysis and use of data in counseling

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i. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

In addition, CACREP (2016) establishes the following standards for Clinical Mental Health Counseling Programs:

1. FOUNDATIONS
   a. history and development of clinical mental health counseling
   b. theories and models related to clinical mental health counseling
   c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
   d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
   e. psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS
   a. roles and settings of clinical mental health counselors
   b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
   c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
   d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
   e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
   f. impact of crisis and trauma on individuals with mental health diagnoses
   g. impact of biological and neurological mechanisms on mental health
   h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
   i. legislation and government policy relevant to clinical mental health counseling
   j. cultural factors relevant to clinical mental health counseling
   k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
   l. legal and ethical considerations specific to clinical mental health counseling
   m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE
   a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
   b. techniques and interventions for prevention and treatment of a broad range of mental health issues
   c. strategies for interfacing with the legal system regarding court-referred clients
   d. strategies for interfacing with integrated behavioral health care professionals
   e. strategies to advocate for persons with mental health issues

Clinical Instruction
**Practicum.** The practicum provides for the development of individual counseling and group work skills under supervision. Students complete a minimum of 100 hours (usually 150 to 200) of supervised practicum experiences. The practicum includes:

1. a minimum of 40 hours of direct service in individual and group interactions (At least one-fourth of these hours should be in group work.);

2. a minimum of one hour per week of individual supervision by a program faculty supervisor or a supervisor under faculty supervision;

3. a minimum of one and one-half hours per week of group supervision with other students in similar practica or internships by a program faculty supervisor or a supervisor under faculty supervision;

4. evaluation of the student’s performance throughout the practicum including a formal evaluation at the completion of the practicum.

**Internship.** The program provides a supervised internship of 600 hours minimum to be begun after completion of Practicum. Students perform all activities of a regularly employed staff member in the setting. The student’s internship includes:

- Internship students complete at least 240 clock hours of direct service and a total of at least 600 clock hours of supervised experience in roles and settings with clients relevant to Clinical Mental Health Counseling (see below).
- Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.
- Internship students have the opportunity to become familiar with a variety of professional activities other than direct service;
- Internship students must have the opportunity to develop recordings, for use in supervision, of the student’s interactions with clients appropriate to the program area;
- Internship students must have the opportunity to gain supervised experience in the use of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, research, and referral information to appropriate providers;
- Internship students are asked to provide a formal evaluation of their internship site and supervisor at the end of each semester.

**In addition, your Site Supervisor must:**

- Have (1) a minimum of a master’s degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.
• Have access to, and complete as relevant, orientation, consultation, and professional development opportunities provided by JMU’s faculty for site supervisors.
• Complete and return the written supervision agreement, which defines the roles and responsibilities of the faculty supervisor, site supervisor, and student during internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement will detail the format and frequency of consultation to monitor student learning.
• Provide formal formative and summative evaluation of your performance during the internship supervisor in consultation with the program faculty supervisor.

Further, because graduate internship hours in excess of 600 hours may count for up to an additional 300 hours towards the total residency requirements for Virginia LPC licensure if the internship was earned after the completion of 30 graduate semester hours, we strongly recommend you ensure that your site offers:

Supervised counseling practice with various populations, clinical problems and theoretical approaches in the following areas:
• Assessment and diagnosis using psychotherapy techniques
• Appraisal, evaluation, and diagnostic procedures
• Treatment planning and implementation
• Case management and record keeping
• Professional counselor identity and function
• Professional ethics and standard of practice
• Liability insurance. You should have professional liability insurance already from your practicum, but if you have let it lapse, then be sure to secure it again. ACA student rates are quite reasonable, and this is a great time to renew your membership to relevant professional organizations such as ACA.

• Ethics. Review the ACA ethical standards for counselors. You will have covered this information in previous courses and in your practicum, but take the time to reconsider the ethical principles. See your advisor or any other Counseling faculty member if you have lingering questions about ethical standards and decision-making models.

Degrees and Credentials

When you complete the program requirements, you will receive both the Master of Arts and Educational Specialist degrees at graduation. The Ed.S. degree reflects the successful completion of the program accredited as entry level to the counseling profession. Due to CACREP policy, the M.A. degree is not awarded prior to full completion of the Ed.S. degree.

The JMU transcript endorses students as having been graduated from an accredited program and as being eligible to take the National Board for Certified Counselors (NBCC) examination leading to recognition as a National Certified Counselor (NCC). Students also have the required courses for licensure as professional counselors in the Commonwealth of Virginia. For detailed information about licensure, please visit the Commonwealth of Virginia Board of Counseling website. Faculty supervisors will also provide written endorsement, as needed for licensure and employment reasons, as verification of your completion of all required courses and experiential training.
Program of Study

Your program of study for Clinical Mental Health Counseling includes the following courses:

**Required Courses:**
- PSYC 600. Measurement and Statistics
- PSYC 607. Assessment Procedures in Counseling
- PSYC 614. Advanced Developmental Psychology
- PSYC 630. Clinical Mental Health Counseling
- PSYC 660. Counseling Theories
- PSYC 661. Counseling Techniques
- PSYC 663. Substance Abuse Counseling
- PSYC 664. Counseling Process
- PSYC 665. Group Counseling
- PSYC 668. Couple and Family Systems
- PSYC 669. Career Development
- PSYC 685. Psychopathology: Diagnosis and Intervention Planning
- PSYC 695. Practicum in Clinical Mental Health Counseling
- PSYC 710. Counseling Strategies: Crisis Intervention
- PSYC 749. Multicultural Perspectives of Intervention
- PSYC 760. Supervision and Consultation for Counselors
- PSYC 790. Internship in Clinical Mental Health Counseling (two semesters)

**Research Project/Thesis:**
- PSYC 800. Educational Specialist Research Project (3 hours) **OR** PSYC 700. Thesis (6 hours)

Only three credit hours of PSYC 800 may be used to satisfy program requirements for the educational specialist degree. If the research project is not completed after three credit hours and by the Graduate School’s deadline, then you **must** continuously enroll (each semester including summer) in PSYC 799 until the project is completed.

**Possible Elective Courses:**
- PSYC 752. Theory and Practice of Play Therapy
- PSYC 768. Couple and Family Counseling
- PSYC 800. Independent Study

You choose at least 3 credit hours of elective course work to meet your particular interests and needs, but your selection requires the approval of your advisor.

**Suggested Sequence for Full-Time Students**

**First Year**

**Fall semester**
- PSYC 614. Advanced Developmental Psychology
- PSYC 630. Clinical Mental Health Counseling
- PSYC 660. Counseling Theories
- PSYC 661. Counseling Techniques

**Spring semester**
PSYC 664. Counseling Process
PSYC 685. Psychopathology: Diagnosis and Intervention Planning
PSYC 710. Counseling Strategies: Brief Counseling and Crisis Intervention
PSYC 749. Multicultural Perspectives of Intervention

Second Year
Fall semester
PSYC 663. Substance Abuse
PSYC 665. Group Counseling
PSYC 668. Couple and Family Systems
PSYC 695. Practicum (can be taken next spring)

Spring semester
PSYC 607. Assessment in Counseling
PSYC 669. Career Development
PSYC 695. Practicum (if not taken previous fall)
PSYC 760. Supervision & Consultation for Counselors

Third Year
Fall semester
PSYC 600. Statistics and Measurement
PSYC 790. Internship (1st 3 hours)
PSYC 800. Ed.S. Research Project OR Elective Course

Spring semester
PSYC 790. Internship (2nd 3 hours)
PSYC 800. Ed.S. Research Project OR Elective Course

Please note that you may alter this schedule by taking fewer courses during the academic year and adding summer courses that may be available. Students may also complete the program on a part-time basis. However, not all courses are offered during the summer, and the course sequence PSYC 664 prior to PSYC 695 prior to comprehensive exams prior to PSYC 790 is required. If you plan to diverge from this recommended sequence, we encourage you to consult the program director and the Course Offering list.

Override Requirement for Certain Courses

Please note: You must request an override for all classes at the 800 level and above by emailing the course instructor. Your email should include your name, the course information (including the semester, catalog number and section, and class number), and your student ID number. If your request is approved, the instructor then contacts the administrative assistant with this information. Once your override is processed, you may register for the course.
18. Comprehensive Assessment Plan and Annual Report

The JMU Counseling Programs faculty members have developed a continuous and systematic Comprehensive Assessment Plan. Our plan assesses the Counseling Programs’ achievement of its mission, and objectives, including the CACREP common core standards learning outcomes and the CACREP program-specific standards learning outcomes. This assessment of student learning outcomes involves following uniform procedures, digitizing information to create aggregate data, and systematically using data for program modification. In this plan, we provide detailed information and supporting documentation regarding our assessment of student learning outcomes in the areas of professional identity, professional practice, and program area standards.

The foundational component of the CAP is an assessment database. At our Counseling Programs meetings, we regularly review our data management format and procedures; update our assessment database; and monitor our assessment process over time.

All assessment data are entered into the database, which is stored on the university’s secure network. These data provide for a formative as well as summative assessment process that is used to:

- document student mastery of specific learning outcomes;
- allow faculty members to compare scores for specific courses over time;
- provide continuous feedback regarding the efficacy of our pedagogy and course-related experiences;
- suggest areas in which a student may need additional assistance and training; and
- identify potential areas for program modification, such as course sequencing, course content, and instructional delivery.

The multi-pronged assessment plan is a continuous process in which data are collected at the following points throughout and following training:

- Primary common core courses
- Fall and spring semester progress review processes
- Practicum
- Comprehensive Examination
- Internship
- Graduation
- Follow-Up

In addition, in accordance with JMU requirements for systematic assessment, we create an annual report that includes the following:

**Clinical Mental Health Counseling Annual Report 2017-2018**

Academic Degree Program: Clinical Mental Health Counseling, M.A./Ed.S.
Department Head: Robin Anderson
Assessment Coordinator: A. Renee Staton

In accordance with CACREP (2016) standards regarding Evaluation in the Program D., the following annual report is available to current students, program faculty, institutional administrators, and personnel in cooperating agencies. Each year, these constituents receive an email inviting them to read and comment on the report, and the report is posted on the Counseling Programs website.
The annual report format was developed to correspond to JMU’s assessment expectations. The report is aligned with JMU’s assessment cycle:

The Clinical Mental Health Counseling Program welcomes a diverse student population and encourages applicants of different ages, from different social, cultural, and ethnic backgrounds, and with different abilities and learning styles. Our alumni work in a variety of settings, including clinical mental health centers, community agencies, psychiatric facilities, and private practice. The 60-credit-hour program offers a distinctive combination of experiential learning, didactic course work, and training activities. Students receive both the Master of Arts and the Educational Specialist degrees at graduation. Graduates are also eligible to become National Certified Counselors. The curriculum meets all the course work requirements for Licensed Professional Counselor regulations in the Commonwealth of Virginia.

The Clinical Mental Health Counseling curriculum is based on the 2016 standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which requires demonstration of mastery across eight core counseling areas as well as three areas specifically related to the foundations, contextual dimensions, and practice of clinical mental health counseling. Counseling programs are also asked to include program-specific standards that are consonant with the culture and expectations of that specific program. For the sake of clarity and consistency, the program specific expectations have been mapped, where appropriate, to the CACREP standards (see below).

In addition to other considerations, CACREP requires evaluation of key performance indicators of student learning in each of the abovementioned areas via multiple measures and over multiple points of time. We therefore continue to collect data from constituents to help inform our curriculum, and in informal consultation with internal and external stakeholders, we have added a series of workshops designed to enhance our students’ preparation for clinical practice in community settings. Specifically, we have added a workshop on Trauma Informed Care, Working with Child Protective Services and Foster Care Services, Motivational Interviewing, Applied Suicide Intervention Skill Training, and Emotionally Focused Therapy. These workshops are in direct response to recommendations from constituents and alumni.
### Student Learning Objectives

*Student learning objectives (SLOs) are statements indicating what students should know, think, or do as a result of participating in an academic degree program. SLOs should be student-centered and be written clearly with precise, measureable verbs. There is no set number of SLOs required for the APT.*

<table>
<thead>
<tr>
<th>Student Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of participating in the Clinical Mental Health Counseling program, students graduating with an EdS in Clinical Mental Health will:</td>
</tr>
</tbody>
</table>

1. take responsibility for embodying and practicing professional and ethical standards at the degree of mastery. Graduates are able to and hold themselves and colleagues accountable for practicing as ethical professional counselors. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid.

**CACREP Counseling Curriculum:** 1. Professional Counseling Orientation and Ethical Practice, a - m

2. work collaboratively and responsibly with colleagues, clients, and community members representing a variety of backgrounds and experiences. Graduates are able to recognize their own beliefs and values and embrace attitudes and practices of understanding, respecting, and competently addressing the beliefs and values of others. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid.

**CACREP Counseling Curriculum:** 2. Social and Cultural Diversity, a - h

3. apply developmentally appropriate counseling theories and techniques, which are ethically and culturally relevant, in the best interest of their clients. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid.

**CACREP Counseling Curriculum:** 3. Human Growth and Development, a - i

4. provide developmentally appropriate career assessment and intervention strategies. Accounting for the clients’ varying stages of career and educational development, program graduates employ relevant assessments and apply labor market trends. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid.

**CACREP Counseling Curriculum:** 4. Career Development, a - j

5. provide evidence-based counseling services to diverse clients, grounded in principles of developmental competence, empathy, humanism, and social justice. Program graduates are able to make decisions that are in the best interests of their clients. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid.

**CACREP Counseling Curriculum:** 5. Counseling and Helping Relationships, a – n and 6. Group Counseling and Group Work, a - h

6. employ relevant assessments related to clients and programs in their respective workplaces. Program graduates are able to assess clients for serious and foreseeable harm to self or others and/or abuse and neglect. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid.

**CACREP Counseling Curriculum:** 7. Assessment and Testing, a - m
7. critically evaluate research related to core areas of counseling practice and use data-informed decision-making practices for program evaluation and management. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid.

CACREP Counseling Curriculum: 8. Research and Program Evaluation, a - j

8. demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid.

CACREP Clinical Mental Health Counseling Curriculum: 1. Foundations, a – e, 2. Contextual Dimensions, a – m, and 3. Practice, a - e

Course/learning Experiences

If students are expected to meet the stated SLOs, they must be provided with learning opportunities to assist them in meeting the SLO. Learning opportunities should be clearly linked to SLOs, and all SLOs should be covered by at least one learning opportunity. This is often referred to as program theory.

<table>
<thead>
<tr>
<th>Student learning objective</th>
<th>Courses/Experiences mapped to the objective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introductory</td>
</tr>
<tr>
<td>1. Professional and Ethical practice</td>
<td>Psyc 630 midterm</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Cultural competence and self-awareness</td>
<td>Psyc 630 research paper</td>
</tr>
<tr>
<td>3. Developmentally appropriate approaches</td>
<td>Psyc 614 midterm</td>
</tr>
<tr>
<td>4. Appropriate career counseling</td>
<td>Psyc 669 notecards</td>
</tr>
<tr>
<td>5. Evidence-based counseling</td>
<td>Psyc 661 counseling session</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Relevant assessment procedures</td>
<td>Psyc 607 personal assessment project</td>
</tr>
<tr>
<td>7. Research evaluation</td>
<td>Psyc 630 midterm</td>
</tr>
</tbody>
</table>
Assessment Measures

To obtain results that are useful for evaluating whether students met the stated SLOs, instruments must be selected to elicit the desired knowledge, skills, or attitudes from students. All SLOs should be measured by at least one instrument. Moreover, to obtain the strongest evidence of student learning, SLOs should be measured by a direct measure of student learning.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description of Instrument used to assess objective</th>
<th>Direct/Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional and Ethical practice</td>
<td>Comprehensive exam rubric</td>
<td>D – student is observed</td>
</tr>
<tr>
<td></td>
<td>Internship supervisor evaluation form</td>
<td>D – student is observed</td>
</tr>
<tr>
<td>2. Cultural competence and self-awareness</td>
<td>Psyc 749 Cross cultural counseling evaluation rubric</td>
<td>D – student is observed</td>
</tr>
<tr>
<td>3. Developmentally appropriate approaches</td>
<td>Psyc 614 Research paper evaluation rubric</td>
<td>I - assessment is based on written product</td>
</tr>
<tr>
<td>4. Appropriate career counseling</td>
<td>Psyc 669 Literature review evaluation rubric</td>
<td>I - assessment is based on written product</td>
</tr>
<tr>
<td>5. Evidence-based counseling</td>
<td>Psyc 695 and Psyc 790 case presentation evaluations and supervisor evaluation forms</td>
<td>D – student is observed</td>
</tr>
<tr>
<td></td>
<td>Comprehensive exam rubric</td>
<td>D – student is observed</td>
</tr>
<tr>
<td>6. Relevant assessment procedures</td>
<td>Psyc 607 personal assessment project rubric</td>
<td>I - assessment is based on written product</td>
</tr>
<tr>
<td>7. Research evaluation</td>
<td>Psyc 800 EdS project evaluation rubric</td>
<td>D – student is observed</td>
</tr>
<tr>
<td>8. Key clinical mental health counseling competencies</td>
<td>Psyc 695 and Psyc 790 case presentation evaluations and supervisor evaluation forms</td>
<td>D – student is observed</td>
</tr>
</tbody>
</table>
**Desired Results**

*To aid in interpretation of results, it is helpful to determine a result that programs hope students will meet (i.e. 80% of students will pass an exam, or students will increase by at least 10 points from the beginning of the program to the end of the program). Ideally, programs will have a desired result for each objective and will justify their desired result based on external research, faculty consensus, previous years’ results, etc.*

<table>
<thead>
<tr>
<th>Objective</th>
<th>Instrument</th>
<th>Desired result</th>
<th>Justification for desired result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional and Ethical practice</td>
<td>Comprehensive exam rubric</td>
<td>100% pass result by 2nd attempt</td>
<td>Combined faculty experience has indicated these pass rates are necessary for successful progress through the program and ultimately to suggest the student is prepared for post-graduation practice.</td>
</tr>
<tr>
<td></td>
<td>Internship case presentation rubric</td>
<td>95% of all evaluations at level 2, indicating sufficient mastery, by completion of second semester</td>
<td></td>
</tr>
<tr>
<td>2. Cultural competence and self-awareness</td>
<td>Psyc 749 Cross cultural counseling evaluation rubric</td>
<td>90% of evaluation scores at level 2, indicating sufficient mastery, after peer consultation</td>
<td>Recent research (Goodwin, Coyne, &amp; Constantino, 2018) has highlighted the contextual demands for competence; therefore students are provided consultation as well as evaluation to ensure they meet this standard.</td>
</tr>
<tr>
<td>3. Developmentally appropriate approaches</td>
<td>Psyc 614 Research paper evaluation rubric</td>
<td>90% of evaluation scores indicate level 2 (mastery)</td>
<td>The breadth of considerations students are expected to cover in the research paper are purposefully designed to allow faculty to assess understanding of content.</td>
</tr>
<tr>
<td>4. Appropriate career counseling</td>
<td>Psyc 669 Literature review evaluation rubric</td>
<td>90% of evaluation scores indicate level 2 (mastery)</td>
<td>The specific considerations students are expected to cover in the research paper are purposefully designed to allow faculty to assess understanding of content related to career counseling.</td>
</tr>
<tr>
<td>5. Evidence-based counseling</td>
<td>Psyc 695 and Psyc 790 case presentation evaluations</td>
<td>95% of all evaluations at level 2, indicating mastery, by completion of second semester</td>
<td>Combined faculty experience has indicated these pass rates are necessary for successful progress through the program and ultimately to suggest the student is prepared for post-graduation practice.</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Comprehensive exam rubric</td>
<td>100% pass result by 2nd attempt</td>
<td></td>
</tr>
<tr>
<td>6. Relevant assessment procedures</td>
<td>Psyc 607 personal assessment project rubric</td>
<td>90% of all evaluations at level 2, indicating mastery</td>
<td>Opportunities to exhibit skill in administering and evaluating formal assessment results vary in students’ practice opportunities (Psyc 695 Practicum and Psyc 790 Internship), depending on client need. Faculty rely on evaluations of this project to determine sufficient levels of mastery for progression in the program</td>
</tr>
<tr>
<td>7. Research evaluation</td>
<td>Psyc 800 EdS project evaluation rubric</td>
<td>90% of evaluation scores indicate level 2 (mastery)</td>
<td>Opportunities to exhibit overt skill in research evaluation vary in students’ practice opportunities (Psyc 695 Practicum and Psyc 790 Internship), yet are necessary for determination of best practice in counseling. Faculty therefore rely on evaluations of the project to determine levels of mastery that suggest students can generalize research evaluation skills beyond literature review to the actual determination of appropriate interventions.</td>
</tr>
<tr>
<td>8. Key clinical mental health counseling competencies</td>
<td>Psyc 695 and Psyc 790 case presentation evaluations</td>
<td>95% of all evaluations at level 2, indicating mastery, by completion of second semester</td>
<td>Combined faculty experience has indicated these pass rates are necessary for successful progress through the program and ultimately to suggest the student is prepared for post-graduation practice.</td>
</tr>
</tbody>
</table>
Progress Reviews

100% satisfactory after any necessary remediation plan

Progress reviews include faculty evaluations of students’ Professional and Ethical Behavior and Academic Behavior. The specific domains are informed by counseling dispositions identified by our accrediting body and current research that define appropriate attitudes and capabilities that students bring to their counselor training.

Data Collection Process

Sound data collection procedures are integral for obtaining high quality results. Data collection considerations include which students were sampled, how many students were sampled, whether the students were representative of the students to which inferences will be made, whether data were collected at one time point or multiple time points, whether students were motivated to give best effort on the assessments, etc. Data collection procedures may differ based on whether selected-response or performance assessments are administered. For example, if a performance assessment is administered, it may also be useful to include multiple raters and rater training prior to scoring the student artifacts.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Instrument</th>
<th>Students sampled</th>
<th>Sample size</th>
<th>Timepoint(s)</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional and Ethical practice</td>
<td>Comprehensive exam rubric</td>
<td>All students</td>
<td>1 (2\textsuperscript{nd} year cohort) 9 (3\textsuperscript{rd} year cohort)</td>
<td>Semester after completion of Psyc 695, typically students’ second year</td>
<td>Students will not progress in the program without successfully completing the comprehensive exam, and they will not graduate without demonstrating sufficient mastery in internship. Thus they are highly motivated.</td>
</tr>
<tr>
<td>2. Cultural competence and self-awareness</td>
<td>Psyc 749 Cross cultural counseling evaluation rubric</td>
<td>All students</td>
<td>8 (1\textsuperscript{st} year cohort)</td>
<td>At completion of Psyc 749, typically students’ 1\textsuperscript{st} year</td>
<td>This instrument is one evaluation that contributes to the overall evaluation of a required course.</td>
</tr>
<tr>
<td>3. Developmentally appropriate approaches</td>
<td>Psyc 614 Research paper evaluation rubric</td>
<td>All students</td>
<td>8 (1st year cohort)</td>
<td>At completion of Psyc 614, typically students’ 1st year</td>
<td>This instrument is one evaluation that contributes to the overall evaluation of a required course. Students are usually fairly motivated to earn an A in the course.</td>
</tr>
<tr>
<td>4. Appropriate career counseling</td>
<td>Psyc 669 Literature review evaluation rubric</td>
<td>All students</td>
<td>8 (1st year cohort)</td>
<td>At completion of Psyc 669, typically students’ 2nd year</td>
<td>This instrument is one evaluation that contributes to the overall evaluation of a required course. Students are usually fairly motivated to earn an A in the course.</td>
</tr>
<tr>
<td>5. Evidence-based counseling</td>
<td>Psyc 695 and Psyc 790 case presentation evaluations Comprehensive exam rubric</td>
<td>All students</td>
<td>12 (2nd and 3rd year cohort) 1 (2nd year cohort)</td>
<td>At completion of Psyc 695 and 790, typically during students’ 2nd and 3rd years</td>
<td>This instrument is one evaluation that contributes to the overall evaluation of a required course. Students are usually fairly motivated to earn an A in the course.</td>
</tr>
<tr>
<td>6. Relevant assessment procedures</td>
<td>Psyc 607 personal assessment project rubric</td>
<td>All students</td>
<td>8 (1st year cohort)</td>
<td>At completion of Psyc 607, typically students’ 2nd year</td>
<td>This instrument is one indicator considered in the course evaluation. They are motivated to earn an A in the course.</td>
</tr>
<tr>
<td>7. Research evaluation</td>
<td>Psyc 800 EdS project evaluation rubric</td>
<td>All students</td>
<td>9 (3rd year cohort)</td>
<td>At completion of Psyc 800, typically students’ 3rd year</td>
<td>Students must successfully complete the EdS project in order to graduate. They are highly motivated.</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------------</td>
<td>--------------</td>
<td>---------------------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>8. Key clinical mental health counseling competencies</td>
<td>Psyc 695 and Psyc 790 case presentation evaluations</td>
<td>All students</td>
<td>12 (2nd and 3rd year cohort)</td>
<td>At completion of Psyc 695 and 790, typically during students’ 2nd and 3rd years</td>
<td>Students will not progress in the program without successfully completing the comprehensive exam, and they will not graduate without demonstrating sufficient mastery in internship. Thus they are highly motivated. Progress reviews are completed by faculty each semester and address counseling dispositions. Ideally, students are intrinsically motivated through their interest in the field to exhibit the expected dispositions across academic and experiential domains.</td>
</tr>
<tr>
<td></td>
<td>Comprehensive exam rubric</td>
<td></td>
<td>1 (2nd year cohort)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Progress Reviews</td>
<td></td>
<td>All students</td>
<td>Each semester</td>
<td></td>
</tr>
</tbody>
</table>

**Validity Evidence**

*Validity evidence creates a stronger case for eventual inferences to be made from scores. Without validity evidence, it is difficult to determine whether assessments are truly measuring the intended knowledge, skills, and abilities programs have deemed important for students. Important validity evidence includes, but is not limited to, reliability estimates (e.g. Cronbach’s alpha or interrater reliability), correlations with other variables (e.g., professional certification exam results or course grades), and faculty/expert evaluation of assessment content.*
The program faculty members take a hermeneutic approach to comprehensive exam and other student evaluation ratings and therefore group consensus is required prior to the reporting of final ratings. For this reason we do not calculate inter-rater reliability.

Face validity is assumed with site-supervisor and university-supervisor evaluations of students in practicum and internship. This is due to the fact that evaluation items are drawn from the CACREP Clinical Mental Health Counseling standards (beginning Fall 2016), which are the standards by which our program is evaluated and accredited. Further, the CACREP standards are the basis for the design of our courses and our students’ evaluations across the curriculum. Construct validity applies to the standards, as experts in the field determine the CACREP accreditation standards. Construct validity is also maintained as faculty expertise results in deep knowledge of the field and its associated standards. With some exceptions, noted below, the faculty who teach courses associated with the objectives identified here are core faculty, who are licensed mental health providers with doctoral level training in our field of expertise. Core faculty members teach courses that are aligned with their professional experience and expertise and therefore have sufficient training and competence to assess levels of student mastery. In cases in which core faculty members are not available to teach these courses, we employ adjunct faculty members who are specifically chosen for their training and experience related to the course content. Further, all core faculty members gather at the end of each semester to evaluate every student’s professional dispositions and our key clinical mental health counseling competencies via our Progress Review process. Our combined evaluations assist us in determining the validity of the specific measures identified in the table below.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Instrument</th>
<th>Evaluator</th>
<th>Progress review relevance?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional and Ethical practice</td>
<td>Comprehensive exam rubric</td>
<td>2 core faculty members</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Internship case presentation rubric</td>
<td>Adjunct faculty members with at least 5 years’ licensed clinical experience</td>
<td></td>
</tr>
<tr>
<td>2. Cultural competence and self-awareness</td>
<td>Psyc 749 Cross cultural counseling evaluation rubric</td>
<td>Core faculty member</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Developmentally appropriate approaches</td>
<td>Psyc 614 Research paper evaluation rubric</td>
<td>Core faculty member</td>
<td></td>
</tr>
<tr>
<td>4. Appropriate career counseling</td>
<td>Psyc 669 Literature review evaluation rubric</td>
<td>Core faculty member</td>
<td></td>
</tr>
<tr>
<td>5. Evidence-based counseling</td>
<td>Psyc 695 and Psyc 790 case presentation evaluations</td>
<td>Core and adjunct faculty members with at least 5</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Comprehensive exam rubric

- **Core Faculty Members:**
  - 2 core faculty members

- **Members with Experience:**
  - Years’ licensed clinical experience

#### 6. Relevant assessment procedures

- **Rubric:** Psyc 607 personal assessment project rubric
- **Licensed Faculty:**
  - Licensed, adjunct faculty member with expertise in assessment and counseling

#### 7. Research evaluation

- **Rubric:** Psyc 800 EdS project evaluation rubric
- **Faculty Members:**
  - At least 2 core faculty members

#### 8. Key clinical mental health counseling competencies

- **Rubrics:** Psyc 695 and Psyc 790 case presentation evaluations

### Summary of Program Evaluation Results

Results are used to convey to stakeholders how well students met the stated student learning objectives. Thus, results should be clearly presented in relation to the student learning objectives. Often, historical results provide context for the current year’s results and provide insight about student learning trends.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Instrument</th>
<th>Prior results</th>
<th>This year’s results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional and Ethical practice</td>
<td>1. Comprehensive exam rubric</td>
<td>100% pass at 2nd attempt</td>
<td>100% pass at 1st attempt</td>
</tr>
<tr>
<td></td>
<td>Internship case presentation rubric</td>
<td>100% pass at Practice level</td>
<td>95% pass at Practice level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>Instrument</th>
<th>Prior results</th>
<th>This year’s results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional and Ethical practice</td>
<td>Comprehensive exam rubric</td>
<td>100% pass at 2nd attempt</td>
<td>100% pass at 1st attempt</td>
</tr>
<tr>
<td></td>
<td>Internship case presentation rubric</td>
<td>100% pass at Practice level</td>
<td>95% pass at Practice level</td>
</tr>
<tr>
<td>Course Area</td>
<td>Course Code</td>
<td>Evaluation Rubric</td>
<td>Percentage at Level 2 (Mastery)</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>---------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Cultural competence and self-awareness</td>
<td>2. Psyc 749</td>
<td>Cross-cultural counseling evaluation rubric</td>
<td>95% of evaluation scores at level 2, indicating sufficient mastery, after peer consultation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>90% of evaluation scores at level 2, indicating sufficient mastery, after peer consultation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>96% of evaluation scores at level 2, indicating sufficient mastery, after peer consultation</td>
</tr>
<tr>
<td>Developmentally appropriate approaches</td>
<td>3. Psyc 614</td>
<td>Research paper evaluation rubric</td>
<td>92% of evaluation scores indicate level 2 (mastery)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>94% of evaluation scores indicate level 2 (mastery)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>96% of evaluation scores indicate level 2 (mastery)</td>
</tr>
<tr>
<td>Appropriate career counseling</td>
<td>4. Psyc 669</td>
<td>Literature review evaluation rubric</td>
<td>95% of evaluation scores indicate level 2 (mastery)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>95% of evaluation scores indicate level 2 (mastery)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100% of evaluation scores indicate level 2 (mastery)</td>
</tr>
<tr>
<td>Evidence-based counseling</td>
<td>5. Psyc 695</td>
<td>and Psyc 790 case presentation evaluations</td>
<td>100% of all evaluations at level 2 (mastery) by completion of second semester of internship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>95% of all evaluations at level 2, indicating mastery, by completion of second semester of internship</td>
</tr>
<tr>
<td></td>
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<td>95% of all evaluations at level 2, indicating mastery, by completion of second semester of internship; 1 student continuing to complete required hours, but evaluations at practice level</td>
</tr>
<tr>
<td>Relevant assessment procedures</td>
<td>6. Psyc 607</td>
<td>personal assessment project rubric</td>
<td>90% of all evaluations at level 2</td>
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<td>90% of all evaluations at level 2</td>
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<td>95% of all evaluations at level 2</td>
</tr>
<tr>
<td>Research evaluation</td>
<td>7. Psyc 800 EdS</td>
<td>project evaluation rubric</td>
<td>100% of evaluation scores indicate level 2 (mastery)</td>
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<td>100% of evaluation scores indicate level 2 (mastery)</td>
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<td>100% of evaluation scores indicate level 2 (mastery)</td>
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</table>
Interpretation of Results

In addition to presenting results, it is important to interpret what the results mean, often in the context of student learning objectives. Interpretations should make reference to the specified desired results, as well as curricular/pedagogical changes.

<table>
<thead>
<tr>
<th>Interpretations</th>
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<tbody>
<tr>
<td><strong>Objective</strong></td>
</tr>
<tr>
<td>1. Professional and Ethical practice</td>
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</table>

Comprehensive exam

Progress Reviews

One student counseled out of program.
<table>
<thead>
<tr>
<th>2. Cultural competence and self-awareness</th>
<th>2. Psyc 749 Cross cultural counseling evaluation rubric</th>
<th>96% of evaluation scores at level 2, indicating sufficient mastery, after peer consultation</th>
<th>90% of evaluation scores at level 2, indicating sufficient mastery, after peer consultation</th>
<th>Students this year presented a curiosity and motivation regarding this subject matter that enabled them to progress further than some previous classes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Developmentally appropriate approaches</td>
<td>3. Psyc 614 Research paper evaluation rubric</td>
<td>96% of evaluation scores indicate level 2 (mastery)</td>
<td>90% of evaluation scores indicate level 2 (mastery)</td>
<td>The requirements for the research paper this year were presented earlier in the semester, and students were invited to offer drafts for feedback.</td>
</tr>
<tr>
<td>4. Appropriate career counseling</td>
<td>4. Psyc 669 Literature review evaluation rubric</td>
<td>100% of evaluation scores indicate level 2 (mastery)</td>
<td>90% of evaluation scores indicate level 2 (mastery)</td>
<td>Students were given opportunities to engage in field trips that heightened their understanding of real-world applications.</td>
</tr>
<tr>
<td>5. Evidence-based counseling</td>
<td>5. Psyc 695 and Psyc 790 case presentation evaluations</td>
<td>95% of all evaluations at level 2, indicating mastery, by completion of second semester of internship; 1 student continuing to complete required hours, but evaluations at practice level</td>
<td>95% of all evaluations at level 2, indicating mastery, by completion of second semester</td>
<td>Students typically score in our desired range regarding this domain. What is less evident from these results is the amount of informal advising and support that is offered each semester to students who may struggle with certain professional and ethical behaviors (as also measured on the progress review and assessed via the</td>
</tr>
</tbody>
</table>
We may want to find a more formal way to capture this data as well as document specific actions that faculty and students take to gain competence.

<table>
<thead>
<tr>
<th>6. Relevant assessment procedures</th>
<th>6. Psyc 607 personal assessment project rubric</th>
<th>95% of all evaluations at level 2</th>
<th>90% of all evaluations at level 2, indicating mastery</th>
<th>Our faculty member teaching Assessment this year has extensive training in assessment and is also a Licensed Professional Counselor. Her experience helped our students gain additional valuable learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Research evaluation</td>
<td>7. Psyc 800 EdS project evaluation rubric</td>
<td>100% of evaluation scores indicate level 2 (mastery)</td>
<td>90% of evaluation scores indicate level 2 (mastery)</td>
<td>These results are typical for our students’ performance in the EdS project. Nevertheless, it may be helpful for faculty to document the number of students who proceed to present and/or publish their EdS research.</td>
</tr>
<tr>
<td>8. Key clinical mental health counseling competencies</td>
<td>8. Psyc 695 and Psyc 790 case presentation evaluations</td>
<td>95% of all evaluations at level 2, indicating mastery, by completion of second semester of internship; 1 student continuing to complete required hours, but evaluations at practice level</td>
<td>95% of all evaluations at level 2, indicating mastery, by completion of second semester</td>
<td>As mentioned above, students typically score in our desired range regarding this domain. What is less evident from these results is the amount of informal advising and support that is offered each</td>
</tr>
</tbody>
</table>
Results Dissemination

An immense amount of time, energy, and resources are dedicated to conducting high-quality assessment. Far too many resources are dedicated to assessment for results to go unused. The first step of using results is to share results with key stakeholders, such as faculty, department heads, students, among others. Thus, programs should clearly articulate a plan for result dissemination.

Our accrediting body, CACREP, requires the following, under “Evaluation of the Program”:

*Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.*

Therefore, the major results from the APT report will be made accessible on our program website, in addition to other data we collect for our CACREP report, such as site evaluation information, exit survey data, and employment and graduation rates.

Our report will also be shared with the counseling program faculty, our department head, and made available to students and other counseling constituents via our program website.

Subsequent Program Modifications

Ideally, programs use assessment results to make curricular and pedagogical changes that they believe will assist students in better meeting the student learning objectives. Programs should specify a clear, detailed plan for using results. In this plan, programs may consider describing the planned curricular changes based on results, implementation strategies, implementation dates, and why/how the curricular changes are expected to improve student learning.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Change in curriculum</th>
<th>Anticipated timeline for implementation</th>
<th>Reason(s) for change</th>
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<tr>
<th>Objective</th>
<th>Change Details</th>
<th>Timeframe</th>
<th>Reason for Change</th>
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</thead>
<tbody>
<tr>
<td>1. Professional and Ethical practice</td>
<td>We are currently collecting data from constituents to help inform our curriculum, and in informal consultation with internal and external stakeholders, we are adding a series of workshops designed to enhance our students’ preparation for clinical practice in community settings. Workshops include: <em>Working with Foster Care and Child Protective Services; Motivational Interviewing; Trauma Informed Care; Dialectical Behavior Therapy;</em> and <em>Attachment Across the Lifespan</em></td>
<td>Fall 2018</td>
<td>We’re basing this change on our observation of emerging research in the field as well as feedback from graduates regarding recent changes and trends in the field.</td>
</tr>
<tr>
<td>2. Cultural competence and self-awareness</td>
<td>No specific change beyond modifying syllabi to include emerging research. The workshops mentioned above also have relevance for this objective.</td>
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<tr>
<td>3. Developmentally appropriate approaches</td>
<td>No specific change beyond modifying syllabi to include emerging research. The workshops mentioned above also have relevance for this objective.</td>
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<tr>
<td>4. Appropriate career counseling</td>
<td>No specific change beyond modifying syllabi to include emerging research.</td>
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<tr>
<td>5. Evidence-based counseling</td>
<td>The workshop series we are adding (mentioned in 1 above), will also</td>
<td>Fall 2018</td>
<td>We’re basing this change on our observation of emerging research in</td>
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</table>
the field as well as feedback from graduates regarding recent changes and trends in the field.

<table>
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<tr>
<th>6. Relevant assessment procedures</th>
<th>No specific change beyond modifying syllabi to include emerging research.</th>
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<tbody>
<tr>
<td>7. Research evaluation</td>
<td>No specific change beyond modifying syllabi to include emerging research.</td>
</tr>
<tr>
<td>8. Key clinical mental health counseling competencies</td>
<td>In addition to the workshops mentioned above regarding Professional and Ethical Practice, we are hoping to add a group counseling component to our practicum experience.</td>
</tr>
</tbody>
</table>

**Use of Results for Assessment Improvement**

Assessment processes must continually evolve to accommodate new research, changing student demographics, evolving faculty/departments, etc. Thus, changes will likely be made to the assessment process from year to year. Changes may include modifying objectives, changing measures, changing which students are assessed, changing data collection procedures, etc. Programs should specify past changes as well as plans for future changes, and may consider providing a plan for implementation of future changes.

<table>
<thead>
<tr>
<th>Change</th>
<th>Anticipated timeline for implementation</th>
<th>Reason(s) for change</th>
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<tbody>
<tr>
<td>We are in the process of clarifying our assessment plan, which includes 1) adding program specific Key Clinical Mental Health Counseling Competencies to our existing assessment</td>
<td>Ongoing through Spring 2018</td>
<td>Please note that the assessment plan reported here is still in progress as we prepare our CACREP self-study report this fall semester, 2018. Although we are currently using some of the same procedures we have used in the past to gather data regarding our students’ progress (comprehensive</td>
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</table>
plan; 2) checking the accuracy of our curriculum map of objectives with corresponding courses and experiences; 3) ensuring that each objective is assessed at the introductory, practice, and mastery levels for all students; 4) determining the most efficient and effective method for gathering and maintaining these data; and 5) revising our communication with external stakeholders (alumnae; current employers; local practitioners) to ensure ongoing applicability of our training to actual clinical settings.

exams, practicum and internship evaluations, progress reviews), we feel the need to create a more efficient system that will allow for easy aggregation and disaggregation of data to better enable us to advise students and note trends across time.

We welcome feedback as we work to strengthen our overall assessment plan.

Substantial Program Changes
During the 2017-2018 academic year, three senior faculty members permanently retired from their service as emeriti adjunct for the JMU Counseling Programs. In addition, one assistant professor left the Counseling Programs, and a new assistant professor, Amanda Evans, was hired. Further, in order to ensure high quality advising and program oversight, the Counseling Programs instituted a 3-Director model of leadership, in which Michele Kielty directs the School Counseling Program, Renee Staton directs the Clinical Mental Health Counseling Program, and Debbie Sturm directs the Counseling and Supervision Ph.D. program. Finally, JMU’s Counseling and Psychological Services hired a new director, Kelly Atwood, Ph.D., LPC when Tim Schulte retired, and the center moved to the newly renovated Campbell Hall. The Clinical Mental Health and Counseling and Supervision directors now have remote access to practicum and internship students’ counseling sessions via HIPAA-compliant, dedicated monitors in their offices.
Appendix A
COUNSELING APPLICANT SCREENING FORM

Applicant_________________________________________               Date  _____/_____/_____

Directions: After reviewing the application materials (completed application form, transcripts, GRE’s, references, and personal statement), rate the applicant’s qualifications on each dimension below. Compare the applicant’s qualifications to those of our current students in the JMU Counseling Programs. Please feel free to add notes to clarify your ratings.

Rating               Notes

1. Academic aptitude
   1                      2                      3                      4                      5
   Poor Below Average Average Above Average Outstanding

2. Work and life experience
   1                      2                      3                      4                      5
   Poor Below Average Average Above Average Outstanding

3. Interpersonal skills
   1                      2                      3                      4                      5
   Poor Below Average Average Above Average Outstanding

4. Knowledge of counseling and career goal relevance
   1                      2                      3                      4                      5
   Poor Below Average Average Above Average Outstanding

5. Openness
   1                      2                      3                      4                      5
   Poor Below Average Average Above Average Outstanding

6. Quality of writing (organization, clarity, mechanics)
   1                      2                      3                      4                      5
   Poor Below Average Average Above Average Outstanding

7. Readiness for JMU counselor training
   1                      2                      3                      4                      5
   Poor Below Average Average Above Average Outstanding

8. Recommendation
   Definitely accept for interview _____
   Possibly accept for interview _____
   Reject for interview _____

Comments:

Post On-campus Interview:

1. Potential for success in the counseling field
   1                      2                      3                      4                      5
   Poor Below Average Average Above Average Outstanding

2. Evidence of awareness of cultural differences and potential for cultural competence
   1                      2                      3                      4                      5
| Poor | Below Average | Average | Above Average | Outstanding |

Evaluator’s Signature

_____________________________
### Appendix B

**JMU Clinical Mental Health Counseling Program Key Performance Indicators and Timeline**

<table>
<thead>
<tr>
<th>Clinical Mental Health Counseling Key Performance Indicators</th>
<th>Alignment with JMU Counseling Program Objectives</th>
<th>Introductory</th>
<th>Reinforcement</th>
<th>Mastery</th>
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</thead>
<tbody>
<tr>
<td>KPI 1. Professional Counseling Orientation and Ethical Practice: Recognizes and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.</td>
<td>JMU Counseling Program graduates are able to take responsibility for embodying and practicing professional and ethical standards at the degree of mastery. Graduates are able to and hold themselves and colleagues accountable for practicing as ethical professional counselors.</td>
<td>Psyc 630 Midterm - Reviewed by faculty instructor</td>
<td>Psyc 760 Supervision Summary - Reviewed by faculty instructor</td>
<td>Psyc 790 Counseling Sessions/ Evaluations - Reviewed by faculty supervisor</td>
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<td>1st fall</td>
<td>2nd spring</td>
<td>3rd fall/spring</td>
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<td>Comprehensive Exam - Reviewed by faculty team</td>
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<tr>
<td>KPI 2. Social and Cultural Diversity: Collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status in clinical and other professional settings.</td>
<td>JMU Counseling Program graduates are able to work collaboratively and responsibly with colleagues, clients, and community members representing a variety of backgrounds and experiences. Graduates are able to recognize their own beliefs and values and embrace attitudes and practices of understanding, respecting, and</td>
<td>Psyc 630 Research Paper - Reviewed by faculty instructor</td>
<td>Psyc 749 Time 1/Time 2 Reflection - Reviewed by faculty instructor</td>
<td>Psyc 790 Counseling Sessions/ Evaluations - Reviewed by faculty supervisor</td>
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<td>1st fall</td>
<td>1st spring</td>
<td>3rd fall/spring</td>
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<td>Psyc 749 Cross Cultural Counseling - Reviewed by faculty instructor</td>
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<td>KPI 3. Human Growth and Development: Develops self-awareness about personal development, applies theories of human development including race, gender, and sexual orientation to work with clients, and develops ethical and culturally relevant strategies for promoting resilience and optimum development across the lifespan.</td>
<td>JMU Counseling Program graduates are able to apply developmentally appropriate counseling theories and techniques, which are ethically and culturally relevant, in the best interest of their clients.</td>
<td>Psyc 614 Midterm - Reviewed by faculty instructor 1st fall</td>
<td>Psyc 668 Case Conceptualization and Treatment Plan - Reviewed by faculty instructor 2nd fall</td>
<td>Psyc 790 Counseling Sessions/ Evaluations - Reviewed by faculty supervisor 3rd fall/spring</td>
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<td>Psyc 669 Note Cards - Reviewed by faculty instructor 2nd spring Or Psyc 695 Counseling Sessions/Evaluations - Reviewed by faculty supervisor 2nd fall</td>
<td>Psyc 669 Note Cards -Reviewed by faculty instructor 2nd spring Or Psyc 695 Counseling Sessions/Evaluations - Reviewed by faculty supervisor 2nd spring</td>
<td>Psyc 790 Counseling Sessions/ Evaluations - Reviewed by faculty supervisor 3rd fall/spring</td>
</tr>
<tr>
<td>KPI 4. Career Development: Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies.</td>
<td>JMU Counseling Program graduates are able to provide developmentally appropriate career assessment and intervention strategies. Accounting for the clients’ varying stages of career and educational development, program graduates employ relevant assessments and apply labor market trends.</td>
<td>Psyc 669 Note Cards - Reviewed by faculty instructor 2nd spring Or Psyc 695 Counseling Sessions/Evaluations - Reviewed by faculty supervisor 2nd fall</td>
<td>Psyc 669 Note Cards -Reviewed by faculty instructor 2nd spring Or Psyc 695 Counseling Sessions/Evaluations - Reviewed by faculty supervisor 2nd spring</td>
<td>Psyc 790 Counseling Sessions/ Evaluations - Reviewed by faculty supervisor 3rd fall/spring</td>
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</tbody>
</table>
| KPI 5. Helping Relationships: Establishes and maintains effective counseling relationships. | JMU Counseling Program graduates are able to provide evidence-based counseling services to diverse clients, grounded in principles of developmental competence, empathy, humanism, and social justice. Program graduates are able to make decisions that are in the best interests of their clients. | Psyc 661 Counseling Session Recording Assignments -Reviewed by faculty instructor  
1st fall  
Psyc 660 Canvas Cards -Reviewed by faculty instructor  
Psyc 695 Counseling Sessions/Evaluations - Reviewed by faculty supervisor  
2nd fall or 2nd spring  
Psyc 663 Research Paper - Reviewed by faculty instructor  
Psyc 668 Case Conceptualization & Treatment Plan - Reviewed by faculty instructor  
Psyc 710 Key Assignments -Reviewed by faculty instructor  
Comprehensive Exam - Reviewed by faculty team. | Psyc 790 Counseling Sessions/Evaluations - Reviewed by faculty supervisor  
3rd fall/spring |
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<tr>
<td>KPI 6. Group Counseling and</td>
<td>JMU Counseling Program graduates</td>
<td>Psyc 664 Reflecting</td>
<td>Psyc 665 Group</td>
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<tr>
<td>KPI 7. Assessment and Testing</td>
<td>JMU Counseling Program graduates are able to employ relevant assessments related to clients and programs in their respective workplaces. Program graduates are able to assess clients for serious and foreseeable harm to self or others and/or abuse and neglect.</td>
<td>Psyc 607 Personal Assessment Project and Rubric - Reviewed by faculty instructor</td>
<td>Psyc 695 Counseling Sessions/Evaluations - Reviewed by faculty supervisor</td>
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<td>JMU Counseling Program graduates are able to provide evidence-based counseling service to diverse clients, grounded in principles of developmental competence, empathy, humanism, and social justice. Program graduates are able to make decisions that are in the best interests of their clients.</td>
<td>Team Participation - Reviewed by faculty instructor</td>
<td>1st spring</td>
</tr>
<tr>
<td></td>
<td>Psyc 695 Counseling Sessions/Evaluations - Reviewed by faculty supervisor</td>
<td>Psyc 607 Personal Assessment Project and Rubric - Reviewed by faculty instructor</td>
<td>2nd fall</td>
</tr>
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<td>Psyc 600 Program Evaluation Project - Reviewed by faculty instructor</td>
<td>1st fall</td>
<td>3rd fall</td>
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<thead>
<tr>
<th>790 Group Facilitation</th>
<th>790 Group Facilitation</th>
<th>790 Group Facilitation</th>
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<tr>
<td>1st spring</td>
<td>2nd spring</td>
<td>3rd spring</td>
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<tr>
<td>Program Evaluation and Management</td>
<td>Program Evaluation and Management</td>
<td>Comprehensive Exam - Reviewed by faculty team</td>
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<tr>
<td><strong>KPI 9. Counseling Programs Key Standard for JMU Clinical Mental Health Counseling Graduates:</strong> Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy.</td>
<td>JMU Clinical Mental Health Counseling Program graduates are able to provide evidence-based counseling service, including prevention and treatment, to diverse clients, grounded in principles of developmental competence, empathy, humanism, and social justice. Program graduates are able to make decisions that are in the best interests of their clients.</td>
<td>Psyc 664 Counseling Skill -Reviewed by faculty instructor</td>
</tr>
<tr>
<td><strong>1st spring</strong></td>
<td>Progress Reviews -Reviewed by all core faculty</td>
<td>Psyc 695 Counseling Sessions/Evaluations -Reviewed by faculty supervisor</td>
</tr>
<tr>
<td><strong>2nd fall or 2nd spring</strong></td>
<td>Psyc 685 Case Conceptualization, Diagnosis &amp; Treatment Planning -Reviewed by faculty instructor</td>
<td>Psyc 710 Key Assignments -Reviewed by faculty instructor</td>
</tr>
<tr>
<td><strong>Comprehensive Exam</strong></td>
<td>Progress Review -Reviewed by faculty team</td>
<td>Comprehensive Exam -Reviewed by faculty team</td>
</tr>
<tr>
<td><strong>Progress Review</strong></td>
<td>Progress Review -Reviewed by all core faculty</td>
<td>Progress Review -Reviewed by all core faculty</td>
</tr>
</tbody>
</table>

The JMU Clinical Mental Health Counseling Program Objectives and required Student Dispositions are listed under the Key Performance Indicators in **bold**
1. Professional Counseling Orientation and Ethical Practice: Recognizes and applies professional ethical standards including clear and appropriate relationships with clients (with attention to provision of services to minors), colleagues, and the community

**JMU Counseling Program graduates are able to take responsibility for embodying and practicing professional and ethical standards at the degree of mastery. Graduates are able to and hold themselves and colleagues accountable for practicing as ethical professional counselors.**

2. Social and Cultural Diversity: Collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status in schools and other professional settings.

**JMU Counseling Program graduates are able to work collaboratively and responsibly with colleagues, clients, and community members representing a variety of backgrounds and experiences. Graduates are able to recognize their own beliefs and values and embrace attitudes and practices of understanding, respecting, and competently addressing the beliefs and values of others.**

3. Human Growth and Development: Develops self-awareness about personal development, applies theories of human development including race, gender, and sexual orientation to work with K-12 students, and develops ethical and culturally relevant strategies for promoting resilience and optimum development across the lifespan

**JMU Counseling Program graduates are able to apply developmentally appropriate counseling theories and techniques, which are ethically and culturally relevant, in the best interest of their clients.**

4. Career Development: Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness

**JMU Counseling Program graduates are able to provide developmentally appropriate career assessment and intervention strategies. Accounting for the clients’ varying stages of career and educational development, program graduates employ relevant assessments and apply labor market trends.**

5. Helping Relationships: Establishes and maintains effective counseling relationships.

**JMU Counseling Program graduates are able to provide evidence-based counseling service, including prevention and treatment, to diverse clients, grounded in principles of developmental competence, empathy, humanism, and social justice. Program graduates are able to make decisions that are in the best interests of their clients.**

6. Group Counseling and Group Work: Recognizes and positively influences intrapersonal and interpersonal dynamics when leading and co-leading groups. Applies group counseling strategies in developmentally appropriate ways.

**JMU Counseling Program graduates are able to provide evidence-based counseling service, including prevention and treatment, to diverse clients, grounded in principles of developmental competence, empathy, humanism, and social justice. Program graduates are able to make decisions that are in the best interests of their clients.**
7. Assessment and Testing: Gathers information to assess needs and next steps in the counseling process, including evaluation for serious and foreseeable harm and reporting requirements for abuse or neglect of children and vulnerable adults.

*JMU Counseling Program graduates are able to employ relevant assessments related to clients and programs in their respective workplaces. Program graduates are able to assess clients for serious and foreseeable harm to self or others and/or abuse and neglect.*

8. Research and Program Evaluation: Critically evaluates research related to core areas of counseling practice. Uses data-informed decision-making practices for program evaluation and management.

*JMU Counseling Program graduates are able to critically evaluate research related to core areas of counseling practice and use data-informed decision-making practices for program evaluation and management.*

9. Clinical Mental Health Counseling Profession: Clinical Mental Health Counseling Graduates: Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy.

*JMU Clinical Mental Health Counseling Program graduates are able to provide evidence-based counseling service, including prevention and treatment, to diverse clients, grounded in principles of developmental competence, empathy, humanism, and social justice. Program graduates are able to make decisions that are in the best interests of their clients.*
Appendix C
PLANNED GRADUATE COURSE SEQUENCE

<table>
<thead>
<tr>
<th>Student___________________________</th>
<th>Catalog Year __________ Year __________</th>
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<table>
<thead>
<tr>
<th>Year __________</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
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<th>Year __________</th>
<th>Fall Semester</th>
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<tr>
<th>Year __________</th>
<th>Fall Semester</th>
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<th>Year __________</th>
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<th>Summer Semester</th>
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Planned Comprehensive Examination Date __________ Planned Graduation Date __________

Special Conditions (i.e., course substitutions or waivers, transfer credit):

Student Signature __________________________________________
Appendix D
PROGRESS REVIEW: COUNSELING PROGRAMS REQUIRED STUDENT DISPOSITIONS

PROFESSIONAL AND ETHICAL BEHAVIOR

Ethical Behavior—Behaves in accordance with the Code of Ethics of the American Counseling Association.

Professional Behavior—Relates to peers, faculty, staff, clients, and others in an appropriate professional manner. Displays cognitive complexity and professional discernment in one’s role as a counselor.

Integrity—Acts with honesty and in accordance with professional values. Does not exploit or mislead other people during or after professional relationships.

Awareness of Limitations—Demonstrates awareness of personal and professional limitations as these relate to service provision.

Self-Awareness—Explores and addresses any personal issues that may impair counseling performance.

Self-Control— Appropriately controls emotions in relationships with peers, faculty, staff, clients, and others.

Avoidance of Imposing Values—Takes appropriate precautions to avoid imposing one’s personal beliefs and values on others.

Use of Feedback—Invites, receives, integrates and uses feedback from peers, faculty, and supervisors.

Honoring Rights—Honors the rights of others to privacy, confidentiality, and choices regarding self-determination.

Respect for Diversity—Demonstrates respect for cultural and individual differences in professional interactions. Recognizes the personal and professional responsibilities inherent in one’s role as a counselor in a diverse world and is dedicated to considering the lived experiences of other people.

ACADEMIC BEHAVIOR

Class Attendance—Displays dedication by attending all classes unless prohibited by illness and other extenuating circumstances.

Punctuality—Demonstrates responsibility by arriving on time and prepared for class, appointments, sessions and other meetings.

Active Participation—Actively engages in all aspects of learning experiences, including class discussions, experiential learning exercises, practice sessions, and collaborative groups.

Promptness—Completes and submits all class assignments by the due date.
**Commitment to Learning**—Displays curiosity and passion for gaining knowledge. Refrains from using technology, including cellphones, during all classes and workshops unless invited to do so by faculty. Is attentive and personally present in class and related program experiences.

**Collaboration**—Demonstrates a helpful attitude towards peers by supporting their learning and academic growth.

**Honor**—Shows compliance with the JMU Honor Code through a commitment to honesty, integrity, and fairness.

**Diligence**—Works hard by giving one’s best effort to gain knowledge and enhance skills.

**Contributions to the Learning Environment**—Contributes to others’ sense of personal safety and security by promoting the classroom as a safe haven.

**Openness to Suggestions and New Ideas**—Displays openness to recommendations for enhancing academic performance and intellectual curiosity.

**CLINICAL MENTAL HEALTH COUNSELORS ARE ALSO EXPECTED TO DEMONSTRATE**

**Commitment to Professional Development**—Begins or continues the lifelong process of taking personal responsibility for one’s professional competence and learning. Researches evidence-based practice and works to ensure ongoing clinical competence.

**Community Awareness**—Understands the implications of systemic and contextual considerations and works to develop a stance of social justice and advocacy and to forge collaborative relationships.

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**JMU Clinical Mental Health Required Student Dispositions Rubric**

<table>
<thead>
<tr>
<th></th>
<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Exceeds Standard</th>
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</thead>
<tbody>
<tr>
<td>Professional and Ethical Behavior</td>
<td>Does not meet expectations for level of training and experience regarding the range of professional and ethical dispositions and behaviors expected of JMU Counseling students. Specific</td>
<td>Does not consistently meet expectations for level of training and experience regarding the range of professional and ethical dispositions and behaviors expected of JMU Counseling students. Specific</td>
<td>Meets expectations for level of training and experience regarding the range of professional and ethical dispositions and behaviors expected of JMU Counseling students. Specific concerns for continued</td>
<td>Surpasses expectations for level of training and experience regarding the range of professional and ethical dispositions and behaviors expected of JMU Counseling students. Specific</td>
</tr>
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</table>

105
| Academic Behavior | Does not meet expectations for level of training and experience in classes and/or program-related educational opportunities. Specific concerns for remediation will be provided in writing, and a consultation session will be scheduled. | Does not consistently meet expectations for level of training and experience in classes and/or program-related educational opportunities. Specific recommendations for improvement will be provided in writing. | Meets expectations for level of training and experience in classes and/or program-related educational opportunities. Specific recommendations for continued growth will be provided by program faculty. | Surpasses expectations for level of training and experience in classes and/or program-related educational opportunities. Specific strengths will be identified by program faculty. |
| Role of the Clinical Mental Health Counselor | Does not meet expectations for level of training and experience in demonstrating dispositions required by the JMU Clinical Mental Health Counseling Program. Specific concerns for remediation will be provided in writing, and a consultation session will be scheduled. | Does not consistently meet expectations for level of training and experience in demonstrating dispositions required by the JMU Clinical Mental Health Counseling Program. Specific recommendations for improvement will be provided in writing. | Meets expectations for level of training and experience in demonstrating dispositions required by the JMU Clinical Mental Health Counseling Program. Specific recommendations for continued growth will be provided by program faculty. | Surpasses expectations for level of training and experience in demonstrating dispositions required by the JMU Clinical Mental Health Counseling Program. Specific strengths will be identified by program faculty. |
Please take a few minutes to reflect on the progress you are making in this program, complete the *Self Ratings* below, offer any comments, describe how you have carried out the plan and recommendations from last semester, and write your plan for continued progress. Thank you!

### PROFESSIONAL AND ETHICAL BEHAVIOR
(Adapted from a document created by Southwest Texas State University Counseling Program.)

<table>
<thead>
<tr>
<th>Ethical Behavior — Behaves in accordance with the Code of Ethics of the American Counseling Association</th>
<th>Self Rating</th>
<th>Committee Rating</th>
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<tbody>
<tr>
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<td>☐ Exceeds Standard</td>
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<tr>
<th>Professional Behavior — Relates to peers, faculty, staff, clients, and others in an appropriate professional manner. Displays cognitive complexity and professional discernment in one’s role as a counselor.</th>
<th>Self Rating</th>
<th>Committee Rating</th>
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<td>☐ Exceeds Standard</td>
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<tr>
<th>Integrity — Acts with honesty and in accordance with professional values. Does not exploit or mislead other people during or after professional relationships.</th>
<th>Self Rating</th>
<th>Committee Rating</th>
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<td>☐ Exceeds Standard</td>
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<tr>
<th>Awareness of Limitations — Demonstrates awareness of personal and professional limitations as these relate to service provision.</th>
<th>Self Rating</th>
<th>Committee Rating</th>
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<tbody>
<tr>
<td>☐ Below Standard</td>
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<td>☐ Exceeds Standard</td>
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<tr>
<th>Self-Awareness — Explores and addresses any personal issues that may impair counseling performance</th>
<th>Self Rating</th>
<th>Committee Rating</th>
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<td>☐ Below Standard</td>
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<td>☐ Exceeds Standard</td>
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</tbody>
</table>
### Self-Control
Appropriately controls emotions in relationships with peers, faculty, staff, clients, and others.

- Below Standard
- Approaching Standard
- At Standard
- Exceeds Standard

### Avoidance of Imposing Values
Takes appropriate precautions to avoid imposing one’s personal beliefs and values on others.

- Below Standard
- Approaching Standard
- At Standard
- Exceeds Standard

### Use of Feedback
Invites, receives, integrates and uses feedback from peers, faculty, and supervisors.

- Below Standard
- Approaching Standard
- At Standard
- Exceeds Standard

### Honoring Rights
Honors the rights of others to privacy, confidentiality, and choices regarding self-determination.

- Below Standard
- Approaching Standard
- At Standard
- Exceeds Standard

### Respect for Diversity
Demonstrates respect for cultural and individual differences in professional interactions. Recognizes the personal and professional responsibilities inherent in one’s role as a counselor in a diverse world and is dedicated to considering the lived experiences of other people.

- Below Standard
- Approaching Standard
- At Standard
- Exceeds Standard

### ACADEMIC BEHAVIOR

<table>
<thead>
<tr>
<th>Class Attendance</th>
<th>Self Rating</th>
<th>Committee Rating</th>
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<tbody>
<tr>
<td>Displays dedication by attending all classes unless prohibited by illness and other extenuating circumstances.</td>
<td>Below Standard</td>
<td>Below Standard</td>
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<tr>
<td>Approaching Standard</td>
<td>Approaching Standard</td>
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</tr>
<tr>
<td>Punctuality</td>
<td>Demonstrates responsibility by arriving on time and prepared for class, appointments, sessions and other meetings.</td>
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</tr>
<tr>
<td>Active Participation</td>
<td>Actively engages in all aspects of learning experiences, including class discussions, experiential learning exercises, practice sessions, and collaborative groups.</td>
<td>☐ No</td>
</tr>
<tr>
<td>Promptness</td>
<td>Completes and submits all class assignments by the due date.</td>
<td>☐ No</td>
</tr>
<tr>
<td>Commitment to Learning</td>
<td>Displays curiosity and passion for gaining knowledge. Refrains from using technology, including cellphones, during all classes and workshops unless invited to do so by faculty. Is attentive and personally present in class and related program experiences.</td>
<td>☐ No</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Demonstrates a helpful attitude towards peers by supporting their learning and academic growth.</td>
<td>☐ No</td>
</tr>
<tr>
<td>Honor</td>
<td>Shows compliance with the JMU Honor Code through a commitment to honesty, integrity, and fairness.</td>
<td>☐ No</td>
</tr>
<tr>
<td><strong>CLINICAL MENTAL HEALTH COMPETENCIES</strong></td>
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| **Commitment to Professional Development**- Begins or continues the lifelong process of taking personal responsibility for one’s professional competence and learning. Researches evidence-based practice and works to ensure ongoing clinical competence. | ☐ Below Standard  ☐ Approaching Standard  ☐ At Standard  ☐ Exceeds Standard | ☐ Below Standard  ☐ Approaching Standard  ☐ At Standard  ☐ Exceeds Standard |

| **Community Awareness**- Understands the implications of systemic and contextual considerations and works to develop a stance of social justice and advocacy and to forge collaborative relationships. | ☐ Below Standard  ☐ Approaching Standard  ☐ At Standard  ☐ Exceeds Standard | ☐ Below Standard  ☐ Approaching Standard  ☐ At Standard  ☐ Exceeds Standard |

**My Progress in Carrying Out Last Semester’s Plan and Recommendations**
My Plan for Continued Progress

Committee’s Recommendations for Continued Progress
Appendix E

Review of Student Progress, Retention, & Dismissal Procedures

Department of Graduate Psychology
James Madison University
Graduate Program Handbook Addendum

GCC Approved 10/3/13

Faculty-to-Faculty Conferencing

The Department of Graduate Psychology is committed to the success of the students in each of its programs. Because of this commitment, faculty members within the Department frequently discuss students’ academic progress and professional development. As appropriate, the Academic Unit Head and other members of the JMU community (e.g., those that teach students in courses and practica, internship, assistantship, and research supervisors) may be included in such conversations.

GCC Approved 2/4/10

Review of Student Progress, Retention, & Dismissal

Review of Student Progress

The Department of Graduate Psychology and Counseling at James Madison University strives to create a climate of mutual respect where students, faculty, staff, and practicum/internship site personnel interact in a professional manner. Accordingly, all programs mentor and support students in their personal and professional development by reviewing student progress and providing feedback at least every Fall and Spring semester. In addition, there are many informal opportunities to recognize student achievement and to identify and give feedback to students experiencing difficulties. In all cases, faculty consider both academic performance as well as personal and professional conduct, but the formats of both the review and feedback vary by program.

The purpose of this document is to describe the general policies and procedures established for (a) the identification of students who fail to make satisfactory progress toward the degree or who engage in problematic behavior, (b) the retention of these students, and (c) making decisions regarding the dismissal of these students from the program. The department considers not only academic abilities, skills, and performance, but also personal conduct such as appropriate levels of maturity, judgment, competence, sensitivity to and respect for others, openness, and self-awareness. Faculty will exercise professional judgment and insure confidentiality to the extent ethically possible. Students must realize that there are limits to confidentiality (e.g., potential harm to self or others) that faculty must take into consideration.

Each program has developed specific guidelines that are in concordance with its accreditation body and/or other relevant professional organizations (e.g., APA, CACREP, NASP) and each program handbook describes the review and feedback procedures as well as any rubrics that faculty will use as part of the process. In the event that a problem requiring faculty intervention is identified as a result of the standard semester review process the following steps will be followed. These steps also will be followed in situations that suggest immediate intervention is necessary (i.e., that cannot wait until the next standard review).
Step 1. Informal Resolution and Consultation
In most cases, the best way to address a problem with a student is for faculty to meet directly with the student and discuss any issues or concerns. Because this step is so often necessary, if not sufficient, for problem resolution, there should be very compelling reasons for its nonoccurrence. Problems or conflicts appear to have the best chance of successful resolution when the parties involved 1) exercise ethical sensitivity, maturity, good judgment, discretion, and care, 2) remain open to feedback and dialogue, 3) take responsibility for personal and professional growth and development, 4) attempt to discern whether problems should be attributed to situational or dispositional factors, and 5) recognize that graduate-level training can be difficult and stressful at times. There may be circumstances that suggest a direct meeting is not a good first step, or that consultation with appropriate individuals should precede or accompany such a meeting. In such cases, a faculty member who is concerned about a student is advised to consult directly with the student’s advisor and/or the Program Director, and/or the Department Head, in an attempt to determine what course of action seems best. The convening faculty member is responsible for providing written documentation of this meeting to the Program.

Step 2. Feedback and Problem Identification Meeting (Remediation Plan)
If Step 1 does not resolve the problem situation, or if an urgent or critical problem arises for which informal consultation and resolution is deemed by the faculty to be inadequate, a faculty member should discuss the situation with program and/or other relevant faculty (as appropriate) to determine the best course of action. Following such consultation, the faculty member and Program Director (and any other relevant faculty) should meet with the student and give specific examples of difficulties that have been identified, and the reasons for continuing concern. Presuming that the faculty member(s) and Program Director determine that the difficulties might be resolvable, a specific course of action and a time frame for resolution will be recommended. The Program Director or one of the faculty present at the meeting follow this meeting by writing a letter to the student outlining the agreements reached during the meeting. The letter is reviewed by the student for accuracy, and then signed and returned to the Program Director. A copy of the signed letter is sent to the student, and shared with relevant faculty; the original is placed in the student's file. In the event that the student and faculty cannot come to an agreement or the student fails to sign and return the letter, faculty will proceed to Step 4.

Step 3. Recurring or Critical Problems (Probation Plan)
If the student continues to have difficulties and/or the situation is not sufficiently resolved as a result of Step 2, the student will receive a letter detailing:

a) specific continuing concerns in conduct or performance,

b) notification of a meeting between the student and the relevant faculty members, plus the Program Director, and at least one other program faculty member, to address the concerns, and hear a response from the student. The Program Director will notify the Department Head as to the nature of the student’s difficulties, and may request that other relevant individuals attend the meeting with the student (e.g., the student’s adviser, other faculty members, and the Program Director). In some cases, faculty may consult with the University Behavioral Assessment Team or other appropriate individuals.

c) possible outcomes of the meeting, which may include:
i. Dismissal from the program and termination of any GA position; faculty will proceed to Step 4
ii. Probationary continuation in the program and termination of any GA position.
iii. Probationary continuation in the program and probationary continuation in any GA position.
iv. Continuation in the program and probationary continuation in the GA position.
v. Unconditional continuation in the program and in any GA position.

Options ii - iv will involve the development of a new plan and timeline for resolution of the problem(s). A written contract will be developed by committee mentioned above with specific procedures and timeline(s). This agreement is signed by all and a copy is given to the student. The original is placed in the student's file. In the event that the student and faculty cannot come to an agreement or the student fails to sign and return the agreement, faculty will proceed to Step 4.

d) Information about how the student could appeal the decision of the committee in the event of options i - iv. This information is available in the Due Process and Appeals Procedure below.

If the student does not make progress toward resolution of the identified difficulties within the timeline established in options ii – iv in Step 3c above, and if the program faculty agree that such is the case, faculty will proceed to Step 4.

**Step 4. Insufficient Resolution and Dismissal from the Program**
The Program Director may either a) begin procedures to dismiss the student from the program (by specifying in writing to the Department Head, the Dean of the College, and the Dean of the Graduate School why the student is being dismissed), or b) permit the student to withdraw from the program. In either case, a letter is forwarded from the Program Director on behalf of the program faculty to a) the student and b) the Department Head and Deans specifying the outcome of this process.

When a student is dismissed or withdraws from a program, the student's assistantship and tuition funding will cease. The student will not be permitted to enroll in any classes for which credit(s) will be applied to the student's program.

**Situations Exempt from the Procedures Described in this Document**

As noted in the JMU Graduate Catalog, a student will be dismissed from the degree program if the student receives an "F" or "U" in any graduate course or a total of three "C" grades in his or her graduate program. Also, violations of the JMU Honor Code (e.g., plagiarism, cheating) will be handled by the procedures outlined in the Code.

**Due Process and Appeals Procedure**
Unless the student's difficulties necessitate involvement of the JMU Behavioral Assessment Team and/or Office of Judicial Affairs, all of the preceding steps are handled within the Department of Graduate Psychology and Counseling, as detailed above. The University, the department and the program assure each student that his or her rights are respected and that due process is followed, in accordance with the guidelines in the JMU Student Handbook, the Graduate Catalog, and Department of
Graduate Psychology and Counseling, and University policies. If a student wishes to challenge a decision by the program, the student has the right to appeal. The appeals procedure must be described in the letter described in Step 3 above, and is detailed below.

1. The Department of Graduate Psychology and Counseling Appeals Committee is made up of all program directors with the exception of any who have been involved in the process to this point (e.g., the student's program director) and any who may be involved at a later stage (e.g., a Program Director who also serves as University Ombudsman). The Department Head appoints one of the committee members as chair. The Department Head may meet with the student to act as a guide to the process and procedures. The head also ensures that due process is followed, and that the process is fair.

2. If a student decides to appeal a decision taken by faculty in the steps above, he or she must notify the chair of the Department Appeals Committee of his or her intention to appeal within two days of receiving notification of the decision. The time and date of this deadline and the name of the appeals committee chair will be included in the letter.

3. After notifying the chair of the Appeals Committee of his or her intent to appeal, the student then has up to one week to write a letter explaining the grounds of the appeal. The date that this letter is due and the name of the Appeals Committee chair will be specified in the letter from the faculty given to the student.

4. The Appeals Committee may consider the fairness of the decision, possible flaws in the process, and/or additional evidence. The committee may request a copy of the letter presented to the student and documents such as semester performance evaluations. The committee may also choose to meet with the student. The committee's decision will be given to the student in writing as soon as possible, but in all cases within one week of the receipt of the appeal letter or meeting with the student, whichever is later.

5. In the event that a student concern emerges for which the procedures described here are inadequate or otherwise unsuited, perhaps because the concern is unusual or unique, the Graduate Coordinating Council of the Department will be convened by the Department Head and an appropriate procedure will be developed.

6. Students are advised that the Office of the University Ombudsman is committed to providing students with impartial, independent and confidential support regarding university policies, procedures and regulations. See http://www.jmu.edu/stulife.

The faculty of the Department of Graduate Psychology and Counseling believe that these procedures are in accord with accepted practices and the ethical standards of our accrediting bodies and professional associations (e.g., the APA Ethical Principles of Psychologists and Code of Conduct and the ACA Ethical Codes.)

Students Experiencing Financial, Health, or Emotional Difficulties

Situations involving students who are experiencing unusual financial, or physical/mental health crises, but who are in good standing in the program otherwise, are processed in as confidential a manner as
possible. Supportive consultation is offered, and it may be necessary for the student to leave the program on a temporary basis. Students in such situations are strongly encouraged to seek counseling services. Students are advised that JMU’s Office of Disability Services (ODS) is available as a resource to consider a range of accommodations for a wide range of conditions. No accommodations can be made by faculty without an approved plan from ODS. (See http://www.jmu.edu/ods/)

**Student Rights and Program Grievance Procedures**

In addition to other relevant information provided in the individual program handbooks, information regarding student rights appears in the University Student Handbook and the Graduate Catalog. As indicated in steps above, students are encouraged to present any concerns directly to their Program Director and/or their advisor. If the concern cannot be resolved at the Program Director or advisor level, the Program Director or advisor may bring the complaint to the Program Committee for discussion and decision. Following this discussion, the Program Director will provide a written response to the student no later than two weeks after discussion of the grievance by the Program Committee.

If the student is unsatisfied with this response, he or she may 1) request further review of the grievance by the Department Head, and/or 2) pursue a formal hearing on the grievance via the policies and procedures described in the Graduate Catalog and Student Handbook of James Madison University. In either case, the student is advised to consult University Policy, the JMU Graduate Catalog and Student Handbook to determine which course of action is most appropriate for the respective grievance; the Graduate Catalog and Student Handbook are distributed to students upon admission to James Madison University. The Grade Review procedure is described in the online Graduate Catalog (2009) here http://www.jmu.edu/gradcatalog/09/geninfo/regulations.html#GradeRP.

The Graduate Catalog and Student Handbook also provide contact information for various University offices and personnel who may provide additional assistance and/or information to students regarding due process and grievance procedures.
### Appendix F

#### Counseling Programs Course Offerings

The purpose of this chart is to help you plan the sequence of your courses. “X” indicates the semester that the course usually is offered. Programs requiring a course are listed in parentheses. “CMHC” refers to Clinical Mental Health Counseling and “SC” to School Counseling.

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>PSYC 600. Measurement &amp; Statistics (CMHC, SC)</td>
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<tr>
<td>PSYC 607. Assessment Procedures in Counseling (CMHC, SC)</td>
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<tr>
<td>PSYC 614. Advanced Developmental Psychology (CMHC, SC)</td>
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<tr>
<td>PSYC 630. Clinical Mental Health Counseling (CMHC)</td>
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<tr>
<td>PSYC 640. School Counseling (SC)</td>
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<td>PSYC 641. Prevention and Intervention in Schools (SC)</td>
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<td>PSYC 642. Issues and Trends in K-12 Education (SC)</td>
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<tr>
<td>PSYC 660. Counseling Theories (CMHC, SC)</td>
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<tr>
<td>PSYC 661. Counseling Techniques (CMHC, SC)</td>
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<td>PSYC 663. Substance Abuse Counseling (CMHC, SC)</td>
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<td>PSYC 664. Counseling Process (CMHC, SC)</td>
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<td>PSYC 665. Group Counseling (CMHC, SC)</td>
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<td>PSYC 668. Couple &amp; Family Systems (CMHC)</td>
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<td>PSYC 669. Career Development (CMHC, SC)</td>
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<td>PSYC 680. Independent Study (CMHC, SC)</td>
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<td>PSYC 685. Psychopathology (CMHC, SC)</td>
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<td>X</td>
</tr>
<tr>
<td>PSYC 695. Practicum, Clinical Mental Health Counseling (CMHC)</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PSYC 695. Practicum, School Counseling (SC)</td>
<td></td>
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</tr>
<tr>
<td>PSYC 700. Thesis (or 800 for CMHC)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PSYC 710. Counseling Strategies: Crisis Intervention (CMHC, SC)</td>
<td></td>
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<td>X</td>
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<tr>
<td>PSYC 749 Multicultural Perspectives (CMHC, SC)</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>PSYC 760 Supervision &amp; Consultation (CMHC)</td>
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<tr>
<td>PSYC 768 Couple &amp; Family Counseling (CMHC)</td>
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<td>X</td>
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<tr>
<td>PSYC 790 Internship, Clinical Mental Health Counseling (CMHC)</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PSYC 790 Internship, School Counseling (SC)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PSYC 800 Ed.S. Research Project (or 700 for CMHC)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Please note that the following sequence is required in the order specified below:

- PSYC 661 must be completed prior to PSYC 664
- PSYC 664 must be completed prior to PSYC 695
- PSYC 695 must be completed prior to PSYC 790

Students must also successfully complete Comprehensive Examinations prior to enrolling in PSYC 790

Summer courses are usually available when enrollment > 5
### Appendix G
## COURSE CHECKLIST – Clinical Mental Health Counseling

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PSYC 600</td>
<td>Introduction to Measurement and Statistics</td>
</tr>
<tr>
<td>PSYC 607</td>
<td>Assessment Procedures in Counseling</td>
</tr>
<tr>
<td>PSYC 614</td>
<td>Advanced Developmental Psychology</td>
</tr>
<tr>
<td>PSYC 685</td>
<td>Psychopathology: Diagnosis and Intervention Planning</td>
</tr>
<tr>
<td>PSYC 630</td>
<td>Clinical Mental Health Counseling</td>
</tr>
<tr>
<td>PSYC 660</td>
<td>Counseling Theories</td>
</tr>
<tr>
<td>PSYC 661</td>
<td>Counseling Techniques</td>
</tr>
<tr>
<td>PSYC 663</td>
<td>Substance Abuse Counseling</td>
</tr>
<tr>
<td>PSYC 664</td>
<td>Counseling Process</td>
</tr>
<tr>
<td>PSYC 665</td>
<td>Group Counseling</td>
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<tr>
<td>PSYC 668</td>
<td>Couple and Family Systems</td>
</tr>
<tr>
<td>PSYC 669</td>
<td>Career Development</td>
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<tr>
<td>PSYC 695</td>
<td>Practicum in Counseling</td>
</tr>
<tr>
<td>PSYC 710</td>
<td>Counseling Strategies: Crisis Intervention</td>
</tr>
<tr>
<td>PSYC 749</td>
<td>Multicultural Perspectives of Intervention</td>
</tr>
<tr>
<td>PSYC 760</td>
<td>Supervision and Consultation for Counselors</td>
</tr>
<tr>
<td>PSYC 790</td>
<td>Internship in Clinical Mental Health Counseling (first semester)</td>
</tr>
<tr>
<td>PSYC 800</td>
<td>Educational Specialist Research Project (3 hours), OR</td>
</tr>
<tr>
<td>PSYC 700</td>
<td>Thesis (first semester – 3 hours)</td>
</tr>
<tr>
<td>PSYC 700</td>
<td>Thesis (second semester – 3 hours)</td>
</tr>
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</table>

**Elective course (3 hours):** Please talk with your adviser about what elective will best suit your professional development goals.

### Other:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Comprehensive Examination</td>
</tr>
<tr>
<td></td>
<td>Relevant Workshops</td>
</tr>
<tr>
<td></td>
<td>Symposium Attendance and Participation</td>
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</table>
Appendix H
Counseling Programs
Professional Development Travel Award Application

A limited amount of funding is available to help defray the costs Counseling students incur to engage in professional development activities that involve travel. The Counseling Programs director, in consultation with the Counseling Programs Committee, will select award winners based on the information presented in this application. The following criteria will be used in the decision making process:

• A student in good standing in the Counseling Programs.
• Significant participation in the professional development experience by, for example, presenting at a conference or assisting in a training workshop.
• Financial need and the necessity of incurring particular costs. You are encouraged to seek funding from other sources. Please include with your application a list of all other organizations from which you have sought financial assistance.

The Counseling Programs will use the values specified by the Commonwealth of Virginia for approved travel expenses. As the approved values vary depending upon your destination, you must check with an administrative assistant in the Department of Graduate Psychology to obtain the specific values for the following items:

• Hotel rates per night—differ by destination and your level of participation in the destination event
• Meal costs (per diem)—differ by destination and is lower for days on which travel takes place
• Personal vehicle miles (rate depends on roundtrip distance)

The cost of supporting each application will be considered in the context of all applications that are submitted. Awards will not exceed $200, and many are for lesser amounts. Students may apply for more than one award/grant per year, but priority may be given to students who have not yet received funding.

Award winners will need to follow current JMU accounting procedures to receive this funding. Please discuss your expenses with the Counseling Programs director before spending any personal funds. Typically, we cannot simply reimburse you. Further, travel authorizations do not necessarily guarantee funding. If budgetary situations change, the offer of funds may be withdrawn. If your plans change and funding is not needed, you must notify the director immediately so that funding can be made available to other applicants.

Remove this page and append any supporting documentation, such as an abstract, on pages inserted after the Travel Authorization.

ELECTRONICALLY SUBMIT the completed application and any required attachments to the Counseling Programs director.
INSTRUCTIONS: In addition to the information requested below, you must include a completed JMU Travel Authorization. Information necessary to complete the Travel Authorization, such as state approved reimbursement rates for mileage, hotels and meals, are available from an administrative assistant in the Department of Graduate Psychology.

Name

Title, location and dates of event:

E-mail: Phone:

Describe your participation in this event:

If you are requesting funds beyond those covered on the Travel Authorization, list the amount of your request and the purpose.

Describe any other funding you are receiving for this work, including other JMU funding.

Provide any other relevant information.
Travel Process Instructions

Travel Authorization (TA) - Before Travel
1. Please be aware of the travel procedures for your program, as they vary. Some require prior approval of Program Directors and others do not. Also, each program varies in the amount of funds provided and I will work with the Program Directors and you on this.
2. Fill out a Travel Worksheet form and return it to Andee (henriqas@jmu.edu). Students, please list which program you are from. As soon as you anticipate a trip, you may fill out a form, up to a year in advance. A TA is flexible and items on it may change. This just gives you permission to travel and needs to be done before a trip, so please plan ahead. 2-3 weeks is a good suggested minimum for getting one signed. If you change your mind and don’t travel, there is no harm done.
3. A Travel Authorization (TA) will be completed. You will review the TA and approve it with your signature.
4. The TA will then be processed (signed by Dept. Head and Dean).
** For international travel, the University President’s signature must also be obtained. A letter of justification must be attached as well. Please allow at least 4-6 weeks for this process.

Travel Expense Reimbursement Voucher - After Travel
1. Turn in all original receipts, boarding passes, etc. to prove travel proceeded according to the Travel Authorization (TA) to Andee. This should occur within 30 days of travel. A copy of each form turned in will be made for the file.
2. A Travel Reimbursement Voucher (TRV) will be completed and you will be notified when it is ready to be reviewed and signed for approval. You will be asked to fill in a current address (that must match what is in My Madison) and your social security number.
3. After you sign, it will be processed (signed by Dept. Head and Dean) and sent on to accounts payable. If all goes smoothly, you should have your money in 4-6 weeks.

Things to Remember when Traveling

- Try to carpool when possible. Accounts payable does not like to pay mileage to everybody going. Please indicate to me who did drive or who you rode with.
- Share rooms when possible. If you do share a room, **each person must pay for part of the room each night.** Hotels will do this, but you must ask. I will need to know who you shared a room with. This can change from your TA, but I need to know the final roommate set up. Also, **the per diem is per room, not per person when sharing a room.**
- When you get your bill for the hotel, **it must be in your name and show a $0 balance.** You need to check out to get this. The receipt they put under the door will not show this.
- JMU provides daily meal per diems so **you do not need to save receipts for food.**
- We have **30 days after you travel to process the paperwork.** This does not mean I need your paperwork 30 days after you get back, but that it has to be at accounts payable 30 days after you travel. I like to have 2 weeks to get this done, so please try to turn things in soon after you return. If we miss the 30 day deadline, I will need a letter stating why things are late.
in order to get you your money (I can help you with this since there are valid reasons, like people live out of town and we mail things, holiday breaks, etc…)

- **The budget year ends in June.** This means if you plan on attending a conference in late May, you must get me all receipts as soon as you get back or it will not hit this year and you may not get your money.

- **We want you to get your money!** This sounds like a lot, but we are here to help and if you have any questions or forget something, just email or call and we will figure it out the best we can. ☺

---

**REIMBURSEMENT MAY BE DENIED FOR RESERVATIONS MADE BEFORE A TRAVEL AUTHORIZATION IS COMPLETELY APPROVED OR FOR RESERVATIONS MADE EARLIER THAN 90 DAYS PRIOR TO TRAVEL!**

Please complete the following questions to begin your travel authorization request and return to Andee it to (henriqas@jmu.edu)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>YOUR NAME:</td>
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<tr>
<td>NAME OF CONFERENCE:</td>
<td></td>
</tr>
<tr>
<td>DEPARTURE DATE:</td>
<td></td>
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<tr>
<td>RETURN DATE:</td>
<td></td>
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<td>PROGRAM:</td>
<td></td>
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<tr>
<td>EMPLOYEE/STUDENT ID:</td>
<td></td>
</tr>
<tr>
<td>HOME ADDRESS:</td>
<td></td>
</tr>
<tr>
<td>Will you be presenting at this conference? If no, reason for attending.</td>
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<tr>
<td>At what hotel will you be staying?</td>
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<tr>
<td>Will you be sharing a room? If so, names of those sharing:</td>
<td></td>
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<tr>
<td>Are you driving, flying or using rail or bus</td>
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<tr>
<td>Departure location (air/rail station)</td>
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<tr>
<td>Arrival location (air/rail station)</td>
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<td>If driving, are you driving your own vehicle?</td>
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<td>Approximate mileage</td>
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<td>Total cost of your conference registration fees:</td>
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<td>Will you be renting a car?</td>
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<td>Will you be using a shuttle or taxi service?</td>
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<tr>
<td>Will you be using long term parking or taking any toll roads?</td>
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<tr>
<td>Is this international travel? If yes, a letter of justification is needed.</td>
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<tr>
<td>Please note any other items that might impact your trip expense (such as staying or traveling with friends, etc…):</td>
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122
PLEASE NOTE: We will need all boarding passes (air, rail, or bus) and appropriate original receipts (showing payment completed) in order to reimburse these expenses.
APPENDIX I
CLINICAL MENTAL HEALTH COUNSELING COMPREHENSIVE EXAM EVALUATION

Student ______________________  Faculty/Supervisor ____________________ Date _____

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE: Professional and Ethical practice

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<thead>
<tr>
<th></th>
<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Exceeds Standard</th>
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<tr>
<td>Observations, Comments and Suggestions:</td>
<td></td>
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</table>

2. SOCIAL AND CULTURAL DIVERSITY: Cultural competence and self-awareness

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<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Exceeds Standard</th>
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<tr>
<td>Observations, Comments and Suggestions:</td>
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3. HUMAN GROWTH AND DEVELOPMENT: Developmentally appropriate approaches

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<th>Approaching Standard</th>
<th>At Standard</th>
<th>Exceeds Standard</th>
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<tr>
<td>Observations, Comments and Suggestions:</td>
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</table>
4. CAREER DEVELOPMENT: Appropriate career counseling

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<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Exceeds Standard</th>
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Observations, Comments and Suggestions:

5. COUNSELING AND HELPING RELATIONSHIPS: Evidence-based counseling

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<th>Approaching Standard</th>
<th>At Standard</th>
<th>Exceeds Standard</th>
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Observations, Comments and Suggestions:

6. ASSESSMENT AND TESTING: Relevant assessment procedures

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<tr>
<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Exceeds Standard</th>
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Observations, Comments and Suggestions:

7. RESEARCH AND PROGRAM EVALUATION: Research evaluation

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<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Exceeds Standard</th>
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Observations, Comments and Suggestions:
### Key clinical mental health counseling competencies

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<tr>
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<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Exceeds Standard</th>
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</table>

Observations, Comments and Suggestions:

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### OVERALL COMPREHENSIVE EXAMINATION EVALUATION

<table>
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<tr>
<th>Recommendation – Based on recording of work sample, written analysis, Ed.S. proposal, and oral examination</th>
<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Exceeds Standard</th>
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<tr>
<td></td>
<td>FAIL</td>
<td></td>
<td>PASS</td>
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</tbody>
</table>

Summative Feedback:

__________________________
Instructor/Supervisor Signature
Appendix J
Clinical Mental Health Counseling Practicum
Practicum Supervisor Evaluation

Name _______________
Site _______________
Supervisee _______________
Year _______________ Semester _______________

The following items reflect foundational concepts, models, and skills students receive during their coursework. Please indicate the extent to which you have felt the intern or practicum student demonstrated preparation in any of these areas.

1) Below expectations; 2) Approaching expectations; 3) Meets expectations; 4) Exceeds expectations.

N) No exposure during clinical work.

**FOUNDATIONS**

| a. | history and development of clinical mental health counseling | 1 | 2 | 3 | 4 | N |
| b. | theories and models related to clinical mental health counseling | 1 | 2 | 3 | 4 | N |
| c. | principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning | 1 | 2 | 3 | 4 | N |
| d. | neurobiological and medical foundation and etiology of addiction and co-occurring disorders | 1 | 2 | 3 | 4 | N |
| e. | psychological tests and assessments specific to clinical mental health counseling | 1 | 2 | 3 | 4 | N |

Comments (if any):

The following contextual dimensions represent typical issues and expectations that arise during practicum and internship. Indicate the degree to which you feel your supervisee was able to meet expectations during those times.

1) Below expectations; 2) Approaching expectations; 3) Meets expectations; 4) Exceeds expectations.

N) No exposure during clinical work.
Please keep in mind this is both developmental and contextual. We want to assess students based on where they are: end of practicum, end of first internship, end of program. Thank you.

**CONTEXTUAL DIMENSIONS**

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<tbody>
<tr>
<td>a.</td>
<td>roles and settings of clinical mental health counselors</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b.</td>
<td>etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c.</td>
<td>mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d.</td>
<td>diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <em>Diagnostic and Statistical Manual of Mental Disorders (DSM)</em> and the International Classification of Diseases (ICD)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e.</td>
<td>potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>f.</td>
<td>impact of crisis and trauma on individuals with mental health diagnoses</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>g.</td>
<td>impact of biological and neurological mechanisms on mental health</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>h.</td>
<td>classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>i.</td>
<td>legislation and government policy relevant to clinical mental health counseling</td>
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<td>2</td>
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<td>4</td>
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<td>j.</td>
<td>cultural factors relevant to clinical mental health counseling</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>k.</td>
<td>professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>l.</td>
<td>legal and ethical considerations specific to clinical mental health counseling</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>m.</td>
<td>record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>
The following Practice areas indicate clinical experience we aim to have present during practicum and internship. Consider the ways in which each of these has presented itself during your practicum or internship student’s work with clients, during group or individual supervision, or during any case staffings or team meetings. Indicate the degree to which you felt the student was able to meet expectations during those times. In other words, given their developmental level as a counselor in training, rate your perception of their competence:

1) Below expectations; 2) Approaching expectations; 3) Meets expectations; 4) Exceeds expectations.

N) No exposure during clinical work.

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<td>PRACTICE</td>
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<tr>
<td>a.</td>
<td>intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b.</td>
<td>techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>c.</td>
<td>strategies for interfacing with the legal system regarding court-referred clients</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d.</td>
<td>strategies for interfacing with integrated behavioral health care professionals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e.</td>
<td>strategies to advocate for persons with mental health issues</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments (if any)
Appendix K

CLINICAL MENTAL HEALTH COUNSELING ED.S. PROJECT EVALUATION

Student ___________________________ Faculty/Supervisor ___________________________ Date ____

<table>
<thead>
<tr>
<th>1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE: Professional and Ethical practice</th>
<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
</table>

Observations, Comments and Suggestions:

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<thead>
<tr>
<th>2. SOCIAL AND CULTURAL DIVERSITY: Cultural competence and self-awareness</th>
<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Exceeds Standard</th>
</tr>
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Observations, Comments and Suggestions:

<table>
<thead>
<tr>
<th>3. HUMAN GROWTH AND DEVELOPMENT: Developmentally appropriate approaches</th>
<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Exceeds Standard</th>
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</thead>
</table>

Observations, Comments and Suggestions:
<table>
<thead>
<tr>
<th>4. CAREER DEVELOPMENT: Appropriate career counseling</th>
<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Exceeds Standard</th>
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Observations, Comments and Suggestions:

<table>
<thead>
<tr>
<th>5. COUNSELING AND HELPING RELATIONSHIPS: Evidence-based counseling</th>
<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
</table>

Observations, Comments and Suggestions:

<table>
<thead>
<tr>
<th>6. ASSESSMENT AND TESTING: Relevant assessment procedures</th>
<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
</table>

Observations, Comments and Suggestions:

<table>
<thead>
<tr>
<th>7. RESEARCH AND PROGRAM EVALUATION: Research evaluation</th>
<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
</table>

Observations, Comments and Suggestions:
<table>
<thead>
<tr>
<th>Key clinical mental health counseling competencies</th>
<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
</table>

Observations, Comments and Suggestions:

<table>
<thead>
<tr>
<th>OVERALL EdS PROJECT EVALUATION</th>
<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendation – Based on project and presentation of project</td>
<td>FAIL</td>
<td></td>
<td>PASS</td>
<td></td>
</tr>
</tbody>
</table>

Summative Feedback:

________________________________________
Faculty Signature

________________________________________
Faculty Signature

________________________________________
Faculty Signature
Appendix L

EMMA PATHIC
(A Sample Resumé)

437 East Genuine Street
Harrisonburg, Virginia 22801
(540) 555-8593 (Home)
(540) 555-6522 (Office)

Objective

To obtain a position where I can use, and continue to enhance, my clinical counseling skills with children, adolescents and families.

Education

James Madison University, Harrisonburg, Virginia
   Master of Arts and Educational Specialist Degree, May, 2012
   Clinical Mental Health Counseling

Rockhurst University, Kansas City, Missouri
   Bachelor of Arts, Cum Laude, May, 2006
   Psychology Major, Sociology Minor

Counseling Experience

Mental Health Clinician          August, 2011 - May, 2012   Internship in Clinical Mental Health
Counseling                      Harrisonburg/Rockingham Services Board
                                Harrisonburg, Virginia

   Performed a variety of out-patient counseling services as part of a 900-hour internship experience. Provided individual, group and family counseling to children, adolescents, and adults. Conducted workshops on family communication and problem-solving. Participated in an outreach crisis intervention program for victims of sexual assault.

Counseling Clinician           January, 2010 - May, 2011   Practicum in Counseling
James Madison University Counseling and Psychological Services
Harrisonburg, Virginia

   Provided counseling services to children, adolescents, adults, couples, and families. Assessed client needs, developed intervention plans, and maintained progress notes in client files. Co-facilitated a parent group in a 12-week structured program for families at risk for child abuse.
Related Experience

**Graduate Assistant**  
August, 2009 - May, 2010  
James Madison University Department of Graduate Psychology  
Harrisonburg, Virginia

Led discussion sessions, provided individual tutoring, graded writing assignments, and lectured on selected topics in Abnormal Psychology and Child Psychology.

**Graduate Assistant**  
August, 2008 - May, 2009  
James Madison University Educational Media Labs  
Harrisonburg, Virginia

Assisted faculty, staff and students of the College of Integrated Science and Technology in the microcomputer, media production, audiotaping and videotaping laboratories.

**Caseworker**  
Big Brothers and Big Sisters  
Lafayette, Indiana

Screened volunteers and children for program, supervised cases, and developed an ongoing training program for new volunteers.

**Paper Presented**  
*When your ego ain’t your amigo: Counseling people with poor self-concepts.* Virginia Counselors Association, Richmond, November 14-18, 2011.

**Community Activity**  
Volunteer telephone helper at Don’t Call Us – We’ll Call You Hotline, November, 2009, to July, 2011.

**Professional Affiliations**  
American Counseling Association (2009-present)  
Virginia Counselors Association (2009-present)  
Central Valley Counselors Association (2009-present)  
Chi Sigma Iota, James Madison Chapter (Treasurer, 2011-present)

**References Available Upon Request**
Appendix M

EMMA PATHIC
(A Sample Reference Sheet)

437 East Genuine Street
Harrisonburg, Virginia 22801
(540) 555-8593 (Home)
(540) 555-6522 (Office)

References

Jen U. Wine, Ph.D.
Program Director
Counseling Programs
MSC 7401
James Madison University
Harrisonburg, Virginia 22807
540-555-1234

Karen Person, Ed.S.
Director of Outpatient Mental Health Services
Harrisonburg/Rockingham County Community Services Board
1241 North Main Street
Harrisonburg, Virginia 22801
540-555-5678

Ray Flection, Ed.D.
Licensed Professional Counselor
Don’t Call Us – We’ll Call You Hotline
222 East Ohio Street
Indianapolis, Indiana 46204
317-555-5555

Connie Frontation, Ed.S.
Executive Director
Rootie Toot Toot Institute
2468 Whodoweappreciate Lane
Harrisonburg, Virginia 22801
540-555-5555
Appendix N

Psychology 790: Clinical Mental Health Counseling Practicum
Internship Student Evaluation

Name _______________
Site _______________
Supervisee _______________
Year _______________  Semester_____________

The following items reflect foundational concepts, models, and skills students receive during their coursework. Please indicate the extent to which you have felt the intern or practicum student demonstrated preparation in any of these areas.
1) Below expectations; 2) Approaching expectations; 3) Meets expectations; 4) Exceeds expectations.
N) No exposure during clinical work.

<table>
<thead>
<tr>
<th>FOUNDATIONS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N</th>
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<tbody>
<tr>
<td>a. history and development of clinical mental health counseling</td>
<td></td>
<td></td>
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<td>N</td>
</tr>
<tr>
<td>b. theories and models related to clinical mental health counseling</td>
<td></td>
<td></td>
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<tr>
<td>c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
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<td>d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders</td>
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<td></td>
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<td>e. psychological tests and assessments specific to clinical mental health counseling</td>
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Comments (if any):

The following contextual dimensions represent typical issues and expectations that arise during practicum and internship. Indicate the degree to which you feel your supervisee was able to meet expectations during those times.
1) Below expectations; 2) Approaching expectations; 3) Meets expectations; 4) Exceeds expectations.
N) No exposure during clinical work.
Please keep in mind this is both developmental and contextual. We want to assess students based on where they are: end of practicum, end of first internship, end of program. Thank you.

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<tr>
<th>CONTEXTUAL DIMENSIONS</th>
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<tr>
<td>a. roles and settings of clinical mental health counselors</td>
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<tr>
<td>b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders</td>
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<td>c. mental health service delivery modalities within the continuum of care, such as inpatient,</td>
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outpatient, partial treatment and aftercare, and the mental health counseling services networks

d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)

e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

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f. impact of crisis and trauma on individuals with mental health diagnoses

g. impact of biological and neurological mechanisms on mental health

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h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

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i. legislation and government policy relevant to clinical mental health counseling

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j. cultural factors relevant to clinical mental health counseling

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k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling

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l. legal and ethical considerations specific to clinical mental health counseling

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m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

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Comments (if any)

The following Practice areas indicate clinical experience we aim to have present during practicum and internship. Consider the ways in which each of these has presented itself during your practicum or internship student’s work with clients, during group or individual supervision, or during any case staffings or team meetings. Indicate the degree to which you felt the student was able to meet expectations during those times. In other words, given their developmental level as a counselor in training, rate your perception of their competence:

1) Below expectations; 2) Approaching expectations; 3) Meets expectations; 4) Exceeds expectations.

N) No exposure during clinical work.

### PRACTICE

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<tr>
<td></td>
<td>psychological assessment for treatment planning and caseload management</td>
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<tr>
<td>b.</td>
<td>techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c.</td>
<td>strategies for interfacing with the legal system regarding court-referred clients</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d.</td>
<td>strategies for interfacing with integrated behavioral health care professionals</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e.</td>
<td>strategies to advocate for persons with mental health issues</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</table>

Comments (if any)

Additional Reflection and Feedback for the Student and/or the Program
# Appendix O
## Clinical Mental Health Counseling Program
### Student Folder Checklist

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Date Began: <em><strong>/</strong></em>/___</th>
<th>Date Graduated <em><strong>/</strong></em>/___</th>
</tr>
</thead>
</table>

1) Application Materials

2) Planned Course Sequence

3) Progress Reviews
   - First Year, Fall
   - First Year, Spring
   - Second Year, Fall
   - Second Year, Spring
   - Third Year, Fall
   - Third Year, Spring
   - Additional Years (optional)

4) Practicum Materials
   - Hours Logs

5) Comprehensive Examination, Second Year
   - Final evaluations

6) Internship Materials, Third Year
   - Hours Logs, Fall and Spring
   - Final evaluations Fall and Spring

7) Signed Ed.S. Committee Approval Form

8) Application for Graduate Degree

9) Other Materials (e.g., change of grade requests, correspondences, remediation plans)

10) Post-graduation follow-up survey
Appendix P
JAMES MADISON UNIVERSITY
DEPARTMENT OF GRADUATE PSYCHOLOGY
APPLICATION FOR POSTER PRINTING

The Department of Graduate Psychology is pleased to pay for poster printing for students in our graduate programs who will be presenting their research at professional conferences. Because funds are limited, (a) the applicant listed below MUST be the first author, (b) no student can receive more than one poster per academic year, and (c) the poster can be no bigger than 3’ x 4’. **Students who submit more than one poster or poster larger than 3’ x 4’ will be charged for these costs.** Additionally, this service will last only as long as funds remain available.

**Important points:**

- Do not have your poster printed elsewhere; the Department of Graduate Psychology will not be able to reimburse you.
- You must submit this form along with your poster to your Advisor (if your Advisor is not available, you may submit to your Program Director). Your Advisor must approve the form and poster **AT LEAST ONE WEEK BEFORE YOU NEED THE POSTER. DO not wait until the last minute; be sure to give your advisor enough time.** Your Advisor must email you that your poster and form have been approved to be printed.
- Once approved by your Advisor, you must submit your poster, this form, and the approval of your advisor (email approval is fine) to Laurie Brinkley (brinklir@jmu.edu) to be printed at the CHBS Copy Center and copy either Rosa turnerrm@jmu.edu or Andee henriqas@jmu.edu.
- Your poster will be delivered to the Department of Graduate Psychology office, Johnston Hall, Room 101, and you are responsible for picking up the finished poster there.
- If you receive Departmental funds to print your poster, you are expected to attend and present your poster at the professional conference specified below.
- Instructions regarding how to create a conference poster using PowerPoint are available at [http://creative.cisat.jmu.edu/faqs/buildaposterfrd.html](http://creative.cisat.jmu.edu/faqs/buildaposterfrd.html).

Name: 
Email: 
@jmu.edu

Title of Poster: 

Event where poster will be presented (do not abbreviate):

Location and date of conference:
Name of faculty supervisor(s) for this work:

8/2012
# Clinical Mental Health Counseling Calendar: 2018 - 2019

## August
- **16** Graduate School Orientation, 5th floor, Warren Hall, Madison Union Ballroom, Time TBA
- **23** Orientation for Clinical Mental Health Counseling Students 1:30-3:00; Madison Hall 4010
- **26** PGSA Picnic for All New & Returning Students (and family/friends!) (TBD)
- **27** First Day of Classes
- **27** Counseling Potluck Picnic and Opening Ritual, 6-8 pm, Westover Park, Shelter #4

## September
- **14** Workshop: CPS/Foster Care (9:30-12, 1:00-3:30)
- **18** Pizza & Process Lunch, 12-1
- **22** Graduation Applications due for December graduates

## October
- **11-13** SACES at Myrtle Beach, SC
- **18** Pizza & Process Lunch, 12-1
- **19** Workshop: Trauma Informed Care (9:30-12, 1:00-3:30)

## November
- **2** Workshop: DBT/Self-Injury – Tentative for CMHC students (9:30-12, 1:00-3:30)
- **5** Registration begins for 2019 spring semester
- **8-10** VCA Convention at Hilton Norfolk
- **14** Pizza & Process Lunch, 12-1
- **15** Last day to submit an application for a Masters, Ed.S. or Doctoral degree if graduation requirements are to be met in May 2019.
- **17-25** Thanksgiving holiday

## December
- **7** Last day of classes
- **10-14** Final Exam Week
- **14** Residence halls close. Dining Services close and fall meal plans end at 2 p.m. Deadline for completion of course work for December graduates. The Graduate School Commencement Ceremony begins at 7 p.m. in Memorial Hall.

## January
- **7** Classes meet as scheduled.
- **21** Martin Luther King, Jr. Holiday. Classes do not meet.
- **24-25** Workshop: ASSIST Training for CMHC and PHD (Tentative)

## February
- **13** Pizza Process 12:00-1:00
- **15** CMHC & SC Interviews 8:00-1:00
- **18** CMHC & SC Interviews 8:00-1:00
- **20** Workshop: Case Conceptualization 6:30-8:30
- **22** Workshop: EFT & Attachment Primer (9:30-12, 1:00-3:30)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>March 4-8</td>
<td>Spring Break. Classes do not meet</td>
</tr>
<tr>
<td>March 13</td>
<td>Pizza Process 12:00-1:00</td>
</tr>
<tr>
<td>March 20</td>
<td>Workshop: Case Conceptualization 6:30-8:30 pm</td>
</tr>
<tr>
<td>March 22</td>
<td>Workshop: Motivational Interviewing (9:30-12, 1:00-3:30)</td>
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<tr>
<td>April 1</td>
<td>Chi Sigma Iota New Member Induction TBD</td>
</tr>
<tr>
<td>April 1</td>
<td>Registration begins for 2019 fall semester</td>
</tr>
<tr>
<td>April 11</td>
<td>Pizza Process 12:00-1:00</td>
</tr>
<tr>
<td>April 18</td>
<td>Deadline for Completed Ed.S. Projects and Dissertation</td>
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<tr>
<td>April 19?</td>
<td>Graduate Psychology Spring Symposium 8:00-3:00 pm - REQUIRED ATTENDANCE (Graduating students will present; All students &amp; faculty to attend.)</td>
</tr>
<tr>
<td>May 25</td>
<td>Last day of classes</td>
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<th>Date</th>
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<tbody>
<tr>
<td>May 2-4</td>
<td>Commencement Ceremonies</td>
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</table>
Appendix R
Counseling Programs Exit Survey

Please describe the major strengths of the program.

What suggestions do you have for improving the program?

What other reflections, observations or comments would you like to share?