

SYLLABUS  
**PSYC. 664 THE PROCESS OF COUNSELING**

**FALL 2018**

Instructor:  
Office:  
E-Mail:  
Office Hours: By appointment

**REQUIRED TEXT:**

Teyber, E. (2006) Interpersonal process in psychotherapy: A relational approach. 5<sup>th</sup> edition. Pacific Grove, Cal: Brooks/Cole.

Cowan, E. (2017) Ariadne's Thread: Case studies in the therapeutic relationship. Amazon Createspace.

**EQUIPMENT NEEDED:**

1. At least two VHS videotapes (new)

**COURSE CONTENT AND GOALS:**

This course is designed as an exploration of counseling theory and technique as well as a laboratory experience in which the students will work with one another to create an actual on-going therapeutic relationship. Students will strive to achieve a greater understanding and integration of technique and counseling philosophy through class discussions, individual consultation and group reflecting teams in response to your video recordings of counseling sessions. As you work to create a "helping relationship" with one of your colleagues in this class, your learning objective will be to cultivate a client-focused and sustained empathic attitude in order to fully understand another person. In addition, you will work to increase your ability to make sense of client dynamics, relationship dynamics and strategies for change. The intention will be for you to move beyond manualized techniques and to integrate your growing knowledge of counseling theory and technique with your own personality and style in an effort to make your interventions more artful, fluid and authentic. In this process you will be encouraged to examine your own attitudes, beliefs and cultural background as you react to your client. That is, you will be asked to explore how your own personality characteristics, behaviors and subjective worldview influence the helping relationship as they come into contact with your client's subjective experience and ways of interpreting. Our chief focus in this course will be on four popular models: Object-Relations, Humanistic/ Interpersonal Relationship, Intersubjectivity, and Cognitive approaches. You may use any theoretical approach you desire, so long as it appears to be effective with your client. You will be asked repeatedly to articulate your personal theory of helping so that you can develop your ability to be "intentional" in your interventions and handling of interpersonal process.

## **COURSE CACREP STANDARDS and KPI CHART**

### **CACREP STANDARDS:**

Students who successfully complete this course will demonstrate knowledge in the following CORE content areas of the 2016 CACREP Standards:

#### **1. Professional Orientation**

- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 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**

- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- f. help-seeking behaviors of diverse clients
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

#### **5. Helping Relationships**

- a. theories and models of counseling
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e. the impact of technology on the counseling process
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- i. suicide prevention models and strategies
- j. evidence-based counseling strategies and techniques for prevention and intervention
- n. processes for aiding students in developing a personal model of counseling

#### **6. Group Counseling and Group Work**

- b. dynamics associated with group process and development

### **CMHC Specialization**

#### **Foundations**

- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

#### **Contextual Dimensions**

- j. cultural factors relevant to clinical mental health counseling
- l. legal and ethical considerations specific to clinical mental health counseling

#### **Practice**

- b. techniques and interventions for prevention and treatment of a broad range of mental health issues

**SC Specialization Practice**

f. techniques of personal/social counseling in school settings

**CMHC 9. JMU Counseling Program Key CMCH Standards:**

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.

**CORE STANDARDS INCLUDED IN COURSE and KPI for CMH and SC**

<b>CACREP STANDARDS INCLUDED IN COURSE AND COURSE ASSIGNMENTS</b>	1 i	1 k	1 l	1 m	2 d	2 f	2 h	5 a	5 c	5 d	5 e	5 f	5 g	5 i	5 j	5 n	6 b
<b>1. Professional Orientation</b>	X	X	X	X													
<b>2. Social and Cultural Diversity</b>					X	X	X	X									
<b>5. Helping Relationships</b>									X	X	X	X	X	X	X	X	
<b>6. Group Counseling and Group Work</b>																	X
<b>KPI 6 (Introductory for CMH and SC) Assignment #6 Reflecting Teams (SEE APPENDIX FOR KPI RUBRIC)</b>		X	X	X	X	X	X		X			X	X		X	X	X

**CLINICAL MENTAL HEALTH STANDARDS INCLUDED IN COURSE and KPI**

<b>CMHC STANDARDS INCLUDED IN COURSE AND COURSE ASSIGNMENTS</b>	<b>CMHC Practice 3b</b>	<b>JMU 9</b>
<b>Assignment #1/KPI 9 (Introductory) Counseling Skill:</b> Your display of counseling skill based on the standard of other students who have achieved the same level of training. (SEE APPENDIX FOR CMHC KPI RUBRIC)	X	X
<b>Assignment #3/ KPI 6 (Introductory) Reflecting Teams (SEE APPENDIX FOR KPI RUBRIC)</b>		X

**SCHOOL COUNSELING STANDARDS INCLUDED IN COURSE and KPI**

<b>SC STANDARDS INCLUDED IN COURSE AND COURSE ASSIGNMENTS</b>	<b>SC Practice 3f</b>
<b>Assignment #3/ KPI 6 (Introductory) Reflecting Teams (SEE APPENDIX FOR KPI RUBRIC)</b>	X

**METHODS OF INSTRUCTION AND KNOWLEDGE OUTCOMES:**

Each student will serve as both counselor and client for two other students in the class. You will meet with your partners (client and counselor) once each week for 50 minutes outside of class. As the client, you are to be authentic and work on issues of real concern. While **your performance as a client is not part of your evaluation**, it is expected that you will do your best as a "motivated" client for your counselor.

As the counselor, you will display your ability to: (a) make sense of what is going on with your client, (b) make sense of what is happening in your relationship with your client, and (c) become more aware of your own responses in counseling, (d) employ some of the essential interviewing and counseling skills discussed in class or from the reading of the text [in particular, the use of immediacy], (e) be cognizant of the social and cultural issues of diversity that may impact your counseling relationship and cultivate an attitude of understanding and respect for cultural contexts other than you own and (e) begin to articulate the theory that drives your behaviors. As the counselor, you will make use of the technologies available to you in the counseling lab and record each of your sessions. Review the recording before coming to class, and have the tape cued at the most important interaction point [If your tape is not cued, we will not work it in class]. On a rotating basis, you will "work" this tape with the instructor while the other class members observe and take notes.

Each week, until the texts are exhausted, we will discuss the assigned readings. You are expected to arrive having read the chapters and ready to contribute to our discussion.

When other students are working their tapes in class, you are expected to take notes and be prepared to give helpful feedback to the person who is working.

**PERFORMANCE EVALUATION CRITERIA AND PROCEDURES:**

Your grade will be determined by the instructor on the following basis:

- 1. Display of Counseling Skill/Improvement                      50 points
- 2. Class discussion/Readings    25 points
- 3. Reflecting Team Participation    15 points
- 4. Professional/Ethical Behavior    5 points
- 5. Investment in/Contribution to Class Processes                      5 Points

- A—90-100 points
- B—80-89 points
- C—70-79 points
- D—60-69 points
- F—59 points or below

## Counseling Programs Academic Policies for Syllabi

*Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.*

### *Attendance*

We are looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all our courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else's pain, you must honor that invitation with your full and absolute attention. Your class times are your opportunities to hone that skill of being fully present. If you are unable to attend class due to an emergency, we expect you to contact us as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

### ***Class Participation Rubric***

<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.	Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.	Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that communicate disrespect or contempt for peers and the instructor.

### **Academic Honesty**

*It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.*

### **Adding/Dropping Classes**

As mature and conscientious students, you know that you are responsible for registering for classes and

for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

### ***Inclement Weather***

By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe! Don't take unnecessary risks to make it to class. We want you alive!

### ***Religious Accommodations***

Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

### ***Disability Accommodations***

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

### ***Confidentiality and Title IX***

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, [sirockam@jmu.edu](mailto:sirockam@jmu.edu), 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

**ASSIGNMENTS:**

**Assignment #1/CMHC KPI 9: Counseling Skill**

**\*Core Standards Met:** 1i, ik, 1l, 1m, 5a, 5f, 5g, 5j, 5n

**CMHC Specialization Standards Met:** Practice 3b and JMU Key 9

**SC Specialization Standards Met:** 3f

1a. Your display of counseling skill based on the standard of other students who have achieved the same level of training.\* The counseling skills you are expected to display and the learning objectives you are to achieve are those explicated in the Teyber textbook and explored in our weekly discussions of the readings. They are summarized in the rubrics below. At the end of the semester the instructor will evaluate your performance based on these criteria. The instructor’s assessment will be part of your permanent record and will form the baseline for assessing your continuing development of counseling skill as you embark on our practicum experience.

1b. Your display of counseling skill based on your improvement shown over the period of the semester, especially your ability to integrate your previous knowledge of basic counseling skills with an evolving understanding of client and interpersonal processes.\*

Excellent	Acceptable	Unacceptable
Demonstrates strong understanding of counseling process and practice of the skills of active listening. Demonstrates an evolved capacity for translating active listening skills into empathic engagement with the client. Demonstrates a strong ability to think critically and perceptively about client’s psychological make-up and expression in the sessions. Is able to bring a sense of presence and here-and-now immediacy to the process of counseling. Is able to reference and articulate interpersonal dynamics arising in the therapeutic relationship. Evidences growth throughout the semester in all of the above skills.	Demonstrates sufficient ability in fostering a productive process through the skills of active listening. Demonstrates a capacity for translating active listening skills into a working empathic engagement with the client. Demonstrates an ability to think critically and perceptively about client’s psychological make-up and expression in the sessions. Is growing in ability to bring a sense of presence and immediacy to the sessions. Is able to reference and articulate interpersonal dynamics arising in the therapeutic relationship. Evidences growth throughout the semester in the above skills.	Insufficiently demonstrates an ability to foster a productive therapeutic process though the application of basic counseling skills. Shows deficits in active listening skills. Does not evidence ability to create an understanding and resonant empathic process with the client. Does not demonstrate critical thinking with regard to understanding the client’s presenting concerns or issues. Fails to evidence behavior that expresses an ability to be present with the client in the here-and-now. Is not sufficiently able to reference and articulate interpersonal dynamics in the therapeutic relationship. Does not evidence a process of growth or transformation throughout the semester.

**Assignment #2: Theories and Case Conceptualization**

**Core Standards Met:** 2a, 2f, 2h, 5a, 5f, 5j, 5i, 5k, 5n

**CMH Specialization Standards Met:** Practice 3b and JMU Key 9

**SC Specialization Standards Met:** 3f

2. Your attendance and participation in the class discussions. This includes participation in discussion of the readings that are assigned for that week. It will be very apparent if you have not read the material for the week because I will be identifying a theme and inviting you to discuss it in theory and also apply it to the work you are doing with your client.

<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Has read weekly assignments and come prepared to discuss ideas in depth. Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared and attends all class meetings. Contributes significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.	Has read weekly assignments and come prepared to discuss ideas. Misses no more than one class, arrives promptly, and is prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to group dynamics.	Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors that communicate disrespect or contempt for peers and the group process.

### **Assignment #3 - KPI 6: Reflecting Team Participation**

**CORE Standards Met:** 1k, 1l, 1m, 2d, 2f, 2h, 5c, 5f, 5g, 5j, 5n, 6b,

**CMHC Specialization Standards Met:** JMU Key 9

**SC Specialization Standards Met:** 3f

3. Your contribution to the professional growth of others in the class as part of the class “reflecting team.” This includes giving useful verbal and written feedback to the counselor whose tape is being discussed.

<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Has attentively observed the recorded counseling sessions of fellow class members. Offers insightful, constructive observations and criticisms that demonstrate an excellent ability to integrate counseling theory and technique. Shows high ability to help classmates make “clinical sense” of counseling material. Consistently engages, actively listens, and builds on the contributions of other members of the class. Contributes significantly to an empathic and supportive growth experience of others. learning environment. Brings a sense of presence and here-and-now engagement with others in the reflecting team process.	Has attentively observed the recorded counseling sessions of fellow class members. Offers constructive observations and criticisms that show a moderate and evolving ability to integrate counseling theory and technique. Shows ability to help classmates make “clinical sense” of counseling material. Engages and actively listens to others, and makes meaningful contributions to the reflecting team. Shows an ability to be empathic and supportive of others in the process. Shows a developing ability to bring a sense of presence and here-and-now engagement with others in the reflecting team process	Is not sufficiently attentive to or observant of the clinical material presented by classmates. Offers observations or criticisms that do not evidence integration or understanding of counseling theory and technique. Shows insufficient ability to “think like a clinician” or to offer insights that illuminate counselor/client dynamics. Shows a deficit in empathy, support or active listening skills when interacting with classmates or offering feedback. Is insufficiently engaged in the reflecting team process. Does not evidence an ability to bring a sense of presence and here-and-now engagement with others in the reflecting team process.

**Assignment #4: Professional and Ethical Behavior**

**CORE Standards Met:** 1i, 2d, 2f, 2h, 5c, 5f, 6b

**CMHC Specialization Standards Met:** JMU Key 9

**SC Specialization Standards Met:** 3f

4. Your display of professional and ethical behavior regarding your relationship with your client. Each student is expected to uphold the professional and ethical standards that inform the practice of counseling as outlined by the American Counseling Association. This involves such behaviors as keeping appointments, arriving on time for appointments, keeping client content confidential, and treating the client with respect.

Excellent	Acceptable	Unacceptable
Demonstrates knowledge and practice of the highest ethical standards of the counseling profession as described by the American Counseling Association. Treats the client with respect. Keeps client material and recordings confidential and does not discuss client material outside of class. Communicates clearly with client regarding scheduling and appointments. Makes arrangements with the client as to the final disposition of recorded materials. Keeps in mind at all times the client's best interests and seeks consultation with the instructor when uncertain of one's ethical responsibilities.	Demonstrates knowledge and practice of the highest ethical standards of the counseling profession as described by the American Counseling Association. Seeks out information through reference to standards or consultation in areas that are not fully developed. Treats the client with respect. Keeps client material and recordings confidential and does not discuss client material outside of class. Communicates clearly with client regarding scheduling and appointments. Makes arrangements with the client as to the final disposition of recorded materials. Keeps in mind at all times the client's best interests and seeks consultation with the instructor when uncertain of one's ethical responsibilities.	Does not demonstrate sufficient knowledge of the ethical standards governing the profession, and does not seek out consultation when needed. Violates client's right to confidentiality. Does not demonstrate sufficient respect for client. Discusses client material outside of class or does not sufficiently protect recorded materials. Fails to schedule, arrives late to, or misses appointments with the client. Shows a lack of clear communication with client. Fails to be mindful of the client's best interests in the conduct of the relationship. Does not seek out consultation with the instructor in a timely manner when uncertain of one's ethical responsibilities.

**Assignment #5: Personal and Professional Development**

**Core Standards Met:** 1k, 1l, 1m, 5f, 5n, 6b

**CMHC Specialization Standards Met:** JMU Key 9

**SC Specialization Standards Met:** 3f

5. The level of energy and enthusiasm displayed for your own personal development as a counselor. This may be shown by involvement in the class process, personal insights into the counseling process, readings discussed in class, other displays of your dedication to the process of becoming a better counselor.

<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Shows a very high level of sincere engagement in the goals and process of the class throughout the semester as evidenced by interpersonal participation with fellow students and the instructor, depth of engagement with the ideas expressed in the readings, high commitment to developing counseling expertise, flexibility and openness to class feedback and suggestions, openness to self-reflection and examination, and energetic involvement in the process of challenging personal growth opportunities.	Shows sincere engagement in the goals and process of the class throughout the semester as evidenced by interpersonal participation with fellow students and the instructor, interest and engagement with the ideas expressed in the readings, commitment to developing counseling expertise, openness to class feedback and suggestions, openness to self-reflection and examination, and willingness to embrace the process of challenging personal growth opportunities.	Is insufficiently engaged in the goals and process of the class. Does not sufficiently engage with others or the instructor in a mutually beneficial and growth-producing manner. Does not show appreciation or enthusiasm for articulating ideas in the readings or responding to fellow student's clinical work. Does not evidence openness to class feedback and suggestions. Does not appear to cultivate an enhanced capacity for self-reflection or understanding. Mobilized personal defenses in response to personal growth opportunities.

**\* The video tape which you make as a counselor for this class is to be the property of your client. You must guard the confidentiality of your client's issues and negotiate with the client as to the final disposition of this tape.**

**READING SCHEDULE FOR THE TEXT:**

**(You must have read the assigned chapters prior to coming to class on the date below)**

**In Teyber:**

One chapter each week until the text is finished. Have chapter one read by the second class meeting.

**In Cowan:**

One chapter each week until the text is finished. Have chapter one read by the third class meeting.

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[DETACH THIS PAGE AND RETURN TO INSTRUCTOR]

## CONFIDENTIALITY AND INFORMED PARTICIPATION AGREEMENT

I understand that in order to complete this course I am required to be a client for one of my colleagues, and in this role I am asked to be genuine and authentic. I also understand that my grade will not depend on how well I fulfill the request that I be open and forthcoming as a client, but that my attendance at sessions with my counselor will affect my grade.

As a counselor, I pledge myself to keep confidential the conversations that take place within the group sessions, and to refrain from talking about my client's conversations with anyone not in the class. I will keep the videotape of my client's sessions in a safe place, and not view it in the presence of those who are not members of the class.

I understand that any malicious breach of confidentiality on my part will result in a failing grade for the class and possible action on the part of the Counseling Psychology Program Committee.

Furthermore, I understand that I am free to withdraw from this course at any time, and that doing so will not affect my standing in the Program.

Please read carefully before signing.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX

KPI RUBRIC	Below Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
<p><b><i>KPI 6: Group Counseling and Group Work</i></b>            Recognizes and positively influences intrapersonal and interpersonal dynamics when leading and co-leading groups. Applies group counseling strategies in developmentally appropriate ways.</p>	<p>Does not meet expectations for level of training and experience when leading and co-leading groups. Does not recognize individual issues that arise during group situations, and/or does not positively influence interpersonal dynamics. Does not demonstrate basic skills of blocking, drawing out, and diverting.</p>	<p>Does not consistently meet expectations for level of training and experience when leading and co-leading groups. Inconsistently recognizes individual issues that arise during group situations, and at times is able to positively influence interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting, though these are not consistently applied.</p>	<p>Meets expectations for level of training and experience when leading and co-leading groups. Recognizes individual issues that arise during group situations, and positively influences interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting.</p>	<p>Surpasses expectations for level of training and experience when leading and co-leading groups. Recognizes individual issues that arise during group situations, intervenes effectively, and positively influences interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting, in addition to advanced skills such as immediacy and process illumination/commentary.</p>

CMHC KPI RUBRIC	Below Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
<p><b>9. Counseling Programs Key Standard for JMU Clinical Mental Health Counseling Graduates:</b> 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.</p>	<p>Does not meet expectations for level of training and experience in demonstrating the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Does not apply evidence-based interventions for prevention and treatment of a broad range of mental health issues, nor demonstrate skills for social justice and advocacy.</p>	<p>Does not consistently meet expectations for level of training and experience in demonstrating the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Does not consistently apply evidence-based interventions for prevention and treatment of a broad range of mental health issues, nor adequately demonstrate skills for social justice and advocacy.</p>	<p>Meets expectations for level of training and experience in demonstrating knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applies evidence-based interventions for prevention and treatment of a broad range of mental health issues, and demonstrates skills for social justice and advocacy.</p>	<p>Surpasses expectations for level of training and experience in demonstrating knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling, including applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, and demonstrating skills for social justice and advocacy.</p>