

## **Annual Report 2020-2021**

**Summer 2020, Fall 2020, & Spring 2021**

### **Graduate Programs at James Madison University**

#### **I. Program Name/Department/College**

Ed.S. in Clinical Mental Health Counseling, M.Ed., in School Counseling, Ph.D. in Counseling and Supervision/Department of Graduate Psychology/College of Health and Behavioral Studies

#### **II. Title/Type of Degree(s) Offered**

- Master of Arts/Educational Specialist Degrees in Clinical Mental Health Counseling
- Master of Education Degree in School Counseling
- Ph.D. Degree in Counseling and Supervision

#### **III. Mission Statement of Program**

Complying with the standards mandated by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), we have developed similar but distinct mission statements for Clinical Mental Health Counseling, School Counseling and the Ph.D. in Counseling and Supervision.

##### ***Mission Statement of Clinical Mental Health Counseling***

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 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 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.

### ***Mission Statement of School Counseling***

The School Counseling Program of James Madison University is a learning community of faculty, staff, and students who vary in abilities, age, class, gender, ethnicity, race, religion, and sexual orientation. Coming together from a variety of geographic areas, we share a common vision of achieving a vitally important mission – training students to become successful school counselors.

Our alumni are dedicated to providing competent, caring, and ethical services to diverse students in public and private schools. Putting our principles of school counseling into practice, we strive to create an academic community in which our students can thrive personally and grow professionally. While many of our graduates play vital roles in schools along Virginia's Shenandoah Valley or among the mountains of West Virginia, many more have moved on to serve in rural, suburban, and urban schools 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 making a difference in students' lives by meeting their emotional, social, educational, and career development needs as licensed or certified school counselors. Finally, we challenge our graduates to advance the school counseling profession through service, research, innovation, advocacy, and training.

### ***Mission Statement for the PhD in Counseling and Supervision***

The Ph.D. in Counseling and Supervision is a program committed to training counselor educators, supervisors, and advanced practitioners with expertise in the theory, research and practice of counseling. Our mission is to create dynamic and

innovative leaders who will serve as catalysts for progress in addressing the tremendous counseling needs of individuals, families, institutions, and communities.

The students, faculty and staff members of this program vary in age, class, gender, ethnicity, race, religion, sexual orientation, and physical abilities. Putting our principles into practice, these diverse individuals create a learning community in which students thrive personally, grow professionally and share a common commitment to counseling. We challenge our students to continue their life-long journeys of exploring possibilities, refining skills and maintaining their professional vitality throughout their careers as counselors. We encourage them to support one another in the formidable task of becoming leaders who advance the counseling profession through service, research, innovation, advocacy, and training.

#### **IV. Program Progress, APR, and Accreditation Status**

Effective January 2020, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) has accredited the School Counseling program, the Clinical Mental Health Counseling program, and the PhD in Counseling and Supervision through January 2028. Our next self-study will need to be submitted prior to January 2027.

In March 2021, we filed a Substantive Change Report with CACREP to notify them of the change in delivery for the PhD in Counseling & Supervision program. The delivery is changing from fully residential to low-residency beginning with Summer 2021 admissions.

All three programs were granted APT Options for 2020-2021. APT reports will reflect the outcome of those efforts.

#### **Major Unit (Program) Accomplishments**

A major accomplishment is the school counseling program's initiation of and subsequent inclusion in the Virginia Partnership for School Mental Health (VPSMH). VPSMH is a statewide partnership between the Virginia Department of Education, the University of Virginia, school divisions, and university training programs across the Commonwealth. The primary aims of the partnership are to work alongside school districts to expand support for school mental health services. The partnership hopes to increase the number of school mental health

professionals who provide evidence-based services in Virginia. Collaboration with VPSMH will provide financial support for students engaged in practicum and internship activities in participating school divisions. Graduates can benefit from a signing bonus if employed in specific school divisions. In addition, the program now has access to a training module designed for school-based practitioners “Supervision Across Differences” that will be a part of our support for practicum and internship supervisors. This initiative came to fruition because of the program’s direct contact with the Virginia Department of Education and the VDOE’s response to include JMU in the partnership.

A major accomplishment is the awarding of a \$402,000 federal grant, to a JMU research team led by Dr. Amanda Evans. Dr. Michele Kielty (as well as other members of the Department of Graduate Psychology) is included in the grant. The grant funds, awarded through the Behavioral Health Workforce Education And Training Program, are provided by the Health Resources and Services Administration (HRSA).

The School Counseling Program will be moving from a master’s degree to an educational specialist degree (EdS) beginning Summer of 2021. The program successfully navigated department and college Curriculum and Instruction processes and added two courses to the program of study.

The School Counseling Program published a “Coping with Covid” resources manual that was sent to Virginia Schools by the Virginia Department of Education. The program also offered multiple psychoeducational trainings to teachers across the state of Virginia, in collaboration with Dr. John Almarode via his state-wide new teacher initiatives. Several hundred teachers were served by this effort.

## **Engagement**

### **Community Engagement**

- Member, Harrisonburg Police Department Peer Support Team, June, 2019, to present.
- Clinical Coordinator and Member, Critical Incident Stress Management Team, Central Shenandoah Emergency Medical

Services Council, providing crisis intervention services to area rescue squad workers, fire fighters, law enforcement officers, and emergency medical workers following traumatic events, September, 1986, to present.

- Trainer of therapists, mental health counselors, clinical social workers, school psychologists, school counselors, teachers, nurses, clergy, law enforcement officers, and volunteers in numerous workshops on topics such as suicide prevention, crisis intervention, psychology of disaster, posttraumatic growth, and stress management, September, 1979, to present.
- Member, Regional Disaster Task Force, July, 2005, to present.
- Member, Rockingham County Disaster Planning Committee, September, 2003, to present.
- Engaged Teacher-Scholar program (CFI), 2020-21, presented on and collaborated with faculty to promote and encourage the Scholarship of Teaching and Learning (SoTL)

### **Civic Engagement**

Served on “ Post-election Virtual Political Psychology and Emotions” panel hosted by the Office of Civic Engagement

Faculty and students created and presented with colleagues to Virginia teachers engaged in the New Teacher Support Program led by Dr. John Almarode in the College of Education. These presentations were provided to hundreds of teachers across the state.

#### **1. Teachers: Creating Classroom Cohesion**

-the focus was on building community and supporting social emotional learning in the virtual classroom

#### **2. Attending to the needs of the Professional Educator**

-the focus was on compassion fatigue and vulnerability as the door to greater connection and success

### **3.Spotlight on the Educators: Professional Advocacy for Seeking Support**

- the focus was on interprofessional collaboration among school personnel, communicating one's contributions within and outside of the school in ways that are authentic to each educator, and advocating for self to enhance effectiveness

#### **Engaged Learning.**

- Roberta Webb students: PSYC 695 (Practicum students) volunteered 1-2 days a week to assist with the learning needs of 15-20 students as part of a learning pod. The pod's creation was a joint effort between university faculty and the community.
- Program Evaluation planning: As part of a capstone project in PSYC 600, students provided program evaluation frameworks for programs in the community (e.g., internship sites, programs in IHHHS).
- Interprofessional seminar: As part of PSYC 685, students in the school and clinical programs collaborated on a case conceptualization to arrive collaboratively at a comprehensive diagnosis and treatment plan.

#### **Access, Inclusion, Diversity**

- Workshop Week Session
- "Microtraining" DEI sessions: 1 session within Department of graduate Psychology, 1 session with libraries (April 22)
- Presented at two of the Building Cultural Humility Workshops.
- Presented to undergrads on JEDI Warriors with BJ Bryson for the Passport Program.
- Presented on White Allies/Accomplices for CHBS opening session.
- Coleman, S., Evans, A., & Liu, J.C. (2021), Panel Session, *AAAD Studies and Systemic Change in Science & Technology*, Harrisonburg, VA.

- NBCC Minority Fellowship Program, Applicant Reviewer.
- Member of the Provost Faculty Diversity Committee.
- Member of the Student Advisory Working Group of the President's DEI Task Force
- Pursuing ASCA DEI Specialist Training, to be completed by May 31, 2021

## **Rankings & Recognitions**

**National or international rankings of programs/services**

**Other national or international recognitions**

**Other recognitions (university, regional, state, etc)**

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## **Honors College Support**

**Curricular, Student Advising, Senior Honors Projects**

**Honors Services & Operations Support**

**Ethical Reasoning in Action** (Madison Collaborative)

**Efficiencies** (i.e. any way we have streamlined or saved resources)

By moving the PhD in Counseling & Supervision program to a low residency model, we increased recruitment dramatically and made 12 offers, with the hopes of securing an incoming cohort of 8. We ended up with 12 students. Three are on GA positions, the remaining 9 are all self-pay. This moves the program from being fully reliant on unpredictable funding to one that attracts a majority of students who work full time and are funding their education personally. It will help make the program more sustainable and take it from a program running deeply in the red to one running in the black within the first year.

## **Comprehensive Campaign**

One of the ways we currently engage with alumni is through faculty's involvement with the Central Valley Counselors Association. A large number of our local alumni are involved in CVCA and CVCA functions. We also include alumni in our newsletter distributions and FaceBook groups. We are due to launch our next Alumni and Employer Surveys in the coming months.

### **Other Noteworthy Accomplishments (Program Level)**

### **Individual Faculty/Staff Honors and Accomplishments**

#### **Rankings & Recognitions**

##### **Positions of leadership in national and international organizations**

- Antiracism Taskforce, American Counseling Association
- Appointed to American Counseling Association's Human Rights Committee (2019-2022; Debbie).
- Editorial Board Member, *Counseling and Values*
- Member of American Counseling Association Task Force on Climate Change & Mental Health (2019-2022) Debbie.
- President Elect, Association for Humanistic Counseling

##### **National or international awards received by faculty/staff/students**

Magis Medal, International Award presented by Alpha Sigma Nu, Jesuit Honor Society.

2020 Cortland Lee Social Justice Award from Southern Association of Counselor Education and Supervision (Debbie)

2021 Counselor for Social Justice Climate Justice Award (Debbie)

2021 Faculty Celebrity Award, American College of Education

##### **Other rankings and recognitions of faculty/staff/students**

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## Publications

*Earl, A., Carbee, V., Becerra-Murillo, K., & Evans, A.M. (accepted). The four c's, constructivism and digitizing curriculum: An inclusive approach to teaching transferable skills. Barriers for Teaching 21<sup>st</sup> Century Competencies and the Impact of Digitalization.*

Echterling, L. G. (2021, January). The future of the counseling profession: Peril and promise. *Counseling Today*, 35–36.

Echterling, L. G. (2020). St. Ignatius Loyola: A case study in posttraumatic growth. *Alpha Sigma Nu Magazine*.

Echterling, L. G. (2020). CISM in the time of Covid-19. *International Critical Incident Stress Foundation LifeNet*.

Evans, A., Williams, B., Staton, A. R., Green, D., & Shepard, C. (2020). Allyship: The responsibility of white counselor education. Allies in addressing racism and discrimination. *International Journal on Responsibility*, 3(2), 27-42.

**Evans, A.M., Hemmings, C., Seaner-Ramsay, K., & \*Barnett, J. (in press).** Perceived racism and discrimination amongst individuals of color: An ethnographic content analysis. *Journal of Multicultural Counseling and Development*.

Evans, A.M., Tyre, Y., \*Gunther, J.D., \*Jenkins, M., \*McIntosh, K. & \*Bynum, B. (2021). An evaluation of licensed professional counselor-supervisors in Alabama. *Alabama Counseling Association Journal*.

Evans, A.M., Fleitas, K., Thomas, C., Metz, A., & Sutherlian, T. (2020). An examination of self-reported white allies: An interpretative qualitative analysis. *Journal of Pennsylvania Counseling Association*. 33, 3-16.

**Evans, A.M., \*Chalk, S., & Walker, U. (2021).** Race-based trauma and cyberbullying: A qualitative analysis. American Counseling Association. San Diego: California. Online Conference.

**Evans, A.M., Sturm, D., Staton, R, Fleitas, K., & Hornsby, T. (2021).** Countering systemic and institutional discrimination: An analysis of allyship. American Counseling Association. Online Conference.

Green, D., White, D. & Williams, B. & **Evans, A.M.,** (proposal accepted). Race-Based Trauma: A Humanistic Model to Identify and Address. Association for Humanistic Counseling. Online Conference.

Green, D., **Evans, A.M. (accepted for publication).** Undue police violence towards African Americans: An analysis of professional counselors training and perceptions. *Journal of Counseling & Development.*

Kielty, M. K. & Banner, A. (2020) Feminist spirituality in Cashwell, C., & Young, S. (Eds.). *Spiritual and Religious Values in Counseling: A Guide to Competent Practice* (2<sup>nd</sup> ed.). Alexandria, VA: ACA.

Kress, V. E., Hall, A., & **Evans. A.** (proposal accepted). Counseling those who self-injure: Strength-Based, creative interventions. Association for Humanistic Counseling. Online Conference.

LeBlanc, J., & Borders, L. D. (2021). Educating future leaders: integrating leadership into an introductory school counseling course. *Journal of Counselor Leadership and Advocacy*, 8(1), 1-14.  
<https://doi.org/10.1080/2326716X.2020.1861489>

Martin, M., & Cowan, E. (2020). The I-Thou relationship in the age of telehealth—Part 1. *Psychotherapy.net Newsletter*.  
<https://www.psychotherapy.net/blog/title/the-i-thou-relationship-in-the-age-of-telehealth-part-i>

Milner, R., & Echterling, L. G. (2020). Co-constructing meaning in the time of coronavirus. *Journal of Constructivist Psychology*. doi:10.1080/10720537.2020.1864691

Stewart, A. L., & Echterling, L. G. (in press). Group play therapy with military children and families. In C. Mellenthin, J. Stone & R. J. Grant (Eds.), *Implementing play therapy with groups: Contemporary issues in practice*. Routledge.

Stewart, A. L., & Echterling, L. G. (2020). Attachment-based play techniques for enhancing growth in supervision. In L. J. Fazio-Griffith & R. Marino (Eds.), *Techniques and interventions for play therapy and clinical supervision*. (pp. 56–68). IGI Global.

Strother, C. & Kielty, M. L. (2021). Coping with Covid: Resources in Action A Resource Guide for Educators.

Sturm, D., Metz, A., & Daniels, J. (2021). Climate Crises: Helping Families Mitigate, Adapt, and Transition during Disruption. In Capuzzi, D. & Stauffer, M., Eds. (2021) *Foundations of couples, marriage, & family counseling*, Second edition. Wiley & Sons, Inc.

Sturm, D., Daniels, J. & Duggan, J. (2021). The climate crisis and mental health. In Derner, S. B., Ed. (2020) *The SAGE encyclopedia of multicultural counseling, social justice, and advocacy*. SAGE Publications.

Sturm, D. (2020). Environmental inequality and injustice. In Derner, S. B., Ed. (2020) *The SAGE encyclopedia of multicultural counseling, social justice, and advocacy*. SAGE Publications.

Sturm, D. (2020). Spotlight: Climate change and mental health. In Simmons, R., Lilley, S., & Kuhnley, A.K. (Eds). (in press). *Introduction to Counseling: Integration of Faith, Professional Identity, and Clinical Practice*. Dubuque, IA: Kendall Hunt.

Sturm, D. Nance, J. & Metz, A.\* (2020). Environmental Justice as Social Justice: An Invitation to Counselors. *Virginia Counselors Journal*.

Sturm, D., Daniels, J., Metz, A., Stauffer, M., & Reese, R. (2020) Fact sheet on climate change and mental health. *American Counseling Association*: Alexandria, VA.

Sutherland, T.D., & Kielty, M.L. (submitted for review to *Journal of Multicultural Counseling and Development*). African American pastors understanding and experiences providing mental health support.

Wang, F., Pait, K.,+ Acheson, K., Sternberger, L., Staton, A. R., & Shealy C. (2021). BEVI Assessment of Global Identity: Implications and Applications for International, Cross-Cultural, and Transformative Learning. In Frawley, J. (Ed.). *Cultural competence in higher education: Dilemmas, policies, and practice*. London, UK: Springer.

## **Presentations**

Echterling, L. G. (2020, November 12–14). *Meaning making in troubled times: Co-construction strategies for thriving*. [Paper presentation] Annual Conference of the Virginia Counselors Association, Williamsburg, VA, United States.

Evans, A., Sturm, D., & Staton, A. R. (2021, April ). *Countering Systemic and Institutional Discrimination: An Analysis of Allyship*. [Poster presentation] Annual Conference of the American Counselors Association.

LeBlanc, J and Kielty, M. L. (2021, October). *School-Family-Community Partnerships and the University: Responding to a Pandemic Together*. Association for Counselor Education and Supervision

LeBlanc, J., Gilligan, T. D., Kielty, M. L., Staton, A. R. (2020, November). *Enhancing Counselor Wellness and Building Workplace Resilience*. Annual Conference of the Virginia Counselors Association.

LeBlanc, J., Staton, A. R., Kielty, M. L., & Gilligan, T. D. (2021, April). *Preventing Teacher Burnout*. School Behavior Health Annual Conference. Myrtle Beach, SC.

Sturm, D., Daniels, J., Metz, A., Stauffer, M., & Reese, R. *Counselors & the Climate Crisis: Mental Health and Social Justice Advocacy Implications*. American Counseling Association Annual Conference. April 2021.

### **Invited Presentations/Workshops**

Coleman, S., Evans, A., & Liu, J.C. (2021), Panel Session, *AAAD Studies and Systemic Change in Science & Technology*, Harrisonburg, VA.

Hornsby, T., Fleitas, K., & Evans, A.M. (January 15, 2021). *How to be an ally and accomplice*. College of Health and Behavioral Studies, James Madison University, Harrisonburg, Virginia.

Echterling, L. G. (2020, March). *Preventing police suicide*. An invited address sponsored by the Harrisonburg Police Department Peer Support Team, Harrisonburg, VA.

Echterling, L. G. (2020, February). *Preventing suicide: Being a lifeline in crisis*. An invited address sponsored by the Rockingham-Harrisonburg Regional Crisis Intervention Team Training, Harrisonburg, VA.

Evans, A.M. & Bryson, B. (April 6, 2021). *Become a Justice, Diversity, Equity, and Inclusion (JEDI) Warrior*, College of Health and Behavioral Studies, James Madison University, Harrisonburg, Virginia.

Evans, A.M. (Spring 2021). *Power, privilege, and implicit bias*. Building Cultural Humility Workshop. College of Health and Behavioral Studies, James Madison University, Harrisonburg, Virginia.

Hornsby, T., & LeBlanc, J. (2021, March). Disseminating your SoTL Work. Part of presentation entitled “SoTL from Start to Finish,” James Madison University.

Kielty, M. L. (2020, April). *Mental Health and Navigating Crises: Coping with COVID*. Invited presentation to JMU Community for The James Madison Center for Civic Engagement, James Madison University, Harrisonburg, VA.

LeBlanc, J. (2020, October). Training Research-Practitioners in Helping Professions: A Community-Based Approach. Presentation given within College of Behavioral Health and Sciences, James Madison University.

LeBlanc, J., Koogler, A., & Strother, C. (2020, November). Spotlight on the Educators: Professional Advocacy for Seeking Support. Presentation for the Virginia New Teacher Support Program.

Sturm, D. *Counselors and the Climate Crisis: An opening conversation*. Presented to the South Dakota Counseling Association, February 2021.

Sturm, D. *Counselors and the Climate Crisis: An opening conversation*. Presented to the Louisiana Counseling Association, April 2021.

Sturm, D. *Counselors and the Climate Crisis: An opening conversation*. Presented to the Illinois Counseling Association, May 2021.

Sturm, D. *Counselors and the Climate Crisis: An opening conversation*. Presented to the Florida Counseling Association, June 2021.

Sturm, D. *Silk Climate Warriors Eco-Anxiety Psychoeducational Groups for Earth Day*, April 2021.

### **Podcasts & Continuing Education Videos**

Duggan, J. (Producer/Moderator), Allen, J. (Producer/Director) & Sturm, D. (Presenter). (2020). Climate Change and Mental Health: Counseling Ethics.

[Video]. In *ACA Video Series*. Alexandria, VA: American Counseling Association.

Duggan, J. (Producer/Moderator), Allen, J. (Producer/Director) & Sturm, D. (Presenter). (2020). Climate Change and Mental Health: Professional Counseling and Advocacy. [Video]. In *ACA Video Series*. Alexandria, VA: American Counseling Association.

Duggan, J. (Producer/Moderator), Allen, J. (Producer/Director) & Sturm, D. (Presenter). (2020). Climate Change and Mental Health: The Role of the Counselor. [Video]. In *ACA Video Series*. Alexandria, VA: American Counseling Association.

Echterling, L. G. (2020, December 21). *Resilience triggers* [Audio podcast]. If You Could See Me.

<https://www.spreaker.com/user/mhnrnetwork/echterling-final-podcast>.

## Grants

*Race-based trauma training symposium* (\$400, Co-PI). November 2020. Virginia Counseling Association Research Grant. Research.

*Rural interdisciplinary services and education: Unlimited potential (RISE-UP)*. (\$1,635,822, Program Director). Behavioral Health Workforce Education and Training for Professionals (HRSA-21-089). Training. (under review).

Stauffer, M., Reese, R., Sturm, D., & Daniels, J. Faculty Research Initiative Grant, Walden University. *Climate Change, Environmental Education and Student Mental Health: Assessing collaboration between school counselors and science educators*. Submitted June 2020. Awarded \$9,800.

James Madison University School Counseling and School Psychology entered into the *Virginia Partnership for School Mental Health* with the Virginia Department of Education and University of Virginia School

Counseling and School Psychology Programs. Students who complete practicum and internship experiences (\$500 per semester per student who participates) in Waynesboro or Staunton City schools receive stipends and signing bonuses (\$1500-\$3000 per student).