

**School Psychology and Counselor Education,
Clinical Mental Health Counseling Concentration, M.A./Ed. S
Program Handbook**



**JAMES MADISON UNIVERSITY
2024-2025**

Table of Contents

1. INTRODUCTION.....	4
2. ADMISSIONS PROCESS	8
3. MISSION STATEMENT, LEARNING OUTCOMES, AND EXPECTATIONS FOR STUDENTS	11
4. AID, HOUSING, PARKING AND ADVISING	16
6. OUR LEARNING COMMUNITY	23
7. PROGRESS REVIEWS, RETENTION, AND AWARDS	26
8. POLICIES AND DEADLINES	30
9. PRACTICUM.....	37
10. RESEARCH OPPORTUNITIES	42
11. COMPREHENSIVE EXAMINATION	44
12. ED.S. RESEARCH PROJECT.....	52
13. INTERNSHIP.....	56
14. ORGANIZATIONS	63
15. REFERENCES AND JOB SEARCH.....	65
16. COUNSELING PROGRAMS COMMITTEE AND FACULTY.....	66
17. CLINICAL MENTAL HEALTH COUNSELING CURRICULUM.....	70
18. COMPREHENSIVE ASSESSMENT PLAN AND ANNUAL REPORT	75
RESULTS	84
APPENDIX A - COUNSELING APPLICANT SCREENING FORM	94
APPENDIX B – LEARNING OUTCOMES AND KEY PERFORMANCE INDICATORS	95

<u>APPENDIX C - PLANNED GRADUATE COURSE SEQUENCE</u>	<u>101</u>
<u>APPENDIX D – PROGRESS REVIEW: COUNSELING PROGRAMS REQUIRED STUDENT DISPOSITIONS</u>	<u>102</u>
<u>APPENDIX E - REVIEW OF STUDENT PROGRESS, RETENTION, & DISMISSAL PROCEDURES</u>	<u>109</u>
<u>APPENDIX F - COUNSELING PROGRAMS COURSE OFFERINGS</u>	<u>114</u>
<u>APPENDIX G - COURSE CHECKLIST</u>	<u>115</u>
<u>APPENDIX H - COUNSELING PROGRAMS PROFESSIONAL DEVELOPMENT TRAVEL AWARD APPLICATION.....</u>	<u>116</u>
<u>APPENDIX I - CLINICAL MENTAL HEALTH COUNSELING COMPREHENSIVE EXAM EVALUATION</u>	<u>121</u>
<u>APPENDIX J - CLINICAL MENTAL HEALTH COUNSELING PRACTICUM SUPERVISOR EVALUATION OF STUDENT.....</u>	<u>124</u>
<u>APPENDIX K - CLINICAL MENTAL HEALTH COUNSELING ED.S. PROJECT EVALUATION</u>	<u>128</u>
<u>APPENDIX L - SAMPLE RESUME.....</u>	<u>131</u>
<u>APPENDIX M - SAMPLE REFERENCE SHEET</u>	<u>133</u>
<u>APPENDIX N - PSYC 790: CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP</u>	<u>134</u>
<u>APPENDIX O - CLINICAL MENTAL HEALTH COUNSELING PROGRAM STUDENT FOLDER CHECKLIST</u>	<u>137</u>
<u>APPENDIX P - DEPARTMENT OF GRADUATE PSYCHOLOGY APPLICATION FOR POSTER PRINTING</u>	<u>138</u>
<u>APPENDIX Q - INFORMED CONSENT AGREEMENT</u>	<u>139</u>
<u>APPENDIX R - COUNSELING PROGRAM EXIT SURVEY</u>	<u>141</u>
<u>APPENDIX S - THE HUB AND PROGRAM MATRICULATION</u>	<u>142</u>

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 with us.

The purpose of this handbook is to help you thrive and survive in graduate school. 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 the Clinical Mental Health Counseling Program. Please also let 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., Ed.S.), 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 official title, and your degree designation, is School Psychology and Counselor Education, Clinical Mental Health Counseling Concentration, M.A./Ed.S.

Our department is in the College of Health and Behavioral Studies (CHBS). We are also members of 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, identity, 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, 3-year 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.

Philosophy of Training

Our philosophy of training is 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 is 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 many class periods, 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 tasks 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 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 providing answers, we strive to demonstrate the knowledge, skills, and attitudes of counselors.

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 forget 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.

The current program director is A. Renee Staton, Ph.D., LPC, and clinical coordinator is Kenson Hiatt, Ph.D., LPC. Clinical Mental Health Counseling Ed.S. students provided over 3040 direct service hours, as well as 6000 hours of support and consultation in providing mental health counseling to the Harrisonburg, Staunton, and Rockingham and Augusta County areas.

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.



2. [Admissions Process](#)

The Clinical Mental Health Counseling Program requires evidence of promising undergraduate course work and GPAs, counseling-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 successful candidates must complete 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.

Applicants may apply online, where their information is securely stored and transmitted. Applicants need to submit their materials by the deadline identified on the Graduate School website 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, letters of reference, description of related experience, and a personal statement. 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 responsive counseling in the future. We alert the candidates that we will be asking them questions about their lived experiences and inviting them to be active, involved, and contributing participants in the intensive process of encountering one another.

We interview selected applicants in late winter/early spring. About 10 Clinical Mental Health Counseling applicants are selected from our interview sessions, which usually take place on a Friday and the following Monday. The entire session, if held on campus, takes about four hours because applicants are involved in a variety of activities:

- **Introduction.** When applicant arrive, they are welcomed by the program directors and provided a brief orientation to the interview session.
- **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.** When possible, current JMU counseling program students provides a lunch for the applicants, current students, and faculty members.

- **Guided tour**

If admissions interviews are held online, the process includes:

- **Small group discussion with graduate students**

- **Faculty interview**

- **Faculty follow-up**

- **Writing sample**

The Counseling Programs Committee review meeting takes place soon after the interviews. At this meeting, the committee assigns each applicant to either 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 will have:

- 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.

Once recommended by the counseling program faculty, 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 join on our online communication site: The CMHC Hub on Canvas. 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 a dedicated 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, many also serve in other communities 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.

As members of the Department of Graduate Psychology, we seek to create:

- An inclusive community of faculty, staff and students diverse in a variety of different ways, with diversity being defined as a broad concept that includes intersectionality and considers, but is not limited to - differences among people in age, class, culture, ability/disability, ethnicity, gender, gender identity and expression, immigration status, language, socioeconomic status, national origin, political ideology, race, education, occupation, marital and parental status, urban versus rural residence, religion, spirituality, veteran status, sex and sexual orientation;
- an environment of mutual respect, relying on an open exchange of ideas, perspectives, and worldviews;
- an environment free from harassment and discrimination, such as racism, sexism, homophobia, biphobia, or transphobia;
- an environment where diversity and multicultural elements are incorporated into the curriculum;
- a community of teachers and practitioners who are sensitive to the unique characteristics and needs of diverse populations;
- a community of culturally responsive members, with a culturally responsive person being defined as one who is aware of their thoughts and feelings and how these affect one's interactions with others, and whose verbal and nonverbal communication reflects sensitivity and appreciation for the diversity of others;
- an environment that encourages diversity-related scholarship, service and practice.

Our Indigenous Land and Enslaved Peoples Acknowledgement:

We also invite you to recognize the written histories of the Shenandoah Valley, the city of Harrisonburg, and our university's namesake, James Madison, as fractured.

Let us acknowledge then that we are currently on the land of the Indigenous Siouan, Algonquian, and

Haudenosaunee communities who lived here for many generations and who continue to be systematically erased by policies and practices that remove their histories from this place. Let us honor the enslaved people who built the wealth and foundation of James Madison. Let us recognize the histories of Virginia and the United States as complicit with the racism of white supremacy.

We recognize that these difficult histories persist in present-day racial realities and privileges at this university. We commit to dismantling racism in spaces of our work. We invite you to work beside us to create change.

Our Objectives

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 and program-specific expectations and are linked to the current CACREP standards. Appendix B provides more information.

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, but 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 recordings 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, students have access to [Timely Care](#), and 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 [Directory 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 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>. 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.

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. In addition, we ask that you read carefully and commit to endorsing the following: The Clinical Mental Health Counseling program at JMU is intended to prepare students to be ethical, effective, mental health counselors. As such, we ask our students and faculty to agree to endorse the ACA Code of Ethics, and to enter our learning community committed to supporting the following:

[American Counseling Association Position Statement: Preventing Discrimination and Harassment](#)

“The American Counseling Association is committed to nondiscrimination and to the prevention of harassment in all forms—verbal, physical, sexual, emotional, and psychological—including protections for transgender, gender non-conforming, and LGBTQ+ individuals.

Every human being on earth is unique and uniquely important. Each person embarks on the adventure of life guided by their own spirit, outlook, and traits of character. These facets help to shape and guide the course of every human journey. Everyone is equal on this path. No individual has the right or the authority to judge or mock another, or to force anyone to adhere to any type of societal norm.

Through its members, ACA strives to enhance quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity. ACA members help advocate for equity and fair treatment for all people and groups in order to end oppression and injustice affecting clients, students, families, communities, schools, workplaces, governments, and other social and institutional systems.

ACA and its members agree that all individuals have the right to be accepted for their unique and authentic self. ACA members consider it a privilege to work with—and on behalf of—people of all orientations, emphasizing multicultural competence and a respect for diverse views. We encourage our clients to be genuine and to work to find their own authentic self, even if that authentic self appears to be somewhat different from dominant social norms.

The ACA commitment to nondiscrimination and the prevention of harassment includes, but is not limited to, access to learning environments that are free of discrimination, bullying, and harassment; access to restrooms and changing facilities that are safe and affirming for gender non-conforming youth and adults; and use of preferred names.

ACA recognizes the stress and psychological impact of discrimination and is committed to helping counselors advocate for nondiscrimination policies and practices in their work settings and practices. Our goal is to ensure that everyone has a safe, unthreatened space to continuously build a vibrant, thriving self, which in turn can build a vibrant, thriving family, as well as a constantly evolving and improving community.

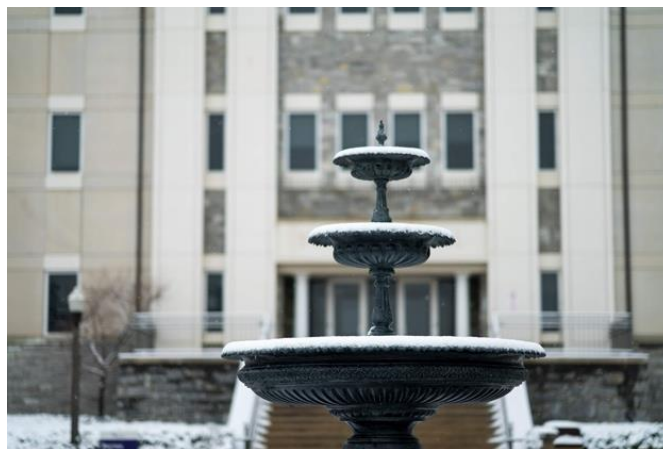
We respect and honor the unique human spirit that everyone—regardless of cultural attributes or sexual orientation—brings to our communities. At ACA, it is our goal to help make certain that everyone has an opportunity to grow and to achieve their full potential.”

The following resources from ACA may be helpful. Please feel free to contact the Program Director, [Renee Staton](#), if you have questions about these expectations.

[Read the complete text of the Advocacy Competencies](#) (PDF file)

The Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC) (**now SAIGE**) Competencies for Counseling Transgender Clients were approved by the ACA Governing Council in November 2009. These competencies provide 103 strategies. Read the complete text of the [ALGBTIC Competencies for Counseling Transgender Clients](#) (PDF file).

Related resources are [available here](#).



4. Aid, Housing, Parking and Advising

Assistantships

JMU has many 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 they discover. 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 [PageUp site](#). At this page, you click on the login 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 JMU email message 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.** Remember to be attentive 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 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, 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.

[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 the best resource at JMU for information about loans and other financial aid.

Housing

JMU does not have on-campus housing available for graduate students. Information about non-JMU sponsored housing can be found through the [Center for Off-Campus Life, Graduate Housing and on Facebook on the JMU Graduate Student Housing Forum page](#). 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.

Campus Resources

[JMU Career Clothes Closet](#): The JMU Career Closet is a clothing and accessory resource for all JMU students, with a specific focus on professional dress and interview attire. This is a donation-based resource, and students are welcome to take one complete outfit from the closet, free of charge.

[Diversity, Equity, and Inclusion Resources](#): This webpage links to organizations and offices on campus that provide a range of services supporting the diversity, equity, and inclusion efforts at JMU.

[Food Pantry](#): The pantry has started largely with shelf-stable goods, some hygiene products, and limited fresh produce. Everyone is welcome!

[THRIVE](#): THRIVE is dedicated to providing meaningful support and growth opportunities for graduate students of diverse perspectives Towards a Healthy Responsive Inclusively Valued Environment.
Parking

[Parking](#): If you plan to drive to campus, you need to obtain a parking permit. Take care when you park on campus 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. 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 Traditions

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 therefore try to bring everyone together to invite everyone's commitment to helping one another along the way.

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

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. Students who are intending to graduate must present at the Symposium. 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 a tradition of gathering together to express the collaborative and personal nature of our learning community.



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:

- 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 members are prepared to work as an ally and advocate for you whenever necessary.
- Use appropriate support services to realize your potential. Relevant support services include the [Counseling Center](#), [Center for Multicultural/International Student Services](#), [Reading and Writing Labs](#), [Disability Services](#), and [Student Health Center](#). The [Student Support Hub](#) is a helpful place to begin your search.
- 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 and the Hub

The Clinical Mental Health Counseling Program has its own [Canvas site](#): CMHC Hub. The Hub is a vital source of information for students, where resources are permanently stored, and program announcements, updates, and opportunities are broadcast. Please ensure that you have adjusted your settings on Canvas to allow notifications from the CMHC Hub.

In addition, please be advised that JMU email communication is considered the preferred method of communication between faculty and students. It is the student's responsibility to check their JMU email regularly and respond accordingly. 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>. 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.

Tea and Talk or Pizza/Process Gatherings

About once a month throughout the school year, we meet during lunch time to share information, feedback and suggestions on our experiences working together. The gatherings usually take place at 12:00 noon. Each semester, the [Empathic Times](#) extends an invitation and provides the specific dates and locations, and we try to follow up regularly with monthly communications called *A Few Notes*. These notes are also posted on our CMHC Hub on Canvas.

Counseling Programs Committee Meetings

The Counseling Programs faculty members meet from 10:00 a.m. to noon on the first Monday of each month during the academic year. Please let your program director know if you have ideas or suggestions you would like for the faculty to consider.

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 know, effective 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

Our program includes several 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 CACREP accreditation requirement 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 which will be posted on the CMHC Assessment Page in Canvas.

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

Supervision Assist

Beginning in the fall of 2020, incoming CMHC Students have used Supervision Assist to record counseling sessions (<https://supervisionassist.com/>). Supervision Assist is an online learning management platform that will record and store counseling student clinical (classroom and clinical placements) sessions with other students and clients. A HIPAA-approved tool, students are expected to demonstrate professionalism and appropriate ethical decision making in recording and retrieving the client sessions. Students are charged a one-time lab fee for access to Supervision Assist, for remote supervision and storage of counseling-related files. This fee is added to the overall JMU tuition and fees. More information can be found in the CMHC Program Informed Consent document.

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, Counseling Theories, and Developmental Psychology, 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 nondegree-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 while enrolled in practicum and before internship. The examination is conducted during finals week. Faculty will share the exact date for “comps” each semester. Read the section in this handbook on the comprehensive examination for more detailed information regarding the procedure.

Counseling Services for Currently Enrolled Students

In some cases, our students have been able to receive counseling services through CAPS or the JMU Counseling Center while currently enrolled in our program. Please know that, in order to protect client confidentiality and effectively manage dual relationships, being a client at a JMU-based facility may limit your practicum and internship options. In addition, CAPS and the Counseling Center may not have the capacity to see our students, so availability there may be limited. Students are therefore asked to consult with the program director prior to seeking or receiving counseling services at either of those locations. We understand that finding affordable and accessible counseling services in the community can sometimes be a challenge, and we will do our best to help you consider options. A list of local providers is included on the CMHC Canvas Hub, under the Resources tab, so we recommend beginning your search for a counselor by looking there first. We also help produce and distribute the [Comprehensive Directory of Mental Health Resources](#). Please visit the site and let us know if you have suggestions for additions.

Course Delivery and Faculty Expectations

The Counseling Programs at JMU value student learning. In accordance with JMU policy, faculty typically offer classes in person on the JMU campus. In some instances, we may offer online or hybrid options. Regardless of the method of course delivery, Counseling Programs faculty expect that students will demonstrate professional and appropriate behavior in the classroom. This includes arriving to class on time, participating in class discussions and completing assignments in a timely manner.

Please also remember that connecting remotely is typically limited, based on community health conditions and JMU policy. When online options are available, best practices suggest that online learners should designate a spot within their home or office that mimics the experience of being present in class. Kitchen tables, desks, or designated table/chair configurations are seen as professional and invite you into a professional interaction within the course. Also consider the sounds within your environment. If you have any environmental sounds, be sure to place yourself on mute. And if you have anyone else in the house or office who could inadvertently hear anything, headphones are best practices and necessary for HIPAA.

Expectations and Guidelines for Online Learning for JMU Counseling Programs

If an online option is offered, online learning will typically occur on [Canvas](#) and/or [Zoom](#). Make sure you:

- Understand how to use the JMU Canvas system: <https://canvas.jmu.edu/>
- Maintain proper access to reliable, high-speed internet so that you can watch videos and see course content, as well as submit assignments such as online quizzes and discussion question responses. If you do not have access to reliable, high-speed internet at home, you are able to use the resources on the JMU campus to access the course and complete required assignments

Technology Requirement:

It is expected that you have proper access to reliable, high-speed internet so that you can watch videos and see course content, as well as submit assignments such as online quizzes and discussion question responses.

Intellectual Property

Course materials prepared by the instructor, including the content of all lectures, are the property of the instructor. This material may not be reproduced, displayed, sold, modified or distributed without the express prior written permission of the copyright holder. Students may not participate in the distribution, sharing, or accessing of course material via the Internet or other means (including but not limited to assignments, exams, recordings and notes of the lectures, or other instructor-provided materials) without the written permission of the instructor, except between students who are both currently enrolled in this specific course.

Using Learning Analytics

We will use analytics on Canvas to monitor which activities you have viewed and how much time you are working on the course per week. These analytics and the following will contribute to your participation grade:

- logging into the course for organization purposes (viewing you schedule, tasks, checking announcements and grades)
- completing review of PowerPoints and watching entire videos as shared and completing assignments for each wee

Etiquette Expectations for Online Meetings (View this short Youtube video on Netiquette - [source](#))

It is important for you as a student to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. The purpose of the following information is to help you be a more effective and successful student when communicating via email, chat rooms, or on discussion boards as a part of your online learning activities.

Why etiquette is important to you as an online student

Proper conduct in an online class is just as important as in a face-to-face classroom with similar potential repercussions for failing to maintain decorum. Remember that in an online class it is common for a very substantial portion of your grade to be a function of how well you perform in online discussion areas and other “classroom participation” activities. Your ability to clearly and properly communicate in an online class can be every bit as important to your success as how you perform on multiple choice tests and written assignments.

Professionalism and Presentation

Overall, you should use common sense when communicating electronically. In the same way that you would present yourself in person to make a positive and constructive impression you should always do the same when taking an online course. Remember that the majority of what we communicate to others is in non-verbal ways (body language, voice inflection, etc.) and all you have in online courses is in a text form. Make sure your digital impression is a clear and positive one. Make sure your background is professional. Protect privacy by wearing headphones.

“Soft” Misconduct vs. Misconduct with Concrete Repercussions

Some forms of online misconduct are merely bothersome to others with the impact being limited to your instructor or fellow students finding you annoying and their being less likely to take your thoughts seriously. Other forms of online misconduct can potentially cross a line into the area of academic dishonesty and be treated no differently than cheating on an exam or plagiarizing a paper. It is therefore important that you take these guidelines seriously as they can have very real impact on your success as an online student. You want to avoid being guilty of misbehavior in both forms regardless of the level of impact. Below are specific instructions on how to be the most positive and effective digital communicator that you can be in all areas of communication, but most especially in your online classes.

GENERAL GUIDELINES

When communicating online, you should always:

- Treat your instructor(s) with respect, including in email or in any other online communication.
- Always use your professors’ proper title: Dr. or Prof., or if you're in doubt use Mr. or Ms. or stated pronouns
- Unless specifically invited, don’t refer to them by first name. Some will be OK called “Bob” and others will expect to be “Dr. Smith.”
- Use clear and concise language. Be respectful of readers’ time and attention.
- Remember that all graduate level communication should have correct spelling and grammar.
- Avoid slang terms and texting abbreviations.
- Use standard fonts that are optimized for online reading (e.g., sans serif) along with a consistent and readable size (12 or 14 pt.)
- Avoid using the caps lock feature in emails unless required for APA format.
- Limit and possibly avoid the use of emoticons. Not everyone knows how to interpret them.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken literally or offensively.
- Be careful sharing personal information online (both yours and others’).

- If you are in a healthcare course, follow HIPPA guidelines including not sending confidential patient information via e-mail or posting online.

DISCUSSION BOARD ETIQUETTE AND GUIDELINES

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material. If necessary, re-read the instructions from your instructor.
- Take your posts seriously and review and edit your posts before sending.
- Be as brief as possible while still making a thorough comment. Remember this is a discussion area, not a doctoral thesis.
- Always give proper credit when referencing or quoting another source. (Corollary: Don't copy and paste another student's post and claim it as original as that is essentially plagiarism.)
- Be sure to read all messages in a thread before replying.
- Don't repeat someone else's post without adding something of your own to it. (See corollary above regarding reuse of someone else's post.)
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point. The point of a discussion in an online course is to help you and your other students learn through in-depth consideration of important topics.
- Always be respectful of others' opinions even when they differ from your own. When you disagree with someone, you should express your differing opinion in a respectful, non-critical way. (Corollary: Do not make personal or insulting remarks.)
- Be open-minded as that is one of the major points of participating in an open classroom discussion.

EMAIL ETIQUETTE

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a clear and descriptive subject line as a way to give them a reason to open your email.
- Be brief. Don't make the reader have to scroll to read the entire message.
- Put the most important part at the very beginning. They may not read it to the end.
- Avoid attachments unless you are sure your recipients can open them. This is especially important with many people using smart -phones and tablet PCs to view email.
- Sign your message with your name and return e-mail address. Make sure they know how to contact you back.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message? (Corollary: Be sure you really want everyone to receive your response when you click, "reply all".)
- Similarly, be sure that the message author intended for the information to be passed along before you click the "forward" button.
- If you are sending an email while upset or angry, think about not sending it until you've cooled off. A 24-hour resting period is often a good idea.

SECURITY

Remember that your password is the only thing protecting you from pranks or more serious harm. Always follow JMU campus guidelines with respect to password security. Keep it private and never share it with anyone. If you have questions, call the campus service desk at helpdesk@jmu.edu. Their phone number is 540-568-3555 and web page is [Welcome to JMU Information Technology](#).

Change your password immediately if you think someone else might know it. (Call 540-568-3555 if you are having trouble with this). Always logout when you are finished using any secured system - especially if you are using a shared computer in a public place.

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 typically the semester before graduation. [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. As Clinical Coordinator for the Clinical Mental Health Counseling Program, Dr. Hiatt is the contact person for inquiries regarding practicum. Clinical Mental Health Counseling students complete their practicum experience at [Counseling and Psychological Services \(CAPS\)](#) or the [JMU Counseling Center \(CC\)](#). Students who have received counseling services at the JMU Counseling Center must complete their practicum experience at CAPS.

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. Per the ACA ethics standards, accreditation requirements, and program policies faculty and supervisors must consistently evaluate student performance throughout their clinical placement. As the client welfare is of primary importance, if a student exhibits dispositions or behaviors that has the potential to jeopardize the client's welfare – faculty may suspend the student from seeing clients. Suspension from seeing clients will align with university due process rules and requirements. In these cases, the student may elect to take a “W” and reduce their course load. If not, then since the student is unlikely to be able to meet course requirements, the student risks earning an “F” or “U” in the class.

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.

Please note that courses such as PSYC 695 Practicum require dedicated time each week for being present at the site, planning for sessions, seeing clients, and participating in supervision. These experiences offer engaging and provocative learning experiences that require your professional commitment in order to achieve a level of readiness that will enable you to move with confidence to the next step in your counseling training. The requirement for direct hours in these courses is therefore clearly communicated, and most students are able to meet those requirements. In the rare instance in which a student has not accrued the required number of hours (direct or indirect) to complete the course, they may, in consultation with their instructor and supervisor, and depending on availability at the site, ask permission to do one of the following:

1. If 75% of the direct hours have been successfully documented by the end of the semester, the student may continue the course for up to 5 weeks into the next semester. They must ensure their liability insurance is still active for this time.
2. If the student has not yet completed 75% of the direct hours by the end of the semester, they will be expected to enroll in an additional section of the course the following semester.
3. If the shortage occurs during spring semester, a summer enrollment *may* be possible depending on the site. This arrangement would need to be confirmed with the instructor

and site supervisor. For this reason, students should be sure to work with their course instructor and/or supervisor to plan for ensuring they are on track to meet their required hours.

Completing these courses while working full-time can be difficult to accomplish, so please discuss your plans and options with your advisor.

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, if available, containing related work samples.

The Clinical Coordinator will develop recommendations for placement which are then forwarded to the two practicum sites. Faculty from each site will then schedule interviews with students to confirm their placement at the site.

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.

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 must 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.

JMU 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 and nevertheless 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 or more 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 type of 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 must 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 may 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

Procedure

At the end of the semester in which you are enrolled in Practicum, if you are making satisfactory progress, you will be expected to 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. **To qualify for the comprehensive examination, you must have completed (at minimum) thirty-five direct client hours before examinations week.** If you have less than thirty-five direct client hours, you will automatically be scheduled for the next available comprehensive examination. ***NOTE: two copies of the comprehensive examination must be submitted to the Graduate Psychology Administrative Support Staff or directly to the faculty reviewers at least one week prior to your assigned exam date. Check with your exam reviewers directly to discuss how they prefer to access your materials.***

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.

The comprehensive examination takes place twice a year (fall and spring). The oral comprehensive evaluation with program faculty will be scheduled and hosted during examinations week.

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; and
- **a complete transcript and a written analysis of the recorded work sample.** The maximum **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.**

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?

Client 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.

Client 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 information:

- Brief background on the client, information on prior sessions and a summary of the outcome of those sessions;
- Intervention plan;
- 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.

Oral Examination

A team of two faculty members will schedule a meeting with you to ask questions based on the video segment and written analysis. 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.

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, but 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.
- **Reflect on your work.** There is no quick and easy 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.
- **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:

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

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 non-defensive 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.

You will be scheduled to complete your comprehensive examination during the semester that you are enrolled in 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 and guidance.



12. Ed.S. Research Project

“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 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 work may be included in the JMU Carrier Library permanent collection.

Preparing for Your Project

We have developed a course to help you work on the Ed.S. Project. The three-credit PSYC 800 course provides you with practical information, such as developing your ideas, preparing an annotated bibliography, selecting a committee, using APA Style, charting a timeline for completing your report, preparing a twenty-minute presentation, 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 out your project. Our students have completed some excellent 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.

Chair

You will work directly with your Psyc 800 faculty member to plan your Ed.S. project and identify, if you have not already done so, a faculty Chair. The Chair will lead the final meeting to approve your project and can assist you as you work through the course. You may work with any member of the core Counseling faculty to be the chair of your Ed.S. Research Project committee. 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 with your committee chair at the midpoint of the semester 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.

Committee

The committee typically consists of one chair and up to two readers. As mentioned earlier, you may choose any Counseling Programs faculty member to be your committee chair. Usually, the readers are the Psyc 800 faculty instructor as well as one other Counseling faculty member. You may elect to have an additional reader if this person has expertise relevant to your research project.

When planning your Ed.S. Project timeline, it's helpful to "think backward" from the date the project is due. You will complete most of the assignments in the PSYC 800 course and then present your work during the spring symposium. A sample timeline could look like this:

April 1: Complete assignments for PSYC 800. Continue to edit per faculty of record's feedback.
April (tba): Present at the spring symposium.
April 17: Project due to The Graduate School

If you follow this timeline, you should make sufficient progress in preparing the project for faculty review.

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.

Project Options

We allow flexibility in the format of the Eds Project. You don't have to follow a thesis format of having chapters that include an introduction, extensive literature review, analysis, and conclusions and recommendations for counselors. Instead, the form of your project can vary according to your professional interests, based on consultation with your chair. For instance, you may choose to demonstrate evidence-based practices through a case study; or develop a training manual, needs assessment, resource directory, or article manuscript.

With this greater flexibility, we are encouraging you to create a project that will do more than simply fulfill a degree requirement. We invite you to consider developing a product that will help you develop your own expertise while contributing helpful information to the counseling profession. You can then consider sharing this product with other counselors by giving a presentation at a conference or writing an article for publication. Prior to choosing any specific format, please consult with your chair and ensure that you have their support. Important note: Your chair has final approval over the format of your EdS project, so choosing a chair and scheduling a planning meeting early is a vital part of this process.

The format for your project 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 presentation to the chair and each member of your committee.

Oral Presentation

Oral presentations will typically be held by the last week of classes during the fall semester or by early April during the spring semester. In addition to discussing your final report, students may use this opportunity to practice their formal Spring Symposium presentation, which takes place in mid- to late April. Students are also encouraged to consider presenting their work at the annual Virginia Counselors

Association Conference or the Virginia Counseling Graduate Students Conference.

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 their deadline. The Graduate School website and our regular newsletters publish 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 project **at least one week before** the project 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 research project in time, you must register for PSYC 799 Directed Research Continuance. 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 research projects available for you to review through

the JMU Library website. 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 Psychological Sciences 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.

Please note that courses such as PSYC 790 Internship require dedicated time each week for being present at the site, planning for sessions, seeing clients, and participating in supervision. These experiences offer engaging and provocative learning experiences that require your professional commitment in order to achieve a level of readiness that will enable you to move with confidence to the next step in your counseling training. The requirement for direct hours in these courses is therefore clearly communicated, and most students are able to meet those requirements. In the rare instance in which a student has not accrued the required number of hours (direct or indirect) to complete the course, they may, in consultation with their instructor and supervisor, and depending on availability at the site, ask permission to do one of the following:

1. If 75% of the direct hours have been successfully documented by the end of the semester, the student may continue the course for up to 5 weeks into the next semester. They must ensure their liability insurance is still active for this time.
2. If the student has not yet completed 75% of the direct hours by the end of the semester, they will be expected to enroll in an additional section of the course the following semester.

If the shortage occurs during spring semester, a summer enrollment *may* be possible depending on the site. This arrangement would need to be confirmed with the instructor and site supervisor.

Completing these courses while working full-time can be difficult to accomplish, so please discuss your plans and options with your advisor.

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 the site supervisor's orientation 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. Per the ACA ethics standards, accreditation requirements, and program policies faculty and supervisors must consistently evaluate student performance throughout their clinical placement. As the client welfare is of primary importance, if a student exhibits dispositions or behaviors that has the potential to jeopardize the client’s welfare – faculty may suspend the student from seeing clients. Suspension from seeing clients will align with university due process rules and requirements. In this case, the student may elect to take a “W” and reduce their course load. If not, then since the student is unlikely to be able to meet course requirements, the students risks earning an “F” or “U” in the class.

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. Hiatt is currently serving in this role.

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.

Potential Clinical Mental Health Counseling Internship Sites - You are not limited to these sites!

Please note that contact information changes regularly, so check the organization’s website prior to making personal contact.

Adagio House

<https://www.adagiohouse.org/>

Arrow Project - Staunton

<http://arrow-project.org/>

Bridgewater College Counseling Center

<https://www.bridgewater.edu/life-at-bridgewater/health-and-wellness/>

Community Counseling Center

<https://hbccc.org/>

Harrisonburg, VA 22801 - (540) 433-1546 - office@hbccc.org

Commonwealth Center for Children and Adolescents

www.ccca.dbhds.virginia.gov/

PO Box 400 Staunton, VA 24401

(540) 332-2100

Usually contacted through school to apply for internship

Each dept has interns, CMHC students would be working under a Substance Abuse counselor Paul

Harmon (540-332-2109)

Counseling and Psychological Services

<https://www.iihhs.jmu.edu/caps/>

James Madison University Harrisonburg, VA 22807

Email resume and cover letter by 2/15/2021

Counseling Center (Externship)

<https://www.jmu.edu/counselingctr/index.shtml>

James Madison University Harrisonburg, VA 22807

Look under “Externship” tab on main website

<https://www.jmu.edu/counselingctr/training/eds-externship.shtml>

Eastern Mennonite University Counseling Center

<https://emu.edu/studentlife/counseling/>

Education Transformation Centre

<https://etcnow.org/>

Charlottesville, VA

Dr. Delores Carr

(434) 484-0964

Family Preservation Services

<https://fpscorp.com/>

26 Rolla Mill Road Staunton, VA 24481

Alexia Rosen arosen@fpscorp.com regional director

Family Service of Roanoke Valley

<https://www.fsrv.org/>

360 Campbell Ave., SW Roanoke, VA 24016

Clinical Internship <https://fsrv.org/volunteers/>

Sarah Harig, Clinical Program Manager (540-795-4699)

Harrisonburg/Rockingham CSB

<https://www.hrcsb.org/>

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

Booklet of possible internships: <https://www.hrcsb.org/wp-content/uploads/2016/07/Internship-Booklet-Final.pdf>

Sentara Behavioral Health

[Sentara Behavioral Health Services](#)

Life Works Professional Counseling, PLLC

8767 Seminole Trail Suite 101

Ruckersville, VA 22968

(434)990-1744 Office

<https://www.lifeworksprofessionalcounseling.com>

Maxine Platzer Lynn Women's Center

<http://womenscenter.virginia.edu/>

University of Virginia, Charlottesville, VA 22908-0588

Northwestern Community Services

<http://www.nwcsb.com/>

23 W. Main St. Luray, VA 22835

540-743-4548

[Careers](#)

Northwestern Community Services Woodstock

<http://www.nwcsb.com/>

494 North Main Woodstock, VA 22664

<http://www.nwcsb.com/jobs.php>

Dorothy Harriman - dharriman@nwcsb.com

Ready Kids

<https://readykidseville.org/>

Region Ten CSB

<http://regionten.org/>

Multiple Locations – Charlottesville and surrounding area

Curt Gleeson - john.gleeson@regionten.org

Rockbridge Community Services Board <https://www.racsb.org/>

241 Greenhouse Road, Lexington, VA 24450

Call and ask for Greg Hornback

Sexual Assault Resource Agency <http://www.saracville.org/>

Charlottesville, VA

South Central Counseling Center

<https://www.southcentralcounselinggroup.com/contact-us.html>

U of Richmond Counseling and Psychological Services

<https://caps.richmond.edu/>

University of Richmond 410 Westhampton Way

Richmond, VA 23173

<https://caps.richmond.edu/training/index.html#caps-outreach-internship>

Valley Community Services

<http://www.myvalleycsb.org/>

85 Sanger's Lane Staunton, VA 24401

Tonia Taylor (ttaylor@vcsb.org) & Jane Fetterman (jfetterman@vscb.org)

Western State Hospital

<http://www.wsh.dbhds.virginia.gov/>

103 Valley Center Drive Staunton, VA

<http://www.wsh.dbhds.virginia.gov/volfaqs.htm#q7>

Director of Rehab Jim Stevens, OTR/L jim.stevens@dbhds.virginia.gov 540-332-8334

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 significantly. The association's excellent website offers extensive information, materials and services. Apply online, and consider your interests in any of their divisions.

[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 \(VACES\)](#). 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.

JMU Psychology Graduate Student Council

The [JMU Psychology Graduate Student Council \(PGSC\)](#) 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, they reserve 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 and Dr. Michele Kielty coordinates the School Counseling 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.

Stephanie Crockett (Old Dominion University) Counselor preparation, professional counseling issues and trends.

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

Kenson Hiatt (William and Mary) Spirituality, counseling supervision.

Michele Kielty (University of North Carolina at Greensboro) School counseling, mindfulness, spirituality and counseling.

Joe LeBlanc (University of North Carolina Greensboro) School counseling, leadership.

A. Renee Staton (University of Virginia) Multicultural aspects of counseling, gender 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)

Program Director's Meeting (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, as needed)

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;
- Maintaining evaluations from students, site supervisors, and university supervisors;
- Responding to inquiries regarding practicum and internship;
- Communicating with practicum and internship site supervisors at the beginning, mid-point, and end of the semester; additional meetings will be schedule as needed to support students;
- Conducting appropriate supervisor training sessions;
- Working with practicum and internship faculty to ensure timely and responsive communication with site supervisors;
- 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 [2024 Curriculum Standards](#).

In addition, CACREP (2024) has established specific standards for Clinical Mental Health Counseling Programs, viewable [here](#).

Clinical Instruction

Practicum: The 2024 CACREP standards related to practicum, linked [here](#), specify:

Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of eight weeks consistent with the institution's academic calendar.

Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.

In addition:

Throughout the duration of the practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

- a counselor education program core or affiliate faculty member, or
- a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
- a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

Throughout the duration of the practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

- a counselor education program faculty member or
- a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

Internship: The 2024 CACREP standards related to internship, linked [here](#), specify:

After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area.

Internship students complete a minimum of 240 hours of direct service with actual clients.

In addition:

Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

- a counselor education program faculty member, or
- a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
- a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

- a counselor education program faculty member or
- a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

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. Therefore, our graduates are 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

This document is provided as an advising resource only. [Official curriculum requirements are listed in the JMU Graduate Catalog](#). In the case of discrepancies, the University Catalog is the official curriculum students must follow. This document was reviewed by Renee Staton on June 30, 2024.

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

Required Courses:

- PSYC 600. Introduction to Measurement and Statistics
- PSYC 607. Evaluation and Appraisal 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: Special Topics
- PSYC 749. Multicultural Perspectives of Intervention
- PSYC 760. Ethics, Supervision, and Consultation for Counselors
- PSYC 790. Internship in Clinical Mental Health Counseling (two semesters)
- PSYC 800. Educational Specialist Research Project (3 hours) **OR** PSYC 700. Thesis Research (6 hours) *

Elective. Each student will take one 3 credit hour elective course.

Possible Elective Courses. Please note that course offerings vary and not all are available every semester:

- PSYC 601. Special Topics. Topics typically include Human Sexuality, Grief and Trauma, and other

areas based on faculty availability.

PSYC 680. Independent Study

PSYC 752. Theory and Practice of Play Therapy

PSYC 768. Couple and Family Counseling

*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.

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: Special Topics

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. Evaluation and Appraisal Procedures in Counseling

PSYC 669. Career Development

PSYC 695. Practicum (if not taken previous fall)

PSYC 760. Ethics, Supervision, and Consultation for Counselors

Third Year

Fall semester

PSYC 600. Introduction to Measurement and Statistics

PSYC 790. Internship (1st 3 hours)

PSYC ... Elective if available (May also be taken in the spring)

Spring semester

PSYC 790. Internship (2nd 3 hours)

PSYC 800. Ed.S. Research Project

PSYC ... Elective if available (If not completed in the fall)

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, in these situations you'll need to think ahead and work with your adviser to make a clear plan for completion: 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.

Students should also note that courses such as PSYC 695 Practicum and PSYC 790 Internship require dedicated time each week for being present at the site, planning for sessions, seeing clients, and participating in supervision. These experiences offer engaging and provocative learning experiences that require your professional commitment in order to achieve a level of readiness that will enable you to move with confidence to the next step in your counseling training. The requirement for direct hours in these courses is therefore clearly communicated, and most students are able to meet those requirements. In the rare instance in which a student has not accrued the required number of hours (direct or indirect) to complete the course, they may, in consultation with their instructor and supervisor, and depending on availability at the site, ask permission to do one of the following:

1. If 75% of the direct hours have been successfully documented by the end of the semester, the student may continue the course for up to 5 weeks into the next semester. They must ensure their liability insurance is still active for this time.
2. If the student has not yet completed 75% of the direct hours by the end of the semester, they will be expected to enroll in an additional section of the course the following semester.

As specified earlier in this handbook, if the shortage occurs during spring semester, a summer enrollment may be possible depending on the site. This arrangement would need to be confirmed with the instructor and site supervisor.

Completing these courses while working full-time can be difficult to accomplish, so please discuss your plans and options with your advisor.

Finally, please note that Graduate Assistantships require students to be enrolled for at least 9 hours. It may be possible to take fewer courses during one semester and request a formal Underload from the Graduate School. This option is not guaranteed by TGS, so students are encouraged to think ahead and plan their course of study carefully.

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:

Academic Degree Program: Clinical Mental Health Counseling, Ed.S.

Department Head: Robin Anderson

Assessment Coordinator: Renee Staton

2023-2024 Academic Year

In accordance with CACREP (2016) standards regarding Evaluation in the Program, 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 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. The program provides the coursework necessary for students to become Licensed Professional Counselors in community mental health centers, community agencies, mental health facilities, and private practice settings. Accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the three-year, 60-credit-hour program leads to the awarding of both the Master of Arts and the Educational Specialist degrees. Graduates are also eligible to become Board Certified Counselors.

We offer small, experiential classes that rarely involve more than eight to ten students. Our dynamic and student-focused faculty members have been the recipients of national ACES awards, along with numerous other honors at the regional, state, university, college, and department levels. Students receive constant feedback and supervision throughout their training. We place great emphasis on personal and professional growth and the practical application of skills at our on-campus practicum and community-based internship sites.

During the 2023-2024 academic year, 27 students were enrolled in the JMU Clinical Mental Health Counseling Program. The total number of graduates during this academic year was 10. In recent years, we have typically admitted nine or ten students into the Clinical Mental Health Counseling Program each fall semester. Our full-time students complete the program in three years and our part-time students usually complete the program in five years. Our completion rate for full-time and part-time students in the Clinical Mental Health Counseling Program for the graduating cohort was 100%.

Objectives and Course Experiences

The JMU Clinical Mental Health Counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), which has released new standards effective for the 2024 academic year. Our faculty strive to ensure that we meet CACREP requirements while also addressing students’ unique and emerging needs and interests. We have therefore worked to adjust our curriculum to respond to the new standards while also responding to the needs of our own learning community.

Provided below are:

- I. The assessment results of our fall 2023-2024 assessment cycle;
- II. Our updated crosswalk of CACREP 2024 standards and our curricular Key Performance Indicators; and
- III. Our program plan for assessing students’ multicultural counseling skills and awareness over time.

I. Assessment Results of our Fall 2023-2024 Assessment Cycle

Course/Learning Experiences, mapped to 2016 CACREP standards

Student Learning Objective	Courses/Experiences Mapped to the Objective		
	Introductory	Practice	Mastery
1. Professional and Ethical practice	Psyc 630 midterm 2*	Psyc 760 supervision summary 1	Psyc 790 case presentations

		Comprehensive exam 3	3
2. Cultural competence and self-awareness	Psyc 630 research paper 1	Psyc 749 time 1/time 2 reflection 2	Psyc 749 cross cultural counseling 3
3. Developmentally appropriate approaches	Psyc 614 midterm 2	Psyc 614 reflection paper 1	Psyc 614 research paper 3
4. Appropriate career counseling	Psyc 669 notecards 1	Psyc 669 literature review 3	Psyc 790 case presentations 2
5. Evidence-based counseling	Psyc 661 counseling session 2	Psyc 695 counseling sessions/evaluation 3 Comprehensive exam 3	Psyc 790 case presentations 3
6. Relevant assessment procedures	Psyc 607 personal assessment project 3	Psyc 695 counseling sessions/evaluation 2	Psyc 790 case presentations 3
7. Research evaluation	Psyc 630 midterm 1	Psyc 600 program evaluation project 2	Psyc 800 EdS project 3
8. Key clinical mental health counseling competencies	Psyc 664 counseling tapes 2	Psyc 695 counseling sessions/evaluations 3 Comprehensive exam 3	Psyc 790 case presentations 3

***Note: Number indicates level of coverage with higher scores indicating more in-depth coverage.**

Methodology

Objective	Description of Instrument used to Assess Objective	Direct/Indirect
1. Professional and Ethical practice	Comprehensive exam rubric – This rubric covers the 8 CACREP standards as well as the JMU CMHC standards Internship supervisor evaluation form –This form covers the 8 CACREP standards as well as the JMU CMHC standards. Supervisors vary by site, but course instructors are consistent for all students in a given semester. Course instructors also provide evaluation feedback.	D – student is observed D – student is observed
2. Cultural competence and self-awareness	Psyc 749 Cross cultural counseling evaluation rubric - Rubric covers multiple objectives associated with the CACREP Social and Cultural Diversity standard	D – student is observed

3. Developmentally appropriate approaches	Psyc 614 Research paper evaluation rubric – Rubric covers multiple objectives associated with the CACREP Human Growth and Development standard.	I - assessment is based on written product
4. Appropriate career counseling	Psyc 669 Literature review evaluation rubric - Rubric covers multiple objectives associated with the CACREP Career Counseling standard	I - assessment is based on written product
5. Evidence-based counseling	Psyc 695 and Psyc 790 case presentation evaluations and supervisor evaluation forms – These evaluations cover multiple objectives associated with the CACREP Counseling and Helping Relationships standard Comprehensive exam rubric –This rubric covers the 8 CACREP standards as well as the JMU CMHC standards	D – student is observed D – student is observed
6. Relevant assessment procedures	Psyc 607 personal assessment project rubric – This rubric covers multiple objectives associated with the CACREP Assessment and Testing standard	I - assessment is based on written product
7. Research evaluation	Psyc 800 EdS project evaluation rubric - This rubric covers multiple objectives associated with the CACREP Research and Evaluation standard	D – student is observed
8. Key clinical mental health counseling competencies	Psyc 695 and Psyc 790 case presentation evaluations and supervisor evaluation forms - These evaluations cover multiple objectives associated with the CACREP Counseling and Helping Relationships standard Comprehensive exam rubric –This rubric covers the 8 CACREP standards as well as the JMU CMHC standards Progress Reviews – The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Clinical Mental Health Counselors	D – student is observed D – student is observed D – student is observed

Desired Results:

Objective	Instrument	Desired result	Justification for desired result
1. Professional and Ethical practice	Comprehensive exam rubric	100% pass result by 2 nd attempt	Combined faculty experience has indicated these pass rates are necessary for successful progress through the

	Internship case presentation rubric	95% of all evaluations at level 2, indicating sufficient mastery, by completion of second semester	program and ultimately to suggest the student is prepared for post-graduation practice.
2. Cultural competence and self-awareness	Psyc 749 Cross cultural counseling evaluation rubric	90% of evaluation scores at level 2, indicating sufficient mastery, after peer consultation	Recent research (Goodwin, Coyne, & Constantino, 2018) has highlighted the contextual demands for competence; therefore, students are provided consultation as well as evaluation to ensure they meet this standard.
3. Developmentally appropriate approaches	Psyc 614 Research paper evaluation rubric	90% of evaluation scores indicate level 2 (mastery)	The breadth of considerations students are expected to cover in the research paper are purposefully designed to allow faculty to assess understanding of content.
4. Appropriate career counseling	Psyc 669 Literature review evaluation rubric	90% of evaluation scores indicate level 2 (mastery)	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.
5. Evidence-based counseling	Psyc 695 and Psyc 790 case presentation evaluations Comprehensive exam rubric	95% of all evaluations at level 2, indicating mastery, by completion of second semester 100% pass result by 2 nd attempt	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.
6. Relevant assessment procedures	Psyc 607 personal assessment project rubric	90% of all evaluations at level 2, indicating mastery	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
7. Research evaluation	Psyc 800 EdS project evaluation rubric	90% of evaluation scores indicate level 2 (mastery)	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.
8. Key clinical mental health counseling competencies	<p>Psyc 695 and Psyc 790 case presentation evaluations</p> <p>Comprehensive exam rubric</p> <p>Progress Reviews</p>	<p>95% of all evaluations at level 2, indicating mastery, by completion of second semester</p> <p>100% pass result by 2nd attempt</p> <p>100% satisfactory after any necessary remediation plan</p>	<p>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.</p> <p>Progress reviews include faculty evaluations of students' Professional and Ethical Behavior and Academic Behavior, as well as professional expectations of Clinical Mental Health Counselors. 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.</p>

Timing of Assessment

Objective	Instrument	Students sampled	Sample size	Timepoint(s)	Motivation
1. Professional and Ethical practice	<p>Comprehensive exam rubric</p> <p>Internship case presentation rubric</p>	All students	<p>4 (portion of 2nd year cohort)</p> <p>4 (3rd year cohort)</p>	Semester after completion of Psyc 695, typically students' second year	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.
2. Cultural competence and self-awareness	Psyc 749 Cross cultural counseling evaluation rubric	All students	6 (1 st year cohort)	At completion of Psyc 749, typically students' 1 st year	This instrument is one aspect that contributes to the overall evaluation of a required course. Students are usually

					fairly motivated to earn an A in the course.
3. Developmentally appropriate approaches	Psyc 614 Research paper evaluation rubric	All students	8 (1 st year cohort)	At completion of Psyc 614, typically students' 1 st year	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.
4. Appropriate career counseling	Psyc 669 Literature review evaluation rubric	All students	8 (2 nd year cohort)	At completion of Psyc 669, typically students' 2 nd year	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.
5. Evidence-based counseling	Psyc 695 and Psyc 790 case presentation evaluations Comprehensive exam rubric	All students	10 (2 nd and 3 rd year cohort) 4 (portion of 2 nd year cohort)	At completion of Psyc 695 and 790, typically during students' 2 nd and 3 rd years	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.
6. Relevant assessment procedures	Psyc 607 personal assessment project rubric	All students	8 (1 st year cohort)	At completion of Psyc 607, typically students' 2 nd year	This instrument is one indicator considered in the course evaluation. Students are motivated to earn an A in the course because they understand that assessment is a practice component of Clinical Mental Health Counseling.
7. Research evaluation	Psyc 800 EdS project evaluation rubric	All students	4 (3 rd year cohort)	At completion of Psyc 800, typically	Students must successfully complete the EdS project in order to graduate.

				students' 3 rd year	They are highly motivated.
8. Key clinical mental health counseling competencies	Psyc 695 and Psyc 790 case presentation evaluations	All students	10 (2 nd and 3 rd year cohort)	At completion of Psyc 695 and 790, typically during students' 2 nd and 3 rd years	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.
	Comprehensive exam rubric		4 (portion of 2 nd year cohort)	At completion of Psyc 695	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.
	Progress Reviews		22 (All students)	Each semester	

Validity Evidence

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 disposition and our key clinical mental health counseling competencies via our Progress Review process. Although one faculty member, at a minimum, provides qualitative comments for a student, often one or more additional faculty members will draft comments as well. The comments are consolidated in our Progress Review meeting, and we discuss our respective evaluations prior to collaborating to complete the student's Progress Review form.

Similarly, two faculty members evaluate our students' comprehensive examination materials individually and enter the student's defense meeting with their own comments and observations.

After the student's presentation, faculty discuss their respective evaluations and collaborate to complete the student's rubric. Our combined evaluations continue to assist us in determining the validity of the specific measures identified in the table below.

Objective	Instrument	Evaluator	Progress review relevance?
1. Professional and Ethical practice	Comprehensive exam rubric Internship case presentation rubric	2 core faculty members Adjunct faculty members with at least 5 years licensed clinical experience	Yes
2. Cultural competence and self-awareness	Psyc 749 Cross cultural counseling evaluation rubric	Core faculty member	Yes
3. Developmentally appropriate approaches	Psyc 614 Research paper evaluation rubric	Core faculty member	
4. Appropriate career counseling	Psyc 669 Literature review evaluation rubric	Core faculty member	
5. Evidence-based counseling	Psyc 695 and Psyc 790 case presentation evaluations Comprehensive exam rubric	Core and adjunct faculty members with at least 5 years licensed clinical experience 2 core faculty members	Yes
6. Relevant assessment procedures	Psyc 607 personal assessment project rubric	Licensed, adjunct faculty member with expertise in assessment and counseling	

7. Research evaluation	Psyc 800 EdS project evaluation rubric	At least 2 core faculty members	
8. Key clinical mental health counseling competencies	Psyc 695 and Psyc 790 case presentation evaluations Comprehensive exam rubric Progress Reviews	Core and adjunct faculty members with at least 5 years licensed clinical experience 2 core faculty members All core faculty members	Yes

Results

Objective	Historical Results			
	Instrument	Prior results	Prior results	This year's results
1. Professional and Ethical practice	1. Comprehensive exam rubric	100% pass at 2 nd attempt	100% pass at 1 st attempt	100% pass at 1 st attempt
	Internship case presentation rubric	100% pass at Practice level	100% pass at Practice level	100% pass at Practice level
2. Cultural competence and self-awareness	2. Psyc 749 Cross cultural counseling evaluation rubric	96% of evaluation scores at level 2, indicating sufficient mastery, after peer consultation	96% of evaluation scores at level 2, indicating sufficient mastery, after peer consultation	95% of evaluation scores at level 2, indicating sufficient mastery, after peer consultation
3. Developmentally appropriate approaches	3. Psyc 614 Research paper evaluation rubric	96% of evaluation scores indicate level 2 (mastery)	95% of evaluation scores indicate level 2 (mastery)	95% of evaluation scores indicate level 2 (mastery)
4. Appropriate career counseling	4. Psyc 669 Literature review evaluation rubric	100% of evaluation scores indicate level 2 (mastery)	96% of evaluation scores indicate level 2 (mastery)	98% of evaluation scores indicate level 2 (mastery)
5. Evidence-based counseling	5. Psyc 695 and Psyc 790 case presentation evaluations	95% of all evaluations at level 2, indicating mastery, by completion of	100% of all evaluations at level 2, indicating mastery, by	100% 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	completion of second semester of internship.	second semester of internship.
6. Relevant assessment procedures	6. Psyc 607 personal assessment project rubric	95% of all evaluations at level 2	100 % of all evaluations at level 2	95 % of all evaluations at level 2
7. Research evaluation	7. Psyc 800 EdS project evaluation rubric	100% of evaluation scores indicate level 2 (mastery)	100% of evaluation scores indicate level 2 (mastery)	100% of evaluation scores indicate level 2 (mastery)
8. Key clinical mental health counseling competencies	8. Psyc 695 and Psyc 790 case presentation evaluations Comprehensive exam Progress Reviews	95% of all evaluations at level 2, indicating mastery, by completion of second semester of internship. 100% pass at Practice level 88% satisfactory after any necessary remediation plan. One student counseled out of program	100% of all evaluations at level 2, indicating mastery, by completion of second semester of internship. 100% pass at Practice level 100% satisfactory after any necessary remediation plan. One student adjusting course sequence in response to program feedback.	100% 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 100% pass at Practice level 100% satisfactory after any necessary remediation plan.

Objective	Interpretation
1. Professional and Ethical practice	We feel confident in our ability to help students learn the core competencies associated with professional and ethical practice. We also rely on the combination of data obtained from both the comprehensive exam and the internship experiences to make our determinations regarding student learning in this area.

2. Cultural competence and self-awareness	We continue to offer students the opportunity to assume active advocacy roles in response to on-campus and state-wide DEI and anti-racism initiatives.
3. Developmentally appropriate approaches	Aspects of the research paper were emphasized in the case conceptualization workshop.
4. Appropriate career counseling	These results are as expected.
5. Evidence-based counseling	Students typically score in our desired range regarding this domain. Our case conceptualization workshop emphasizes evidence-based practice, as does the Psyc 760 Ethics, Supervision, and Consultation course.
6. Relevant assessment procedures	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.
7. Research evaluation	These results are typical for our students' performance in the EdS project.
8. Key clinical mental health counseling competencies	As mentioned above, students typically score in our desired range regarding this domain. The actions we have taken regarding objective 5 are also relevant for this objective.

Dissemination of Results

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 are 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 is also shared with the counseling program faculty, our department head, our Advisory Board (instituted this academic year), and made available to students and other counseling constituents via our program website.

Additional Information

We had no student remediation processes this year, all 2nd year students successfully completed the comprehensive exam process, and all 3rd year students successfully presented at the Graduate Psychology Symposium.

II. Updated Crosswalk of CACREP 2024 Standards and our Curricular Key Performance Indicators – Note that our specific KPIs are currently under development

Coverage of the 8 Core Areas		
Standard	CMH Course, Coverage CMH Primary Course (Module, Reading, Assignment)	CMH Course, Coverage (Module, Reading, Assignment)
A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE		
1. history and philosophy of the counseling profession and its specialized practice areas	Psyc 630	Psyc 790
2. the multiple professional roles and functions of counselors across specialized practice areas	Psyc 630	Psyc 760
3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management	Psyc 630	Psyc 760
4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success	Psyc 630	Psyc 749
5. the role and process of the professional counselor advocating on behalf of the profession	Psyc 630	Psyc 760
6. professional counseling organizations, including membership benefits, activities, services to members, and current issues	Psyc 630	Psyc 790
7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	Psyc 630	Psyc 790
8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas	Psyc 630	Psyc 749
9. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession	Psyc 630	Psyc 669
10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	Psyc 630	Psyc 760
11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	Psyc 630	Psyc 661

12. the purpose of and roles within counseling supervision in the profession	Psyc 760	Psyc 695
B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES		
1. theories and models of multicultural counseling, social justice, and advocacy	Psyc 749	Psyc 668
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews	Psyc 749	Psyc 668
3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors	Psyc 749	Psyc 668
4. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally	Psyc 749	Psyc 668
5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients	Psyc 749	Psyc 668
6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness	Psyc 749	Psyc 668
7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities	Psyc 749	Psyc 668
8. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship	Psyc 749	Psyc 668
9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Psyc 749	Psyc 668
10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities	Psyc 749	Psyc 710
11. the role of religion and spirituality in clients' and counselors' psychological functioning	Psyc 749	Psyc 685
C. LIFESPAN DEVELOPMENT		
1. theories of individual and family development across the lifespan	Psyc 614	Psyc 668
2. theories of cultural identity development	Psyc 614	Psyc 749
3. theories of learning	Psyc 614	Psyc 661
4. theories of personality and psychological development	Psyc 614	Psyc 685

5. theories and neurobiological etiology of addictions	Psyc 614	Psyc 663
6. structures for affective relationships, bonds, couples, marriages, and families	Psyc 614	Psyc 668
7. models of resilience, optimal development, and wellness in individuals and families across the lifespan	Psyc 614	Psyc 668
8. models of psychosocial adjustment and adaptation to illness and disability	Psyc 614	Psyc 685
9. the role of sexual development and sexuality related to overall wellness	Psyc 614	Psyc 668
10. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	Psyc 614	Psyc 685
11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	Psyc 614	Psyc 685
12. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan	Psyc 614	Psyc 685
13. effects of crises, disasters, stress, grief, and trauma across the lifespan	Psyc 710	Psyc 614
D. CAREER DEVELOPMENT		
1. theories and models of career development, counseling, and decision-making	Psyc 669	Psyc 607
2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors	Psyc 669	Psyc 607
3. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems	Psyc 669	Psyc 790
4. approaches for assessing the conditions of the work environment on clients' life experiences	Psyc 669	Psyc 790
5. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development	Psyc 669	Psyc 607
6. career development program planning, organization, implementation, administration, and evaluation	Psyc 669	Psyc 600
7. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities	Psyc 669	Psyc 695
8. strategies for advocating for employment support for individuals facing barriers in the workplace	Psyc 669	Psyc 695
9. strategies for facilitating client skill development for career, educational, and life-work planning and management	Psyc 669	Psyc 695

10. career and postsecondary training readiness and educational decision-making	Psyc 669	Psyc 614
11. strategies for improving access to educational and occupational opportunities for people from marginalized groups	Psyc 669	Psyc 749
12. ethical and legal issues relevant to career development and career counseling	Psyc 669	Psyc 760
E. COUNSELING PRACTICE AND RELATIONSHIPS		
1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds	Psyc 660	Psyc 661
2. critical thinking and reasoning strategies for clinical judgment in the counseling process	Psyc 660	Psyc 664
3. case conceptualization skills using a variety of models and approaches	Psyc 660	Psyc 685
4. consultation models and strategies	Psyc 630	Psyc 760
5. application of technology related to counseling	Psyc 661	Psyc 669
6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities	Psyc 630	Psyc 665
7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities	Psyc 749	Psyc 695
8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships	Psyc 661	Psyc 664
9. interviewing, attending, and listening skills in the counseling process	Psyc 661	Psyc 664
10. counseling strategies and techniques used to facilitate the client change process	Psyc 661	Psyc 664
11. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences	Psyc 661	Psyc 664
12. goal consensus and collaborative decision-making in the counseling process	Psyc 661	Psyc 664
13. developmentally relevant and culturally sustaining counseling treatment or intervention plans	Psyc 661	Psyc 664
14. development of measurable outcomes for clients	Psyc 661	Psyc 664
15. evidence-based counseling strategies and techniques for prevention and intervention	Psyc 661	Psyc 664
16. record-keeping and documentation skills	Psyc 661	Psyc 664
17. principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources	Psyc 661	Psyc 664
18. classification, effects, and indications of commonly prescribed psychopharmacological medications	Psyc 685	Psyc 790

19. suicide prevention and response models and strategies	Psyc 630	Psyc 710
20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies	Psyc 630	Psyc 710
21. processes for developing a personal model of counseling grounded in theory and research	Psyc 664	Psyc 695
F. GROUP COUNSELING AND GROUP WORK		
1. theoretical foundations of group counseling and group work	Psyc 665	Psyc 695
2. dynamics associated with group process and development	Psyc 665	Psyc 695
3. therapeutic factors of group work and how they contribute to group effectiveness	Psyc 665	Psyc 695
4. characteristics and functions of effective group leaders	Psyc 665	Psyc 695
5. approaches to group formation, including recruiting, screening, and selecting members	Psyc 665	Psyc 695
6. application of technology related to group counseling and group work	Psyc 665	Psyc 695
7. types of groups, settings, and other considerations that affect conducting groups	Psyc 665	Psyc 695
8. culturally sustaining and developmentally responsive strategies for designing and facilitating groups	Psyc 665	Psyc 695
9. ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities	Psyc 665	Psyc 630
10. direct experiences in which counseling 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	Psyc 665	Psyc 695
G. ASSESSMENT AND DIAGNOSTIC PROCESSES		
1. historical perspectives concerning the nature and meaning of assessment and testing in counseling	Psyc 607	Psyc 669
2. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	Psyc 607	Psyc 600
3. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	Psyc 600	Psyc 607
4. reliability and validity in the use of assessments	Psyc 607	Psyc 600
5. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications	Psyc 607	Psyc 749
6. ethical and legal considerations for selecting, administering, and interpreting assessments	Psyc 607	Psyc 630

7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	Psyc 685	Psyc 749
8. use of assessments in academic/educational, career, personal, and social development	Psyc 669	Psyc 614
9. use of environmental assessments and systematic behavioral observations	Psyc 614	Psyc 695
10. use of structured interviewing, symptom checklists, and personality and psychological testing	Psyc 685	Psyc 607
11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	Psyc 685	Psyc 695
12. procedures to identify substance use, addictions, and co-occurring conditions	Psyc 663	Psyc 685
13. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	Psyc 710	Psyc 668
14. procedures for assessing clients' experience of trauma	Psyc 710	Psyc 668
15. procedures for identifying and reporting signs of abuse and neglect	Psyc 614	Psyc 668
16. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	Psyc 685	Psyc 790
17. procedures for using assessment results for referral and consultation	Psyc 695	Psyc 790
H. RESEARCH AND PROGRAM EVALUATION		
1. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice	Psyc 600	Psyc 630
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices	Psyc 660	Psyc 661
3. qualitative, quantitative, and mixed methods research designs	Psyc 600	Psyc 607
4. practice-based and action research methods	Psyc 600	Psyc 695
5. statistical tests used in conducting research and program evaluation	Psyc 600	Psyc 669
6. analysis and use of data in research	Psyc 600	Psyc 800
7. use of research methods and procedures to evaluate counseling interventions	Psyc 600	Psyc 660
8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy	Psyc 600	Psyc 760
9. culturally sustaining and developmentally relevant outcome measures for counseling services	Psyc 600	Psyc 790

10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation	Psyc 600	Psyc 760
11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program	Psyc 600	Psyc 790

III. CMHC Program Plan for Assessing Students’ Multicultural Counseling Skills and Awareness Over Time

The CMHC counseling faculty members have begun administering the [Multicultural Counseling Knowledge and Awareness Scale \(MCKAS\)](#) to all incoming students. We will administer the scale again at the completion of the students’ third year in the program and plan to continue to administer the scale every fall to each incoming cohort. Our expectation is that the data from this process will help inform our teaching and supervision efforts.

Please feel free to contact Renee Staton at statonar@jmu.edu with any questions or suggestions.



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.

<u>Rating</u>	<u>Notes</u>
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 _____	

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	

Appendix B – Learning Outcomes and Key Performance Indicators

Coverage of the 8 Core Areas		
Standard	CMH Primary Course	CMH Course
A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE		
1. history and philosophy of the counseling profession and its specialized practice areas	Psyc 630	Psyc 790
2. the multiple professional roles and functions of counselors across specialized practice areas	Psyc 630	Psyc 760
3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management	Psyc 630	Psyc 760
4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success	Psyc 630	Psyc 749
5. the role and process of the professional counselor advocating on behalf of the profession	Psyc 630	Psyc 760
6. professional counseling organizations, including membership benefits, activities, services to members, and current issues	Psyc 630	Psyc 790
7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	Psyc 630	Psyc 790
8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas	Psyc 630	Psyc 749
9. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession	Psyc 630	Psyc 669
10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	Psyc 630	Psyc 760
11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	Psyc 630	Psyc 661
12. the purpose of and roles within counseling supervision in the profession	Psyc 760	Psyc 695
B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES		

1. theories and models of multicultural counseling, social justice, and advocacy	Psyc 749	Psyc 668
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews	Psyc 749	Psyc 668
3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors	Psyc 749	Psyc 668
4. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally	Psyc 749	Psyc 668
5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients	Psyc 749	Psyc 668
6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness	Psyc 749	Psyc 668
7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities	Psyc 749	Psyc 668
8. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship	Psyc 749	Psyc 668
9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Psyc 749	Psyc 668
10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities	Psyc 749	Psyc 710
11. the role of religion and spirituality in clients' and counselors' psychological functioning	Psyc 749	Psyc 685
C. LIFESPAN DEVELOPMENT		
1. theories of individual and family development across the lifespan	Psyc 614	Psyc 668
2. theories of cultural identity development	Psyc 614	Psyc 749
3. theories of learning	Psyc 614	Psyc 661
4. theories of personality and psychological development	Psyc 614	Psyc 685
5. theories and neurobiological etiology of addictions	Psyc 614	Psyc 663
6. structures for affective relationships, bonds, couples, marriages, and families	Psyc 614	Psyc 668
7. models of resilience, optimal development, and wellness in individuals and families across the lifespan	Psyc 614	Psyc 668
8. models of psychosocial adjustment and adaptation to illness and disability	Psyc 614	Psyc 685
9. the role of sexual development and sexuality related to overall wellness	Psyc 614	Psyc 668

10. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	Psyc 614	Psyc 685
11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	Psyc 614	Psyc 685
12. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan	Psyc 614	Psyc 685
13. effects of crises, disasters, stress, grief, and trauma across the lifespan	Psyc 710	Psyc 614
D. CAREER DEVELOPMENT		
1. theories and models of career development, counseling, and decision-making	Psyc 669	Psyc 607
2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors	Psyc 669	Psyc 607
3. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems	Psyc 669	Psyc 790
4. approaches for assessing the conditions of the work environment on clients' life experiences	Psyc 669	Psyc 790
5. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development	Psyc 669	Psyc 607
6. career development program planning, organization, implementation, administration, and evaluation	Psyc 669	Psyc 600
7. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities	Psyc 669	Psyc 695
8. strategies for advocating for employment support for individuals facing barriers in the workplace	Psyc 669	Psyc 695
9. strategies for facilitating client skill development for career, educational, and life-work planning and management	Psyc 669	Psyc 695
10. career and postsecondary training readiness and educational decision-making	Psyc 669	Psyc 614
11. strategies for improving access to educational and occupational opportunities for people from marginalized groups	Psyc 669	Psyc 749
12. ethical and legal issues relevant to career development and career counseling	Psyc 669	Psyc 760
E. COUNSELING PRACTICE AND RELATIONSHIPS		
1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds	Psyc 660	Psyc 661
2. critical thinking and reasoning strategies for clinical judgment in the counseling process	Psyc 660	Psyc 664
3. case conceptualization skills using a variety of models and approaches	Psyc 660	Psyc 685

4. consultation models and strategies	Psyc 630	Psyc 760
5. application of technology related to counseling	Psyc 661	Psyc 669
6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities	Psyc 630	Psyc 665
7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities	Psyc 749	Psyc 695
8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships	Psyc 661	Psyc 664
9. interviewing, attending, and listening skills in the counseling process	Psyc 661	Psyc 664
10. counseling strategies and techniques used to facilitate the client change process	Psyc 661	Psyc 664
11. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences	Psyc 661	Psyc 664
12. goal consensus and collaborative decision-making in the counseling process	Psyc 661	Psyc 664
13. developmentally relevant and culturally sustaining counseling treatment or intervention plans	Psyc 661	Psyc 664
14. development of measurable outcomes for clients	Psyc 661	Psyc 664
15. evidence-based counseling strategies and techniques for prevention and intervention	Psyc 661	Psyc 664
16. record-keeping and documentation skills	Psyc 661	Psyc 664
17. principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources	Psyc 661	Psyc 664
18. classification, effects, and indications of commonly prescribed psychopharmacological medications	Psyc 685	Psyc 790
19. suicide prevention and response models and strategies	Psyc 630	Psyc 710
20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies	Psyc 630	Psyc 710
21. processes for developing a personal model of counseling grounded in theory and research	Psyc 664	Psyc 695
F. GROUP COUNSELING AND GROUP WORK		
1. theoretical foundations of group counseling and group work	Psyc 665	Psyc 695
2. dynamics associated with group process and development	Psyc 665	Psyc 695
3. therapeutic factors of group work and how they contribute to group effectiveness	Psyc 665	Psyc 695
4. characteristics and functions of effective group leaders	Psyc 665	Psyc 695
5. approaches to group formation, including recruiting, screening, and selecting members	Psyc 665	Psyc 695
6. application of technology related to group counseling and group work	Psyc 665	Psyc 695

7. types of groups, settings, and other considerations that affect conducting groups	Psyc 665	Psyc 695
8. culturally sustaining and developmentally responsive strategies for designing and facilitating groups	Psyc 665	Psyc 695
9. ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities	Psyc 665	Psyc 630
10. direct experiences in which counseling 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	Psyc 665	Psyc 695
G. ASSESSMENT AND DIAGNOSTIC PROCESSES		
1. historical perspectives concerning the nature and meaning of assessment and testing in counseling	Psyc 607	Psyc 669
2. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	Psyc 607	Psyc 600
3. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	Psyc 600	Psyc 607
4. reliability and validity in the use of assessments	Psyc 607	Psyc 600
5. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications	Psyc 607	Psyc 749
6. ethical and legal considerations for selecting, administering, and interpreting assessments	Psyc 607	Psyc 630
7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	Psyc 685	Psyc 749
8. use of assessments in academic/educational, career, personal, and social development	Psyc 669	Psyc 614
9. use of environmental assessments and systematic behavioral observations	Psyc 614	Psyc 695
10. use of structured interviewing, symptom checklists, and personality and psychological testing	Psyc 685	Psyc 607
11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	Psyc 685	Psyc 695
12. procedures to identify substance use, addictions, and co-occurring conditions	Psyc 663	Psyc 685
13. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	Psyc 710	Psyc 668
14. procedures for assessing clients' experience of trauma	Psyc 710	Psyc 668
15. procedures for identifying and reporting signs of abuse and neglect	Psyc 614	Psyc 668

16. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	Psyc 685	Psyc 790
17. procedures for using assessment results for referral and consultation	Psyc 695	Psyc 790
H. RESEARCH AND PROGRAM EVALUATION		
1. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice	Psyc 600	Psyc 630
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices	Psyc 660	Psyc 661
3. qualitative, quantitative, and mixed methods research designs	Psyc 600	Psyc 607
4. practice-based and action research methods	Psyc 600	Psyc 695
5. statistical tests used in conducting research and program evaluation	Psyc 600	Psyc 669
6. analysis and use of data in research	Psyc 600	Psyc 800
7. use of research methods and procedures to evaluate counseling interventions	Psyc 600	Psyc 660
8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy	Psyc 600	Psyc 760
9. culturally sustaining and developmentally relevant outcome measures for counseling services	Psyc 600	Psyc 790
10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation	Psyc 600	Psyc 760
11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program	Psyc 600	Psyc 790

Appendix C - PLANNED GRADUATE COURSE SEQUENCE

Student _____ Catalog Year _____ Year _____

Fall Semester	Spring Semester	Summer Semester
_____	_____	_____
_____	_____	_____
_____	_____	_____

Year _____

Fall Semester	Spring Semester	Summer Semester
_____	_____	_____
_____	_____	_____
_____	_____	_____

Year _____

Fall Semester	Spring Semester	Summer Semester
_____	_____	_____
_____	_____	_____
_____	_____	_____

Year _____

Fall Semester	Spring Semester	Summer Semester
_____	_____	_____
_____	_____	_____
_____	_____	_____

Year _____

Fall Semester	Spring Semester	Summer Semester
_____	_____	_____
_____	_____	_____
_____	_____	_____

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.

JMU Clinical Mental Health Required Student Dispositions Rubric

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Professional and Ethical Behavior	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	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 concerns for	Meets expectations for level of training and experience regarding the range of professional and ethical dispositions and behaviors expected of JMU Counseling students. Specific recommendations for continued	Surpasses 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 remediation will be provided in writing, and a consultation session will be scheduled.	remediation will be provided in writing, and a consultation session will be scheduled.	growth will be provided by program faculty.	strengths will be identified by program faculty.
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.)	Self Rating	Committee Rating
Ethical Behavior —Behaves in accordance with the Code of Ethics of the American Counseling Association	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard
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.	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard
Integrity —Acts with honesty and in accordance with professional values. Does not exploit or mislead other people during or after professional relationships.	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard
Awareness of Limitations —Demonstrates awareness of personal and professional limitations as these relate to service provision.	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard
Self-Awareness —Explores and addresses any personal issues that may impair counseling performance	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard
Self-Control —Appropriately controls emotions in relationships with peers, faculty, staff, clients, and others.	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard

	<input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Exceeds Standard
Avoidance of Imposing Values —Takes appropriate precautions to avoid imposing one’s personal beliefs and values on others.	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard
Use of Feedback —Invites, receives, integrates and uses feedback from peers, faculty, and supervisors.	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard
Honoring Rights —Honors the rights of others to privacy, confidentiality, and choices regarding self-determination.	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> 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.	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard

ACADEMIC BEHAVIOR	Self Rating	Committee Rating
Class Attendance —Displays dedication by attending all classes unless prohibited by illness and other extenuating circumstances.	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard
Punctuality —Demonstrates responsibility by arriving on time and prepared for class, appointments, sessions and other meetings.	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard
Active Participation —Actively engages in all aspects of learning experiences, including class	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching

discussions, experiential learning exercises, practice sessions, and collaborative groups.	Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard
Promptness —Completes and submits all class assignments by the due date.	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard
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.	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard
Collaboration —Demonstrates a helpful attitude towards peers by supporting their learning and academic growth.	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard
Honor —Shows compliance with the JMU Honor Code through a commitment to honesty, integrity, and fairness.	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard
Diligence —Works hard by giving one’s best effort to gain knowledge and enhance skills.	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard
Contributions to the Learning Environment —Contributes to others’ sense of personal safety and security by promoting the classroom as a safe haven.	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard
Openness to Suggestions and New Ideas —Displays openness to recommendations for	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard

enhancing academic performance and intellectual curiosity.	<input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard
CLINICAL MENTAL HEALTH COMPETENCIES		
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.	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> 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.	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> 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) maybe 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. Due to accreditation and programmatic policies, if a remediation plan is deemed appropriate by faculty and administration, the student will be required to successfully complete the objectives as identified in the plan as an additional evaluation tool. If a student does not fulfill the objectives as identified within the remediation plan, their status as a student in the Graduate Psychology Department may be suspended or terminated.

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, they 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.

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, they 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 (2015) here [Microsoft Word - Policies and Procedures September 2015.doc \(jmu.edu\)](#).

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.

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
PSYC 600. Introduction to Measurement & Statistics	X		X
PSYC 607. Evaluation and Appraisal Procedures in Counseling		X	
PSYC 614. Advanced Developmental Psychology	X		
PSYC 630. Clinical Mental Health Counseling	X		
PSYC 660. Counseling Theories	X		X
PSYC 661. Counseling Techniques	X		X
PSYC 663. Substance Abuse Counseling	X		
PSYC 664. Counseling Process		X	
PSYC 665. Group Counseling	X		
PSYC 668. Couple & Family Systems	X		
PSYC 669. Career Development		X	X
PSYC 680. Independent Study	X	X	X
PSYC 685. Psychopathology		X	
PSYC 695. Practicum, Clinical Mental Health Counseling	X	X	
PSYC 700. Thesis – two semesters. Note -This is optional	X	X	X
PSYC 710. Counseling Strategies: Crisis Intervention	X		
PSYC 749 Multicultural Perspectives		X	X
PSYC 760 Ethics, Supervision, & Consultation for Counselors		X	
PSYC 768 Couple & Family Counseling	X		
PSYC 790 Internship, Clinical Mental Health Counseling	X	X	
PSYC 800 Ed.S. Research Project	X	X	
ELECTIVE	Scheduling varies		

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

- _____ PSYC 600. Introduction to Measurement and Statistics
- _____ PSYC 607. Evaluation and Appraisal Procedures in Counseling
- _____ PSYC 614. Advanced Developmental Psychology
- _____ PSYC 685. Psychopathology: Diagnosis and Intervention Planning
- _____ 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 695. Practicum in Counseling
- _____ PSYC 710. Counseling Strategies: Special Topics
- _____ PSYC 749. Multicultural Perspectives in Intervention
- _____ PSYC 760. Ethics, Supervision, and Consultation for Counselors
- _____ PSYC 790. Internship in Clinical Mental Health Counseling (first semester)
- _____ PSYC 790. Internship in Clinical Mental Health Counseling (second semester)
- _____ PSYC 800. Educational Specialist Research Project (3 hours),
OR
- _____ PSYC 700. Thesis Research (first semester – 3 hours)
- _____ PSYC 700. Thesis Research (second semester – 3 hours)
- _____ Elective course (3 hours): Please talk with you adviser about what elective will
best suit your professional development goals.

Other:

- _____ Comprehensive Examination
- _____ Relevant Workshops
- _____ Symposium Attendance and Participation

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.

Counseling Programs
Professional Development Travel Award Application

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)

YOUR NAME:	
NAME OF CONFERENCE:	
DEPARTURE DATE:	
RETURN DATE:	
PROGRAM:	
EMPLOYEE/STUDENT ID:	
HOME ADDRESS:	
Will you be presenting at this conference? If no, reason for attending.	
At what hotel will you be staying?	
Will you be sharing a room? If so, names of those sharing:	
Are you driving, flying or using rail or bus	
Departure location (air/rail station)	
Arrival location (air/rail station)	
If driving, are you driving your own vehicle?	
Approximate mileage	
Total cost of your conference registration fees:	
Will you be renting a car?	
Will you be using a shuttle or taxi service?	
Will you be using long term parking or taking any toll roads?	
Is this international travel? If yes, a letter of justification is needed.	
Please note any other items that might impact your trip expense (such as staying or traveling with friends, etc....):	

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	Below Standard	Approaching Standard	At Standard	Exceeds Standard
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Observations, Comments and Suggestions:

2. SOCIAL AND CULTURAL DIVERSITY: Cultural competence and self-awareness	Below Standard	Approaching Standard	At Standard	Exceeds Standard
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Observations, Comments and Suggestions:

3. HUMAN GROWTH AND DEVELOPMENT: Developmentally appropriate approaches	Below Standard	Approaching Standard	At Standard	Exceeds Standard
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Observations, Comments and Suggestions:

4. CAREER DEVELOPMENT: Appropriate career counseling	Below Standard	Approaching Standard	At Standard	Exceeds Standard
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Observations, Comments and Suggestions:

5. COUNSELING AND HELPING RELATIONSHIPS: Evidence-based counseling	Below Standard	Approaching Standard	At Standard	Exceeds Standard
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Observations, Comments and Suggestions:

6. ASSESSMENT AND TESTING: Relevant assessment procedures	Below Standard	Approaching Standard	At Standard	Exceeds Standard
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Observations, Comments and Suggestions:

7. RESEARCH AND PROGRAM EVALUATION: Research evaluation	Below Standard	Approaching Standard	At Standard	Exceeds Standard
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Observations, Comments and Suggestions:

Key clinical mental health counseling competencies	Below Standard	Approaching Standard	At Standard	Exceeds Standard
---	-----------------------	-----------------------------	--------------------	-------------------------

Observations, Comments and Suggestions:

OVERALL COMPREHENSIVE EXAMINATION EVALUATION	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Recommendation – Based on recording of work sample, written analysis, Ed.S. proposal, and oral examination	FAIL		PASS	

Summative Feedback:

Instructor/Supervisor Signature

Appendix J - Clinical Mental Health Counseling Practicum Supervisor Evaluation of Student

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

a. roles and settings of clinical mental health counselors	1	2	3	4	N
b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	1	2	3	4	N
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	1	2	3	4	N
d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD)	1	2	3	4	N
e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	1	2	3	4	N
f. impact of crisis and trauma on individuals with mental health diagnoses	1	2	3	4	N
g. impact of biological and neurological mechanisms on mental health	1	2	3	4	N
h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	1	2	3	4	N
i. legislation and government policy relevant to clinical mental health counseling	1	2	3	4	N
j. cultural factors relevant to clinical mental health counseling	1	2	3	4	N
k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	1	2	3	4	N
l. legal and ethical considerations specific to clinical mental health counseling	1	2	3	4	N
m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	1	2	3	4	N

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

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

Comments (if any)

Additional Reflection and Feedback for the Student and/or the Program

Appendix K - Clinical Mental Health Counseling Ed.S. Project Evaluation

Student _____ Faculty/Supervisor _____ Date _____

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE: Professional and Ethical practice	Below Standard	Approaching Standard	At Standard	Exceeds Standard
---	-----------------------	-----------------------------	--------------------	-------------------------

Observations, Comments and Suggestions:

2. SOCIAL AND CULTURAL DIVERSITY: Cultural competence and self-awareness	Below Standard	Approaching Standard	At Standard	Exceeds Standard
---	-----------------------	-----------------------------	--------------------	-------------------------

Observations, Comments and Suggestions:

3. HUMAN GROWTH AND DEVELOPMENT: Developmentally appropriate approaches	Below Standard	Approaching Standard	At Standard	Exceeds Standard
--	-----------------------	-----------------------------	--------------------	-------------------------

Observations, Comments and Suggestions:

4. CAREER DEVELOPMENT: Appropriate career counseling	Below Standard	Approaching Standard	At Standard	Exceeds Standard
---	-----------------------	-----------------------------	--------------------	-------------------------

Observations, Comments and Suggestions:

5. COUNSELING AND HELPING RELATIONSHIPS: Evidence-based counseling	Below Standard	Approaching Standard	At Standard	Exceeds Standard
---	-----------------------	-----------------------------	--------------------	-------------------------

Observations, Comments and Suggestions:

6. ASSESSMENT AND TESTING: Relevant assessment procedures	Below Standard	Approaching Standard	At Standard	Exceeds Standard
--	-----------------------	-----------------------------	--------------------	-------------------------

Observations, Comments and Suggestions:

7. RESEARCH AND PROGRAM EVALUATION: Research evaluation	Below Standard	Approaching Standard	At Standard	Exceeds Standard
--	-----------------------	-----------------------------	--------------------	-------------------------

Observations, Comments and Suggestions:

Key clinical mental health counseling competencies	Below Standard	Approaching Standard	At Standard	Exceeds Standard
---	-----------------------	-----------------------------	--------------------	-------------------------

Observations, Comments and Suggestions:

OVERALL EdS PROJECT EVALUATION	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Recommendation – Based on project and presentation of project	FAIL		PASS	

Summative Feedback:

Faculty Signature

Faculty Signature

Faculty Signature

Appendix L - Sample Resume

Excellent Student

**437 East Genuine Street
Harrisonburg, Virginia 22801
(540) 555-8593 (Home)
(540) 555-6522 (Office)
My pronouns are they/their/theirs**

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 Counseling	August 2011 - May, 2012	Internship in Clinical Mental Health 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 June 2006 - July 2008

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

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 - Sample Reference Sheet

Excellent Student

**437 East Genuine Street
Harrisonburg, Virginia 22801
(540) 555-8593 (Home)
(540) 555-6522 (Office)
My pronouns are they/their/theirs**

References

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

Tiffany Huston, Ed.D.

Licensed Professional Counselor
Mental Health Hotline
222 East Ohio Street
Indianapolis, Indiana 46204
317-555-5555

William Jones Ed.S.

Executive Director, Family services
Harrisonburg, Virginia 22801
540-555-5555

**Appendix N - PSYC 790: Clinical Mental Health Counseling Internship
Supervisor Evaluation of Student Intern**

Name _____
 Site _____
 Supervisee _____
 Year _____ Semester _____

<p>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.</p>					
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):					
<p>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.</p>					
CONTEXTUAL DIMENSIONS					
a. roles and settings of clinical mental health counselors	1	2	3	4	N
b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	1	2	3	4	N
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	1	2	3	4	N

d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD)	1	2	3	4	N
e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	1	2	3	4	N
f. impact of crisis and trauma on individuals with mental health diagnoses	1	2	3	4	N
g. impact of biological and neurological mechanisms on mental health	1	2	3	4	N
h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	1	2	3	4	N
i. legislation and government policy relevant to clinical mental health counseling	1	2	3	4	N
j. cultural factors relevant to clinical mental health counseling	1	2	3	4	N
k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	1	2	3	4	N
l. legal and ethical considerations specific to clinical mental health counseling	1	2	3	4	N
m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	1	2	3	4	N
Comments (if any)					
<p>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.</p> <p>N) No exposure during clinical work.</p>					
PRACTICE					
a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	1	2	3	4	N

b. techniques and interventions for prevention and treatment of a broad range of mental health issues	1	2	3	4	N
c. strategies for interfacing with the legal system regarding court-referred clients	1	2	3	4	N
d. strategies for interfacing with integrated behavioral health care professionals	1	2	3	4	N
e. strategies to advocate for persons with mental health issues	1	2	3	4	N
Comments (if any)					
Additional Reflection and Feedback for the Student and/or the Program					

Appendix O - Clinical Mental Health Counseling Program Student Folder Checklist

Name: _____ Date Began: ___/___/___ Date Graduated ___/___/___

- 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 - 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 be printed at the CHBS Copy Center and copy Andee [**henriqas@jmu.edu**](mailto:henriqas@jmu.edu)
- 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 [**JMU Libraries - Poster Making Resources**](#).

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:

Appendix Q - Informed Consent Agreement

James Madison University Counseling Programs Due Process, Evaluation, and Program Matriculation Processes

The Counseling Programs at JMU are committed to training excellent counselors. This training includes an emphasis on legal, ethical, technological, social and cultural, and advocacy issues. We conceptualize these constructs from a knowledge, skills, and awareness pedagogy.

Per ethical and accreditation mandates, the Counseling Programs faculty maintain continual evaluation of all enrolled counseling students to promote student learning. Committed to evaluation, the counseling faculty are committed to due process, assessment, and remediation (when needed) that aligns with counselor development best practice. As part of this process, counseling faculty request that all currently enrolled counseling students read and review their program handbook, corresponding program websites, and this document to become familiar with the Counseling Programs expectations.

1. I understand that I will be expected to demonstrate academic, personal, interpersonal, and professional competencies appropriate for prospective counselors and counselor educators-in-training. Failure to attain and demonstrate these competencies may result in faculty initiating a remediation process (please refer to the evaluation procedures in this handbook) or dismissal from the program.
2. As a prospective counselor and counselor educator-in-training I understand that I am expected to learn, apply, and adhere to the ethical codes and standards that govern the counseling profession (**American Counseling Association**) and appropriate specialty areas (i.e. American School Counseling Association for school counselors). I understand that I am expected to demonstrate competency in professionalism, knowledge of skills, and appropriate interactions with peers and faculty.
3. I understand that my self-growth will be encouraged by faculty through the use of experiential learning techniques. Self-disclosures are common in experiential learning but will not be factors in grading or successful completion of coursework. However, should my disclosures indicate impairment or potential harm to clients, myself, or others, I understand the faculty will use this as part of the review of my overall academic and clinical growth.
4. I understand that the program implements a Comprehensive Evaluation System. This includes, but is not limited to, class performance, Fall and spring Progress Review Evaluations, Comprehensive Exams and Key Performance Indicators. These will be ongoing during my matriculation in the program. The Counselor Program's Master's and Doctoral Degree handbooks provided specific information about this review process and the role of faculty and students.
5. I understand that there are specific requirements for graduation that may require fees such as background checks for site placements and exam fees for licensure.
6. I understand that work products developed in this program may be viewed by external agencies (e.g., **CACREP, CAEP, SACS**) to assess program quality.
7. I understand that practicum and internship require the application of knowledge, skills, and attitudes that are developed in academic courses. These competencies are also reflected in the successful

completion of the Comprehensive Exam. Site Supervisor Evaluations are taken into serious consideration for evaluation. Students are also expected to consistently demonstrate respect for individual differences and attention to the diverse needs of clients in a pluralistic society.

8. I understand that I must have professional liability insurance prior to the start of my practicum experience, and that my insurance must be in effect throughout my internship experience as well.
8. I understand that I will not be licensed as a counselor upon completion of this program, and that my applications will be submitted independently to the specific licensing board for the state that I am applying to. It will be my responsibility to be fully informed of the licensure requirements in the state for which I intend to practice.
9. I understand that I will not be certified as a counselor unless I meet all requirements specified from the state that I seek to practice.
10. I understand the Student Handbook, with which I was admitted, may be revised to reflect program, accreditation, and/or licensing revisions. I understand that it is my responsibility to maintain a copy of the handbook under which I was admitted and to be familiar with the policies and procedures outlined in the handbook at the time of my admission.
11. I understand that in evaluating others, I am expected to use professional language, while being both honest and respectful.
12. I understand that email is the official James Madison University communication method for students. It is the student's responsibility to check their **JMU email** regularly and respond to departmental requests. Other email addresses will not be utilized by the program.
13. I understand that I will use Supervision Assist an online learning management system that will record and store my counseling sessions with students and clients. I recognize that whether in the classroom or counseling room that these taped sessions are confidential and private. If I review a taped session, I am to maintain ethical and legal guidelines by viewing the tape alone. I must ensure that tapes cannot be overheard or viewed by others. I understand that I can be held liable if taped sessions are compromised and viewed by others who are not associated with the counseling programs.

My signature on this document indicates that I have received and reviewed this document.

Signature of Student

Date

Printed Name

This informed consent agreement is based on the *Acknowledgement of Policies and Procedures for Students Enrolled in the University of Northern Colorado Professional Counseling Programs*.

Appendix R - Counseling Program 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?

Appendix S - The HUB and Program Matriculation

PLEASE NOTE THAT IN ORDER TO SUCCESSFULLY COMPLETE THE PROGRAM, YOU ARE REQUIRED TO UPLOAD THE FOLLOWING DOCUMENTATION INTO THE CLINICAL MENTAL HEALTH COUNSELING HUB CANVAS SITE:

CMH Program Informed Consent
Program of Study
Practicum Site Contract
Internship Site Contract
Professional Liability Insurance
Practicum Log/s (Completed)
Internship Logs (Completed)
Graduation Forms
Link to Recent Resumé or Curriculum Vitae
Remediation Plan (if applicable)

Appendix T - Practicum/Internship Contract

Practicum and Internship Contract

Clinical Mental Health Counseling

James Madison University

The purpose of this document is for the CMHC Program faculty to communicate the requirements and expectations for CMHC students to apply for and successfully matriculate through the practicum and internship practical experiences.

In the application process, I understand:

1. that I must have a strong academic record (a C or above in all of my classes) in order to qualify for practicum and internship placement consideration;
2. that I must demonstrate appropriate classroom behaviors, competent counseling skills and professionalism to be considered for practicum placement;
3. that the practicum and internship placement process is competitive and that I may not be placed at a counseling site that I ranked as a top priority;
4. that I may not contact site supervisors directly, unless they contact me;
5. that program faculty and site supervisors make all final decisions about site placements and approving students to be placed.

At my site, I understand:

1. that I am to comply with all site policies and procedures;
2. that I am to contact and attempt to schedule with clients referred to me by the site supervisor within 72 hours of the referral;
3. that I am to document all phone contacts and attempts to schedule a client for documentation purposes;
4. that I am to submit a treatment plan after meeting with a client three consecutive times for documentation purposes;
5. that I am required to abide by the ACA Code of Ethics in working with clients and while working at my prac/internship site;
6. that I am expected to maintain excellent attendance at the site and use the appropriate call-off procedures in emergency and illness circumstances. Any absence that results in canceling class, supervision, or clients must be approved by your supervisor. Canceling clients must happen only after the supervisor has been notified;
7. that I am to arrive on time for my prac/internship hours;
8. that my schedule may not be conducive to the site's regular operations and that I must be flexible in scheduling my availability and work with the site to make changes or adjustments;
9. although there is a minimum number of hours that I am to work at my site each week, I may be required to schedule additional hours on site to accrue direct hours if I experience a lot of no shows, trouble scheduling clients, transition issues, etc;
10. that my agreement to work at a counseling site is intended to last throughout the entire semester even if I complete my class required direct and indirect hours before the end of the term;
11. that I may be terminated by my site supervisor for any reason including, but not limited to, not adhering to site policies, breaking ethics codes, poor attendance, poor professional behaviors, et cetera. In addition, termination from a site will initiate a thorough review by my academic committee to determine my progress in the program.

In working with the JMU counseling programs, I understand:

1. that I am to comply with all program policies and procedures;
2. that I am required to participate in group supervision and individual supervision;
3. that I am to provide a schedule of my site agreed hours to my teacher of record;
4. that I am expected to maintain excellent attendance regarding class and supervision;
5. that I am expected to arrive on time for class and supervision;
6. that I am expected to complete class assignment within a timely manner;
7. that I will not be assigned a final grade until all class assignments and site requirements have been submitted. This may include logs, notes, treatment plans, conceptualization forms, contextual dimension assignments, et cetera.

I hereby agree to the above conditions.

CMHC Student Name (please print)

Date

CMHC Student Signature

Date

CMHC Program Director or Clinical Coordinator

Date

ACKNOWLEDGEMENT

I acknowledge that I have received a formal Orientation to the Clinical Mental Health Counseling program as well as access to and an explanation of the EdS in Clinical Mental Health Counseling Handbook pursuant to the following 2016 CACREP Standards regarding the Academic Unit:

M. Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.

N. The student handbook includes (1) the mission statement of the academic unit and program objectives, (2) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, (3) matriculation requirements, (4) expectations of students, (5) academic appeal policy, (6) written endorsement policy explaining the procedures for recommending students for credentialing and employment, and (7) policy for student retention, remediation, and dismissal from the program.

The version I have been provided is the version applicable to my program of study and matriculation.

Changes may be made to the document each academic year. The most recent handbook will be available

at <https://psyc.jmu.edu/counseling/clinical/handbook.html>

Signature: _____

Name: _____

Date: _____