

2024-2025

School Counseling Concentration M.Ed./Ed.S.

PROGRAM HANDBOOK

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 Michele Kielty on December 1, 2024.





James Madison University School Counseling “Class of 2024”

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1. Introduction

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

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

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 department is in the [College of Health and Behavioral Studies \(CHBS\)](#). We are also participants in [The Graduate School](#) (TGS). The Department of Graduate Psychology includes Psychological Sciences, School Psychology, our 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.

Accredited by the [Counsel for Accreditation of Counseling and Related Educational Programs](#) (CACREP), JMU School Counseling is a 60-credit-hour program that enables graduates to become licensed school counselors in elementary, middle and secondary schools. Graduates enter the field with knowledge and competencies essential for providing successful and comprehensive developmental school counseling services. The program leads to the Master of Education degree and meets the [Virginia Licensure Regulations for School counselors](#).

Philosophy of Training

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

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

others.

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

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

- **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 – either you can continue to grow as a person and as a professional by challenging yourself, or you can stagnate. We want you to complete this program with the attitude that learning does not end with earning a diploma. Instead, we invite you to embrace the never-ending mission of pursuing life-long learning.

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

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

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

When you become a successful graduate of our training program, you will not be the same person

to whom we had offered admission. You will be more seasoned, with a greater insight into, and a deeper appreciation for, the richness and complexity of life. You change – just as your clients change – and we are privileged to be a part of that change process.

History

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

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

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

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

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

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

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

From January 2012 to August 2014, Dr. Echterling returned to serve as Director of Counseling Programs, which included Clinical Mental Health Counseling, School Counseling, the Ph.D. in Counseling and Supervision, and College Student Personnel Administration. Dr. Debbie Sturm became Director of all three programs for several years.

As of the summer of 2018, there are three Directors for the counseling programs. Michele Kielty became the Director of the School Counseling Program. Renee Staton became the Director of the Clinical Mental Health Counseling Program. Debbie Sturm then became the Director of the Ph.D. in Counseling and Supervision Program. Dr. Amanda Evans joined us in 2018. Dr. Joe LeBlanc joined us in 2019.

Beginning Fall 2022, Drs. Lennis Echterling and Eric Cowan have retired. Dr. Stephanie Crockett joined us as Director of the Ph.D. program and Dr. Staton and Dr. Kielty continue to direct the Ed.S. programs. Dr. Kenson Hiatt joined us as a new faculty member.

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

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

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

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

training, and intervention services to individuals, communities, agencies, schools, and faith-based organizations.

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

In response to the shootings at Virginia Tech University on April 16, 2007, JMU faculty members provided a variety of crisis intervention, consultation, and public education services. One example involved the development and dissemination of electronic brochures for parents, educators and concerned citizens, providing guidelines and suggestions for coping with this traumatic event. Counselors and other helping professionals distributed the material to countless parents, teachers and other concerned individuals. The [Virginia Counselors Association](#) and [Virginia School Counselors Association](#) emailed the material to their entire membership. Immediately after the February 12, 2008, shootings at Northern Illinois University, the university website posted material that two JMU counseling faculty members had developed as "After the NIU Shootings: What Families Can Do." The Ohio Department of Mental Health and other institutions are also using these materials in its catastrophic and emergency planning.

In 2010, the Community Counseling Program was changed to the Clinical Mental Health Counseling Program. This change allows the JMU Counseling Programs to stay abreast with current trends while remaining consistent with CACREP standards and expectations for 60-unit counseling training programs. In 2014, the School Counseling Program was increased to 54-units to offer more opportunities for students to understand and explore school-based interventions. In 2021 the School Counseling Program returned to a 60-credit hour EdS degree program.

JMU's Alpha Sigma Chapter of [Chi Sigma Iota](#) was the 2012-2013 recipient of the Outstanding Chapter Individual Program Award. The prestigious honor recognized the exceptional achievement of our chapter in hosting the annual Out of the Darkness Campus Walk. Representatives of the JMU Alpha Sigma Chapter received the honor during the Awards Ceremony of the American Counseling Association Annual Convention. ^[1]_{SEP} The walk, supported by the Central Valley Counselors Association and hosted by JMU Counseling Program's Chi Sigma Iota, has raised funds for research and services sponsored by the American Foundation for Suicide Prevention. More importantly, the walk provided relatives and friends a meaningful opportunity to share their memories of loved ones lost to suicide, offer support to one another, educate the public regarding this important issue, and honor the resilience of the human spirit.

The School Counseling Program has been awarded an Innovative Diversity Enhancement Award grant from JMU to offer trauma-informed care training for School Counseling and School Psychology graduate students, as well as local school and community-services professionals. Faculty members also regularly consult with local schools and other organizations regarding the integration of mindfulness in public school settings.

During the past year, JMU Counseling Programs also have continued to provide extensive outreach services to the local region. Last year alone, our Clinical Mental Health Counseling, School Counseling, and Ph.D. in Counseling and Supervision interns provided over 11,100 hours of counseling services to community agencies, counseling centers, psychiatric facilities, and schools.

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

Drs. Michele Kielty and Renee Staton, along with Dr. Tammy Gilligan from the School Psychology program, have worked together for several years teaching mindfulness to students of all ages and teachers in regional schools. Their ongoing research and work have enabled them to bring their knowledge to the International Mindfulness Conference held in Amsterdam in the summer of 2018.

As you can see, we have a long and rich past, an active and vibrant present, and an exciting and promising future – with you on board!

2. Admissions Process

The School Counseling Program requires promising undergraduate course work and GPAs, extensive related experiences, a clear and well-written personal statement, strong letters of references, and successful interviews. GRE results are optional. A criminal history check is required before matriculation into the School Counseling Program and background checks are required for practicum and internship placements by each school division. All candidates must go through the entire admissions procedure. Admission is selective, and we admit only a limited number of students each year.

Applicants may apply online by going through The Graduate School, where their information is securely stored and transmitted: <https://www.applyweb.com/apply/jmug/index.html>. Applicants need to submit their materials by January 15th to ensure full consideration. Application reviews begin December 1.

The initial screening of the applications is based on the information that the applicants have submitted. This material includes the application form, undergraduate course work and GPA, (optional) GRE scores, letters of reference, resume, and a personal statement. During the first two weeks of February, the Counseling faculty members assess the applications using the **Counseling Applicant Screening Form** (See [Appendix G](#).) 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. We alert the candidates that we will be asking them personal questions and inviting them to be active, involved, and contributing participants in the intensive process of encountering one another. Finally, we enclose a reading segment that describes a principle for thriving as a counseling student. We instruct candidates to read the material carefully because they will be asked to refer to it when they complete a writing sample during the interview.

We interview the top-rated applicants sometime during the end of February or beginning of March. About 10 School Counseling applicants participate in an on-campus interview, which usually take place on a Friday and the following Monday. The entire session takes about four hours because applicants are involved in a variety of activities:

- **Photograph, handout, and introduction.** When they arrive, interviewees are photographed and receive handouts providing information regarding their group assignment, locations of meetings, and schedule of events. The program director welcomes the interviewees and provides a brief orientation to the interview session. Please note that photographs are available only to committee members to assist in identifying candidates at later meetings.

- **Small group discussion with graduate students.** The 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.** Typically, 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 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.
- **Guided tour.** The program's graduate assistant offers an optional guided tour of the facilities, including Johnston Hall, Miller Hall, and Carrier Library.

The Counseling Programs Committee review meeting takes place soon after the interviews. At this meeting, the committee assigns each applicant to either to a list of those recommended for acceptance, a wait list, or a rejection list. 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 to ten new School Counseling students.

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

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

By the middle of March or early April, The Graduate School sends a letter that provides an official notification to the applicants who are either placed on the wait list or whose applicants have been rejected. During this time, we continue to engage in follow-up recruitment of those applicants to whom we have offered admission. We continue to update them on program events, answer their questions, and discuss their options. To those applicants who accept our offer of admission, we provide detailed information in May regarding the process of course registration. We encourage new students to pre-register in order to obtain the classes they need.

An applicant may appeal an admission decision by submitting a written petition to the program director, who then refers the appeal to the Program Committee. In some cases, the committee may offer suggestions for strengthening an application 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, you need to submit a written petition to the director presenting your request. You then will meet with a subcommittee made up of the 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, which involves a fee, to the Graduate School.

In the past, some students in the School Counseling Program have requested the opportunity to take additional course work and internship experiences necessary to complete the course work required to become a Licensed Professional Counselor in Virginia. This option does not lead to receiving degrees in both programs, but students were able to meet the coursework requirements for this additional license. In addition to your 60 credit hours, they took the following courses for a total of 63 credit hours:

PSYC 630. Clinical Mental Health Counseling

If you are interested in this non-degree option, you will want to meet with the Clinical Mental Health Counseling Program coordinator to receive the most current information regarding the policies and procedures of the [Virginia Board of Counseling](#). You should contact your faculty advisor early in your training so that you can add additional courses and training experiences. Please note that we can guarantee that you will meet JMU graduation and CACREP requirements of the program in which you are enrolled. 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: https://www.dhp.virginia.gov/counseling/counseling_handbooks.htm. 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

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



3. Mission Statement, Learning Outcomes, and Expectations for Students

Mission Statement

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

Our alumni are dedicated to providing competent, caring, and ethical services to diverse students in public and private schools. Putting our principles of school counseling into practice, we strive to create an academic community in which our students can thrive personally and grow professionally. While many of our graduates play vital roles in schools along Virginia's Shenandoah Valley or among the mountains of West Virginia, many more have moved on to serve in rural, suburban, and urban schools throughout the mid-Atlantic region and across the nation. We invite our students to embark on a life-long journey of exploring new possibilities, refining their skills, and staying abreast of new developments throughout their careers. We encourage them to support one another in the formidable task of making a difference in students' lives by meeting their emotional, social, educational, and career development needs as licensed or certified school counselors. Finally, we challenge our graduates to advance the school counseling profession through service, research, innovation, advocacy, and training.

JMU School Counseling Program Objectives

The [JMU School Counseling Program Objectives](#) are listed below.

1. Professional Counseling Orientation and Ethical Practice: Recognizes and applies professional ethical standards including clear and appropriate relationships with clients (with attention to provision of services to minors), colleagues, and the community
2. Social and Cultural Diversity: Collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status in schools and other professional settings.
3. Human Growth and Development: Develops self-awareness about personal development, applies theories of human development including race, gender, and sexual orientation to work with K-12 students, and develops ethical and culturally relevant strategies for promoting resilience and optimum development across the lifespan
4. Career Development: Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness
5. Helping Relationships: Establishes and maintains effective counseling relationships.
6. Group Counseling and Group Work: Recognizes and positively influences intrapersonal and interpersonal dynamics when leading and co-leading groups. Applies group counseling strategies in developmentally appropriate ways.
7. Assessment and Testing: Gathers information to assess needs and next steps in the counseling process, including evaluation for serious or foreseeable harm and reporting requirements for abuse or neglect of children and vulnerable adults.
8. Research and Program Evaluation: Critically evaluates research related to core areas of counseling practice. Uses data-informed decision-making practices for program evaluation and management.
9. School Counseling Profession: Applies trauma-informed care and social-emotional learning best practices, in developmentally appropriate ways, and in socially and culturally responsive ways to students across K-12 educational systems in order to positively impact mental health, behavioral, and academic outcomes

The learning outcomes of the School Counseling Program include both common core standards and program-specific standards. [Appendix A](#) offers a matrix that shows the common core standards, the courses that focus on those standards, and the specific learning outcomes for each standard. In addition to the common core knowledge learning outcomes, as a School Counseling student, you will also demonstrate the program-specific knowledge learning outcomes that are specified in [Appendix D](#). In addition to the above program-specific knowledge learning outcomes in School Counseling, you will also demonstrate the following skills and practices learning outcomes in [Appendix F](#).

Expectations for Students

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

- **Academic achievement.** The depth and breadth of the curriculum reflect the high expectations we have for academic achievement. Of course, we expect that you fulfill all course requirements, but we

also encourage you to extend yourself, to challenge yourself by pursuing knowledge and skills beyond the minimal course requirements. In fact, we emphasize that a commitment to learning should continue long after you have earned your diploma. Life-long learning is essential for keeping abreast of new developments in the field and for refining your counseling skills.

- **Self-reflection and personal growth.** Throughout your career at JMU, from your admissions interview to the graduation ceremony, you will have countless opportunities for personal growth and greater self-awareness. It is up to you to take full advantage of these opportunities. For example, you will be receiving feedback from your instructors, supervisors, advisor, fellow students, and clients. In every instance, you have the chance to be open to their observations, reactions and suggestions. Just remind yourself that you are like a parachute – you work best when you’re open.

You will find that the most important discoveries you make here – the greatest learning experiences you have – take place when you are truly open to look at yourself. The many videos you will watch, the extensive feedback you will hear, and the countless occasions of introspection you will experience can help you tremendously in knowing your most important tool as a counselor – yourself.

- **Ethical and professional behavior.** Counseling is based on more than knowledge, skills and self-awareness. It is also based on values. These values include honesty and respect for the rights of others. In your courses, you will be expected to follow the [JMU Honor System](#) that dates back to the 1909-10 academic session. Students adopted the present Honor System in order to uphold individual and community integrity. You are expected to observe complete honesty in all academic matters and to report instances where another student has violated the Honor System. The JMU student handbook describes the honor system in detail. All incoming JMU students are required to complete an online Honor System Tutorial and test during their first semester. Whenever you are unsure about what conduct is authorized or unauthorized in a course, you are strongly urged to ask your instructor to clarify. [The Honor Council office is located in Johnston Hall, its telephone number is 540-568-6383.](#)

You will also learn the ACA Code of Ethics (See [Appendix Q](#)) and will be expected to follow it in all situations. Violation of the JMU Honor System or the ACA Code of Ethics is grounds for failing a course and being expelled from the program.

4. Aid, Housing, Parking, and Advising

Assistantships

At JMU, there are over two hundred [assistantships](#) that have been developed to meet the needs of academic departments and student services programs. Most assistantships award both a stipend and a tuition scholarship for 9 credit hours each fall and spring semester. Most of our students who have assistantships actually work for other programs and departments throughout the JMU campus. The Department of Graduate Psychology and Counseling has a limited number of graduate assistantships available to you. **Consistent with graduate school guidelines, students may not have additional employment during the academic year if they have a Graduate Assistantship. Any exceptions to this rule must be granted by the program director, and exceptions are rarely made due to the time rigor of the program, as well as hours committed to the GA, which also supports tuition.**

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 program directors. 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 Counseling Programs will alert you to any assistantships that he or she discovers. Some assistantships are also posted on the PageUp service, which is on JMU's website. You can review descriptions of assistantships, find information about the required qualifications, and submit an application.

The URL for the PageUp site is [Recruitment at JMU Using PageUp - JMU](#). At this page, you click on the login For Applicants. Then, under "Employment Type" click on "Graduate Assistant." You can select the position that interests you, complete an application, and submit it. Assistantship programs will contact you directly if they decide to interview you. If you are selected for an assistantship, the hiring program draws up contract materials and forwards them to The Graduate School. After you sign the contract and complete the tax forms, return them immediately to the hiring program so information can be entered into the payroll system.

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

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

- **Regularly check your email messages and search the JobLink website.** The Counseling director 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 computer, research, and people skills.** These are the skills that are in demand, especially for non-academic departments and administrative offices.

- **Remember that neatness and accuracy do count.** Yes, your elementary teachers were right, so be careful when preparing your application materials. People will assume that the care you show on these documents, which usually include a letter of application, a resume and three references, is an indication of the care you would take with job assignments.

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

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

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

Jonathan D. 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 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 financial aid package that can cover the billable costs of attending JMU. These funds can cover tuition, fees, and room and board for a maximum of two years for graduate students. For more information, you can go to the program's website at <https://www.jmu.edu/centscholars/>.

Loans and Other Financial Aid

The [Financial Aid and Scholarships Office](#) is a good resource for information about loans and other financial aid. A major source of financial assistance is the Federal Stafford Loan, both subsidized and unsubsidized. You begin the application process by completing a Free Application for Federal Student Aid (FAFSA). To save time, file electronically by completing and submitting your [FAFSA application online](#).

There are other time-saving suggestions you can follow. First, before you begin to complete the online form, gather the documents you need, such as social security number, driver's license, income tax return, bank statements, and investment records. When you complete the form, you should specify James

Madison University as a recipient of the results (code: 003721). Once you have filed your FAFSA, the earliest you can expect to receive your financial aid notice from JMU is April. Next, print a hard copy of the FAFSA on the Web Worksheet. You then can write in your answers before transferring the information to the FAFSA on the Web. Third, speed up the process by using a PIN to sign your application electronically. If you have a valid e-mail address, you can apply for a PIN. It takes up to three days to obtain a PIN electronically instead of the ten days it could take a signature page to be processed through the mail. Fourth, check your eligibility for federal student aid. Read carefully the requirements and restrictions regarding assistance. For example, you need to be enrolled in at least 5 credits during each semester for which you are seeking loans. Finally, apply as early as possible. The priority deadline for financial aid is March 1 of each year.

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

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

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

Federal Work-Study

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

The selection of students for all FWS positions is a competitive process, so job placement is not guaranteed. You need to submit an application in the summer to be considered for an FWS position during the academic year. Students awarded FWS are eligible to apply for America Reads tutor positions and local community-based positions with non-profit organizations. These positions are coordinated through the [Community Engagement & Volunteer Center](#). Visit the on-campus job announcements section at: <https://joblink.jmu.edu/postings/search>.

To view current student employment opportunities and application procedures, click on “Federal Work Study.” In addition to providing information on FWS jobs, this list gives you information about current Institutional Employment job vacancies.

For more information about loans or other financial assistance, please contact the [Office of Financial Aid and Scholarships](#) in the Student Success Center at 540-568-7820.

Housing

JMU does not have any on-campus housing available for graduate students. Information about non-JMU sponsored housing can be found through [Off-Campus Life](#) at 540-568-6071. The Center is located in Festival 1130, East Campus. Its services include providing housing guides, roommate search, bus schedules, and student directories. It offers information on every aspect of settling in the Harrisonburg area. Check with the Center if you have any housing concerns, such as lease difficulties, landlord conflicts, and parking and transportation problems. The local newspaper, “[The Daily News Record](#),” as well as the campus newspaper, “[The Breeze](#),” also have listings of rental properties in the area.

Depending on where you find housing, you may need to contact local electric, gas, phone, and cable companies to have utilities connected at your new residence. There are many people moving to Harrisonburg in August, so call the relevant utility companies early to obtain a prompt installation appointment. The UDAP program can help with utility deposits, so contact [Off-Campus Life](#) for more information.

Parking

If you plan to drive to campus, you need to obtain a parking permit. Take care when you park because JMU strictly enforces its parking regulations 24 hours a day and tickets are expensive. You can order a parking permit online through the parking services website at <http://www.jmu.edu/parking/> or you can purchase it directly online (parking permits are now virtual). A parking permit for full-time students costs about \$300 per school year. Unfortunately, having a parking permit does not guarantee you a place to park on campus. Some students call it a “hunting license.” So, be sure to give yourself plenty of time to find an appropriate place to park. At peak times, you may have to wait for a parking space or park at more distant lots. Look over the regulations and parking lots available to avoid receiving a ticket.

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

Advising

You are assigned a faculty advisor who is familiar with your particular degree program. Our faculty members consider advising to be an important part of their role. They welcome the chance to be involved

in planning your training experiences, course schedules and counseling careers. You are strongly encouraged to meet with your advisor regularly. At the very least, you need to contact your advisor at the beginning of your first semester to fill out a **Planned Graduate Course Sequence** (See [Appendix K.](#)) 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 Counseling Programs or from another counseling committee member.

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

Peer Mentoring

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



5. Program Rituals

As members of this learning community, we have found that regularly coming together to participate in rites and rituals can enrich the training experience, strengthen our sense of community, offer affirmation

of our growth, give voice to the fundamental values we share, and celebrate our accomplishments. Now that you are also a member, we invite you to participate in all these rituals throughout your training. We have developed rituals for five important milestones in your training. These milestones are: selection, orientation, comps, capstone experiences, and graduation.

Selection

In many counselor education programs, your only involvement in the selection process is when you apply. However, we believe that our current students play a valuable role in the selection of new ones. Like the ritual of marriage, 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

An orientation session specifically designed for incoming School Counseling students is offered before the Fall semester begins. Incoming students are notified of the time, date, and location for the orientation several weeks in advance and are encouraged to join us prepared to learn about each other, ask questions, and begin exploring program expectations. Second-year school counseling students also join the group to share ideas and help orient new students. The orientation, which includes lunch, proceeds through the following agenda:

- Welcome from the program coordinator and 2nd year students
- Introductions
- Overview of course offerings and scheduling
- Details regarding each semester's required training workshops
- Distribution and initial completion of course planning checklist
- Explanation of key information in the School Counseling handbook
- Overview of the Department of Graduate Psychology facilities, resources, and expectations
- Discussion of resources regarding graduate assistantships, housing, parking, and the Harrisonburg/Rockingham County area
- Overview of relevant organizations such as the Virginia Counselors Association and its local chapter the Central Valley Counselors Association, the Virginia Alliance for School Counseling, the Virginia School Counselor Association, and related national organizations such as the American Counseling Association and the American School Counselor Association.
- Questions and opportunity to socialize

A very helpful and practical resource is JMU's Graduate Student Orientation website at <https://www.jmu.edu/grad/current-students/orientation/index.shtml>. 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 at: <http://www.jmu.edu/registrar/>

To find information regarding the beginning and ending of each semester, semester breaks, and holidays, check the Academic Calendar at: <http://www.jmu.edu/registrar/academiccalendars.shtml>

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 at: <https://mymadison.jmu.edu>

If you have questions about a specific course, feel free to contact the instructor directly. You will find contact information for all instructors at: <http://www.jmu.edu/directory/>

To determine what textbooks you'll need for a specific course, visit the JMU bookstore website at: <http://www.jmu.edu/bookstore/> 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 Counseling 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: <https://www.jmu.edu/grad/index.shtml>.

We understand that new students often have access to an overwhelming amount of data through catalogs, handbooks, course schedules, websites, and faculty advisors. We also recognize that since embarking on any important journey is rarely a solitary, certain or easy venture, it requires much more than facts to gain one's bearings. Such an endeavor requires a ritual that brings together everyone involved in the journey, that bears witness to the enormity of the undertaking, and that invites everyone's commitment to helping one another along the way.

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

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

Comprehensive Examination

Many counselor education programs rely only on a multiple-choice comprehensive examination to document that students have integrated essential knowledge of counseling theories, research, and practice. However, in our program you 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, and written analysis of the case.

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/Symposium

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

Like the comprehensive examination, the symposium can stir up some anxiety beforehand, but you will later value these experiences as powerful opportunities to gain greater confidence in your potential to become a successful counselor.

We require that you attend the symposium each of your spring semesters. 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!

Ed.S. Project

The Educational Specialist degree requires the completion of a special project. It is important that you take courses “on sequence” so that you can successfully complete this project. You will begin your literature review and project plan during the second summer of the program in PSYC 751. You will continue your project and finish 90% of it during the first semester of your internship. Final changes will be made and your project will be completed during your second semester internship. Guidelines for the projects are embedded in the courses and you will receive the initial guidelines in PSYC 751, as well as ongoing guidelines in PSYC 790.

Graduation and Commencement

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

Again, while you only graduate once from the program, we invite you to participate in as many

graduation rituals as you can. They are wonderful opportunities to celebrate the achievements of fellow students – and to offer you of glimpse of your own future.

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

6. Our Learning Community

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

The faculty, students, and staff in the Counseling Programs at James Madison University believe that cultural diversity enriches the learning community and is an essential component of meaningful and relevant educational experiences. Cultural diversity is an evolving concept that includes, but is not limited to, differences based on:

- Physical ability
- Age
- Class
- Gender
- Ethnicity
- Race
- Religion, and
- Sexual orientation.

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

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

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

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

- Use appropriate support services to realize your potential. Support services include the [Counseling Center](#), [Center for Multicultural/International Student Services](#), [Women's Resource Center](#), [University Writing Center](#), Office of [Disability Services](#), and [University Health Center](#). Please note that students often find the seeking counseling services during their training program is a vital way to enhance self-

awareness and practice self-care. Counseling faculty members can provide referral information if you decide you would like to seek counseling.

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

- Share our statement with prospective students in admissions and website materials as well as during screening days.
- Evaluate coursework and classroom activities in terms of the goals and ideals of the diversity policy.
- Encourage faculty, students, and staff to take part in the activities sponsored by the [Department of Graduate Psychology](#) and Counseling Diversity Committee and other relevant campus organizations.
- Include diversity-related competencies in your professional development.
- Consider how aspects of the diversity policy are incorporated in non-classroom activities, such as in assistantship, practicum, and internship experiences.
- As you participate in our ongoing program evaluation, make sure to include the diversity policy as a point of discussion.

Communication

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

Empathic Times

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

The Empathic Times provides an overview of recent developments in the program and a preview of the important events that will be taking place in the upcoming semester. For example, a recent edition

introduced you to new student members, updated you on recent weddings, and announced several program changes. It also offered information on important deadlines, meetings and conferences. We consider these facts to be so essential that we post The Empathic Times on our website and send you an individual copy at your email address.

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

Email

Email is a great way for us to communicate quickly and easily with one another. To help us take full advantage of this technology, we develop a new email distribution list of all the members of the Counseling community each year. We can then immediately pass along information to you about employment possibilities, training events, conferences or other opportunities. We also use the list to invite you to participate in activities, to remind you of upcoming deadlines, and to share good news.

Of course, email messages are useless if you don't check your account. If you want to keep in touch, then check and use your email regularly. We will only send emails to your JMU email address, no other accounts, once you enter into the program.

Websites

As you may already know, since many of our students first meet us online, the School Counseling website address is <http://psyc.jmu.edu/counseling/school/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 [Virginia Counseling Graduate Student Conference](#), and the Spring Symposium. Finally, our site provides links to the [Counseling Center](#), Counseling and Psychological Services, state and national counseling organizations, and the Graduate School.

Bulletin Boards

In the halls of Johnston Hall and Miller Hall are several bulletin boards that we use to post hard copies of announcements, The Empathic Times, brochures, and other information. Check these boards regularly and use them to post information relevant to the program.

Pizza and Process Lunches

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

Counseling Programs Committee Meetings

We meet from 10:00 a.m. to Noon on the first and third Mondays of each month during the academic year. Locations are announced at the beginning of each semester. Student representatives attend all meetings except those involving comps evaluation and student progress review. We encourage you to consider volunteering to represent students at some of these meetings. It's a great way to see how the organization operates and to participate in the planning process.

Counseling Programs Committee Retreats

Each summer, we organize a daylong retreat to review the year, discuss possible revisions to our mission statement and other policies, and brainstorm possibilities. We invite you to join us for a potluck lunch and to meet with us during part of the day to offer your ideas and perspective to our discussions.

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 during the Department of Graduate Psychology and Counseling Symposium, which is held each April.

Formal Feedback Procedures

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

A Final Word About Communication...

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

Personal Counseling Services

You will find that the most important discoveries you make here – the greatest learning experiences you have – take place when you are truly open to look at yourself. The many videos you will watch, the extensive feedback you will hear, and the countless occasions of introspection you will experience can help you tremendously in knowing your most important tool as a counselor – yourself. We also strongly recommend that you consider pursuing your own personal growth counseling experience while at JMU. Although JMU's Counseling Center will not accept students for practicum or

internship if they have received counseling services there in the past (this will not be an issue for most school counseling students), many counselors in the local Harrisonburg/Rockingham County area are available for your consideration. Faculty are happy to help you determine counselors who may be the best fit for you, and you are encouraged to familiarize yourself with the Director of Mental Health Services on the Counseling website, as well as the list of community counseling resources available on the Counseling Center website.



7. Progress Reviews, Retention, and Awards

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

Progress Reviews and Retention

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

Near the end of the fall and spring semesters, you begin the review process by taking some time to

think about all that you have discovered, learned and experienced during the semester. (See [Appendix D.](#)) 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 to the office by the deadline.

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

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

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

- **Meeting with relevant program faculty members.** A faculty member who is aware of the situation, which in some cases may be the academic advisor, as well as the 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. (A written document can be requested via the [Satisfactory Academic Progress Appeal Process](#) 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 the change of study is to another program in the department, 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 R](#) 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 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 is affectionately known as the “Founding Mother” 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 continues to display 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 spring break.
4. The directors of graduate programs in the Department of Graduate Psychology will select a recipient from among those nominated.
5. The recipient will be notified of the decision by the Head of the Department of Graduate Psychology.

8. Policies and Deadlines

Grades

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

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

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

Course Load

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

Transfer Hours

You may transfer up to 6 hours of semester graduate hours, completed in a CACREP accredited program with a “B” or above, into the program once you are admitted. However, courses may not be transferred for credit if they have been used for another degree. You can obtain the forms for transfer approval from the Graduate School.

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 School Counseling Association (ASCA) [website](#) or American Counseling Association (ACA) [website](#). You can also look at the National Board for Certified Counselors (NBCC) [website](#) for liability insurance options.

Comprehensive Examination

All counseling programs require comprehensive examinations. You are expected to complete the comprehensive examination while enrolled practicum and before internship. The examination is conducted during finals week. Please read [The Empathic Times](#) for the exact date each semester. Read the section in this handbook on the comprehensive examination for more detailed information regarding the procedure.

Supervision Assist

Beginning the Fall of 2020, incoming CMHC Students will be automatically billed as part of their student fees for a membership with Supervision Assist (<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 HIPPA approved tool, students are expected to demonstrate professionalism and appropriate ethical decision making in recording and retrieving the client sessions. More information can be found in the Program Informed Consent document.

Course Delivery and Faculty Expectations

The Counseling Programs at JMU value student learning. Faculty offer classes in a variety of formats that include face-to-face, online, and blended approaches. 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.

(REFER TO SYLLABI FOR EXPECTATIONS) Whether in person, hybrid or online - Please also remember when connecting remotely there are very specific guidelines (see Appendix X). 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 then also 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. See Appendix X for specific and additional guidelines and expected standards.

Deadlines

At the Beginning of Your Training

- **Planned Graduate Course Sequence.** You should complete a Planned Graduate Course Sequence (See [Appendix K.](#)) and have it approved by your advisor at the beginning of your first semester in the program. A copy of this form must 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 J.](#)) 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 L.](#)) 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 semester. Complete this form online with [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 spring semester 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 Survey.** When you apply for graduation, you complete an exit survey concerning your experiences throughout the entire training program.

- **CACREP Certificate.** After graduation, you may wish to order a certificate that you have graduated from a CACREP accredited program. To order, you need to send:

1. A check for \$25.00 payable to CACREP;
2. A copy of your final transcript verifying graduation; and
3. A letter of endorsement from the program director.

The address is: CACREP, 1001 North Fairfax St., Alexandria, VA 22314. If you have any questions about this offer, call the CACREP office at 703-535-5990 ext. 305.

- **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 the program director.

9. Practicum

A vital part of your training is the practicum experience. You take the practicum after successfully

participating in the appropriate preparatory counseling courses and receiving the permission of the program director. Dr. Kielty is the contact person for inquiries regarding practicum for the School Counseling Program as she is the Practicum and Internship Coordinator (current role of the Program Director). School Counseling students complete their practicum experience at local schools.

Practicum Coordinator (currently held by Dr. Joe LeBlanc, Clinical and Curriculum Coordinator for the School Counseling Program)

The Practicum Coordinator, who may be the instructor of the practicum course, functions as a manager for all aspects of the practicum experience, interacting as necessary with students, faculty, and on-site professionals.

The coordinator is responsible for:

- Conducting a practicum orientation session for students applying for practicum;
- Providing final approval for a student to enroll in practicum;
- Approving all potential practicum sites according to the requirements of the Program and CACREP guidelines;
- Assisting in the development of policy and procedures related to the practicum experience;
- Ensuring that appropriate ethical codes and legal statutes are adhered to by all involved with the practicum experience;
- Conducting appropriate supervisor training sessions; and
- Resolving conflicts related to a student's placement or counseling practice in conjunction with faculty and on-site professionals.

Practicum Application Process

The practicum application process begins early in order to ensure continuity of care at the sites. During the fall semester of your first year, you need to discuss practicum options with the School Counseling Practicum Coordinator. The coordinator usually meets with all students by November of their first year during the PSYC 640 School Counseling course.

Before Practicum Begins

Please Note: EACH SEMESTER, before you enter into a school-based practicum or internship experience, you must make sure that you have completed the background check required by your school system. Please check with the Human Resources Department of your school division to make sure you meet the requirements for placement. The University will not complete this task for you. Additionally, it is required that you attend a two-day ASIST suicide prevention training program during your practicum experience, before you take the internship course. You must also complete [VADOE Child Abuse Recognition and Intervention Training](#) during your practicum.

You are also required to have liability insurance **before** beginning the practicum experience. We recommend that you join the American School Counseling Association (ASCA) or the American Counseling Association (ACA) at a student rate and then obtain liability insurance through the ASCA or ACA at a reasonable cost. You must learn and follow the practicum site's policies and procedures, as well as abide by the ASCA and ACA Code of Ethics. Finally, it is essential that you recognize that the practicum is an intensive and demanding experience that must take priority. Since many of the required

meetings and client appointments take place during the day and early evening hours, you may need to make major changes in your work schedule in order to complete this important training experience. Because your practicum instructor and the staff of your practicum site may need to contact you quickly, you should provide your contact information to them during the first week of the semester.

The Practicum Experience

You dedicate at least 8 to 10 hours a week to your practicum experience for a total of 120 to 150 hours over the semester. The activities include:

- **Counseling services.** The practicum is the first opportunity you have to work in direct services with actual clients. As a practicum student, you provide at least 40 hours of direct counseling services to individuals, groups, or parents. These services include assessment, counseling, emergency services, consultation and education programs, and health promotion activities.

Whenever possible, 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 recorded 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.) Most School Counseling students are not able to video-record their sessions in schools; however, you are strongly encouraged to audio-record counseling sessions, whenever possible. All taping requires parent/guardian permission before taping. Students are responsible for the security of their audio-recordings at all times and audio-recordings are shared only with JMU supervision instructor and in class for the purposes of supervision only. Site personnel are not allowed to listen to recordings to maintain confidentiality of minors. All recordings are promptly destroyed after supervision and the supervisee is responsible for destroying the recordings.

- **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, you examine your use of counseling techniques, discuss ways of conceptualizing client dynamics, analyze the counseling relationship you establish, and probe issues regarding your personal and professional development.

- **Class meetings.** In class, you meet with other practicum students to focus on developing and refining your counseling knowledge and skills.

- **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 in-service 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. There 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, 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 Site Supervisor Evaluation of the Student. (See [Appendix F.](#))

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

Students in the School Counseling program usually complete their practicum experience under the JMU supervision of our school counselor-in-residence. The counselor in residence, or the School Counseling Program Director, assists students in finding school placements that have experienced and professional school counselors as supervisors. These school-based practicum sites offer the opportunity to work with individual students, provide group counseling, plan and offer classroom guidance, and participate in administrative duties in the school.

Office of Academic Advising and Career Development

The [University Career Center \(UCC\)](#) at JMU is an opportunity for *additional* specialized practice experience in the area of career counseling. At the Office, professional career counselors are available to help undergraduate and graduate students to explore, define and reach their vocational objectives.

If this opportunity is available to you, you may choose to work under the supervision of a career counselor at this site as an independent studies course. There, you would be able to gain experiences working with both individuals and groups to develop career alternatives. Contact the Program Director for more information regarding this opportunity.

Extended Practicum Experience

Not everyone is able to successfully achieve a satisfactory level of counseling competencies by the end of a practicum experience. You will be receiving ongoing and extensive feedback from your supervisor regarding your performance. About halfway through the semester and near the end of the semester, you will participate in review sessions with your supervisor. If you have not demonstrated adequate progress in your counseling knowledge, attitude or skills, your supervisor will recommend that

you receive an Incomplete grade in the practicum.

Your supervisor, instructor, and the program director will then meet with you to develop a plan of action to deal with the deficits that have been identified during practicum. The 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.

Even if your practicum work was satisfactory, you may elect to continue your experience by taking an additional 1 to 3 credit hours of practicum course work the following semester. If you wish to participate in an extended practicum, contact your current practicum instructor.

Policy for Incomplete Practicum and Internship Experiences

Please 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.

If the shortage occurs during spring semester, a May semester 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.

10. Research Opportunities

Why Research?

You may be wondering how research is relevant to becoming a competent counselor. You came here to help people, not to crunch numbers – right? Well, there are several important reasons for integrating research into your training experience. First and foremost, if you're going to be a competent counselor, you have to develop good research skills. You must be able to collect relevant and comprehensive information in a systematic fashion in order to intervene effectively. Keep in mind that research is not limited to the laboratory. When you gather background information on a school, 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.

Third, throughout your training, you will be learning to plan, design, implement, and evaluate programs that meet the counseling needs of 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 Programs director, in consultation with the Counseling Programs Committee, will select award winners based on the information presented in this application. Assistance is awarded on a first-come first-served basis, so we encourage you to apply as soon as you know you'll need additional funds. If approved, you must work with our administrative assistants to submit state-required paperwork and meeting deadlines. The following criteria will be used in the decision-making process:

- A student in good standing in the Counseling Programs.
- Significant participation in the professional development experience by, for example, presenting at a conference or assisting in a training workshop.
- Financial need and the necessity of incurring particular costs. You are encouraged to seek funding from other sources.

You can apply for up to \$200 for a scholarly project, although many awards are for lesser amounts. See [Appendix K](#) for an application form.



11. Comprehensive Examination

Procedure

The semester after completing the practicum experience, you take the comprehensive examination. The purpose of this examination is to document that you have met the learning objectives of the program by demonstrating adequate skills and practices in School Counseling. The examination is part of our Comprehensive Assessment Plan (CAP).

The School Counseling comprehensive examination includes important components that sample different areas of counseling knowledge, skills and practices. The components are:

- practicum documentation of activities fulfilling program-specific skills and practices learning outcomes ([Appendix E](#));
- audio recorded tape segment of the student's counseling work at their practicum site;
- accompanying transcript and written analysis of practicum recording;

One week before your oral examination, you submit two copies of your comprehensive examination materials (one per reviewer). Second, you submit a recording by sharing with examiners in Supervision Assist, 15 to 20 minutes in length, of a counseling session 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. Third, you also offer a complete transcript and a written analysis of the recorded work sample. The 12-page written analysis should demonstrate the student's ability to describe the dynamics of counseling in an organized, concise and clear manner. The analysis includes background information, intervention goals, interpersonal process, theoretical framework, exploration of alternative strategies, and discussion of ethical considerations.

The oral portion of the comprehensive examination takes place the following week in order to allow the two examining faculty members adequate time to review the submitted materials. During the oral portion, the examiners discuss with the student issues regarding program-specific knowledge learning outcomes, counseling session dynamics in the tape segment, and material presented in the written analysis. The School Counseling Comprehensive Exam Evaluation ([Appendix E](#)) is used to evaluate the performance of students.

School 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 Programs faculty to judge your level of professional development. We also include a follow-up reflection session so that you have an opportunity to decompress from this intense process and to integrate the lessons that you learn from this experience.

The Comprehensive Exam schedule will be shared with you in advance of your meeting. School counseling comprehensive exams are typically held during exam week of the Spring semester in which students complete their practicum.

Recording

The recording should be an example of your effectiveness as a counselor. You may use an individual or group session. The client should be an actual client from a school 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 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 rejected. Recordings must be shared with your examiners in Supervision Assist.

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 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 stranger, about all this?

Marcos 15: Mmmm....Well, I'm not really sure how I did that. I guess that I just decided that I'd better talk with somebody fast because I was starting to feel like I was getting in over my head.

Counselor 16: So, you recognized that this was getting tough for you, and you decided that one way out of it might be to reach out to somebody else.

Marcos 16: Yeah. I figured that maybe somebody here in the counseling office could help me.

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

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

The written analysis should include the following:

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

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

Oral Examination

A team of two faculty members will schedule an hour with you to ask questions based on the recorded 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 School Counseling Comprehensive Exam Evaluation to evaluate the performance of students (See [Appendix E](#)). 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 at least an acceptable rating on every learning outcome in order to pass the comprehensive examination. Those who receive an unacceptable rating on any learning outcome will meet with faculty to develop a remediation plan. Remediation plans may include additional training experiences, such as retaking the practicum or another course, engaging in independent studies, or addressing issues that impair effectiveness of their counseling skills and practices. 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.

Winning at Comps!

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

Preparation

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

- **From the start, be actively involved in all facets of your training.** The best preparation for successful comps is to be a successful trainee in the program. Therefore, make the most of all your learning experiences – introductory classes, skill development courses, practicum, and supervision.
- **Select a recording of effective counseling work.** Note that the key word here is “effective”–not “perfect.” Don’t become obsessed with a fruitless search for the perfect recording, because no such recording exists for any of us. Select a segment that shows good work, one that you would like to analyze and discuss with the examiners. Just keep in mind the Committee is also interested in your judgment of what constitutes effective work as demonstrated in your selection of the particular video. You can show your counseling effectiveness in any session, so don’t be concerned if your segment is from the first session to termination.
- **Work long and hard.** There is no quick and dirty way to have successful comps. It involves intense preparation, or as one student put it, “blood, sweat and tears.” It takes hours of work 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 listening to 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 any other materials you may have until you have a real understanding of how your recorded segment fits into the broader picture of the entire counseling process.
- **Review previous course material.** You will find it helpful to look over all the information, concepts and issues that you have addressed in your earlier classes. Consider how this material, particularly theories and ethics, relates to your work on the recording.
- **Focus on yourself.** Use the examination preparation to reflect on your own theoretical perspectives, personal issues, competencies, and limitations as a beginning counselor. Take time to explore your own reactions during the counseling session.
- **Link with an informal support group.** It's helpful to share concerns and ventilate emotions. It's also reassuring to find out that you are not the only one to have doubts and worries about being successful at comps.
- **Take care of yourself** by taking time to relax and rest. Looking back on their preparation, most students wished that they had not worried so much about the examination.

Transcript and Written Analysis

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

- **Take time with your transcript.** The transcript is an important document and it is essential that it is accurate in every detail. Moreover, writing the transcript can also be helpful. It's great preparation to put onto paper the counseling process you see unfolding in the recording. You may discover certain patterns and themes that you failed to notice by only listening to the recording.
- **Follow the guidelines** offered in your instructions. Students have found them helpful in organizing the material.
- **Carefully check your writing** for grammar, punctuation, and spelling errors. Such carelessness detracts from your message.
- **Make it readable.** Write in a clear and direct style. Use an outline to write your analysis in an organized and coherent manner. Avoid using jargon and the passive voice.
- **Give it substance.** Use the written analysis as an opportunity to articulate your theoretical framework, to gain insight into your client, and to critique your work. Make the effort to clarify your vague notions, hunches, and reactions by putting them into words. Give your thoughts the time they deserve and need to take verbal form.
- **Give your analysis a good foundation in theory.** Your use of counseling theory must demonstrate that

you have a clear understanding of the concepts and their implications for successful interventions.

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

The examiners look for certain qualities in your analysis:

- **Good writing.** The examiners evaluate your analysis on its clarity, organization, and coherence.
- **Accuracy.** It is essential that your written analysis correspond to the process shown in the recording. A serious discrepancy between what you describe in the analysis and what is recorded is a red flag for examiners. Scrupulously avoid the temptation to describe what you wanted to happen as actually taking place.
- **Understanding of theory.** To be successful in conceptualizing your case, you must have a clear mastery of the theoretical concepts that you are using to guide your work as a counselor.
- **Insight and personal awareness.** The examiners want to see that you have an understanding of your client, the counseling process, and yourself.

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 are advised 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.

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.



12. Internship

Before Practicum and Internship

Please Note: EACH SEMESTER, before you enter into a school-based practicum or internship experience, you must make sure that you have completed the background check required by your school system. Please check with the Human Resources Department of your school division to make sure you meet the requirements for placement. The University will not complete this task for you. Additionally, it is required that you attend a two-day ASIST suicide prevention training program as well as complete the VADOE Child Abuse Training certificate during your practicum experience, before you take the internship course. You may only complete ONE internship at a time.

Prerequisites

Prior to enrolling in the internship course and before applying to internship sites, you need to contact the internship instructor 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 have passed the comprehensive examination, which you take the semester following your practicum. You may request, by written petition, for an exception to this requirement. In the petition, you must justify the exception and present a plan for completing the comprehensive examination during the internship. You need to submit this petition to the faculty internship instructor for approval before you can be placed at an internship site. If the internship instructor does not approve the petition, you may appeal to the counseling program committee.
- **Orientation meeting.** During the spring semester before you enroll in internship, you should attend the pre-internship orientation. At this meeting, the internship coordinator helps students to prepare for School Counseling internship.
- **Liability insurance.** You should have professional liability insurance already from your practicum, but

if you have let it lapse, 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 and ASCA.

- **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.

Working with the School Counseling Practicum and Internship Coordinator

The Internship Coordinator, who may be the instructor of the internship course, functions as a manager for all aspects of the internship experience, interacting as necessary with students, faculty, and on-site professionals.

The JMU Practicum and Internship Coordinator role, currently carried out by Dr. Joe LeBlanc, is responsible for the following:

- 1.) University supervisor will provide locations for practicum and internship students on two or three different levels.
- 2.) University supervisor will approve all potential practicum and internship sites according to the requirements of the Program and CACREP guidelines.
- 3.) University supervisor will conduct a practicum orientation session for students applying for practicum and internship and will inform students about practicum and internship guidelines.
- 4.) University supervisor will ensure that appropriate ethical codes and legal statutes are adhered to by all involved with the practicum or internship experience.
- 5.) University supervisor will provide appropriate internship supervisor training materials.
- 6.) University supervisor will resolve conflicts related to a student's internship or counseling practice in conjunction with faculty and on-site professionals.

Arranging School Counseling Practicum and Internship Placements

We have developed a number of excellent school counseling sites in some of the local school systems. Early in October, the Coordinator holds an orientation meeting for students who are planning to complete their practicum experience the following academic year. Early in December of each year, the Coordinator holds an orientation meeting for students who are planning to complete their internship experience the following academic year.

You will be assigned to sites, based on appropriate supervision and availability of sites in local schools. The Coordinator will contact the school systems to inquire about the possibility of practicum and internship for you and will indicate to you which site(s) are willing to take an intern. Then, you are given information about how best to initiate your relationship with the site. You may be expected to travel up to 45 minutes for practicum and internship placements, depending on the availability of site.

In order to obtain a provisional school counseling license in Virginia upon graduation, you must complete at least 100/600 hours at the K-6 level and 100/600 hours at the 7-12 level. Students complete a full 300-hour internship at two different levels (elementary, middle, high). It is required that students complete their internship at least one (and maybe two) levels that differ from their practicum experience.

For example, if your practicum experience was at the high school level, your internship will be at an elementary school and/or a middle school. Your JMU supervisor will provide information to you about state licensing requirements (i.e., application, required first aid and CPR training, diversity training, Dyslexia training, and required child abuse training), and you can check the Virginia Department of Education website, as well as those of other states in which you might be interested.

School counseling internships are typically unpaid internships. Paid internship experiences must be formally contracted through the University and the site. We only endorse full-time employment of our students after they have successfully completed the entire training. School counseling internship site supervisors must be licensed as school counselors for at least three years and must be on-site during the internship experience.

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, guidance activities, crisis intervention, consultation and education programs, prevention programs, and health promotion activities. At least 240 hours of your internship should involve working in actual counseling situations.
- **Weekly supervision.** You will meet face-to-face with a licensed school counselor in weekly supervision sessions. School counseling intern supervisors receive training and information from JMU faculty regarding not only university and program standards and expectations, but also the alignment of the interns’ duties with the most recent CACREP standards. Internship supervisors also meet with a JMU faculty member at least once each semester to discuss the intern’s progress and make plans for facilitating the intern’s professional development. Internship supervisors are invited to the Department of Graduate Psychology’s annual Spring Symposium and are offered free registration to one of the Summer Institute in Counseling workshops.
- **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.** You will keep a weekly log of your activities to document your internship experience. You will 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, and supplemental research. Your supervisor reviews and signs each internship 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 by completing the Site Supervisor Evaluation of

the Student. (See [Appendix F.](#))

• **Presentation.** As an intern, you will be one of the presenters for the Department of Graduate Psychology's Spring 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 who will be invited to attend the symposium presentations include all counseling interns, their supervisors, all Department faculty, members of the School Counseling Program's Advisory Board, and current students in the Department's programs.

13. 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 at <http://psyc.jmu.edu/counseling/school/>, we have links to all these organizations.

American Counseling Association and American School Counseling Association

The national professional organization with which our programs affiliate is the American Counseling Association (ACA). We also heavily refer to the American School Counseling Association (ASCA). In over sixty years of advocacy for the counseling profession, ACA has grown to over 53,000 members. The association's excellent website offers extensive information, materials and services. Apply online at <http://www.counseling.org/> or call 800-347-6647, ext. 222. The American School Counseling Association also has excellent resources on their website <http://www.schoolcounselor.org>.

The divisions of ACA include a wide range of professional interests:

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

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

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) is an independent agency of the American Counseling Association and is recognized by the Council for Higher Education Accreditation to accredit master's degree programs in counseling and doctoral programs in counselor education and supervision. CACREP's website, located at <http://www.cacrep.org/template/index.cfm>, 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 Virginia Association of School Counselors (VASC) as well as the Virginia School Counselors Association (VSCA). 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 by going to <http://www.vcacounselors.org/>.

JMU Psychology Graduate Student Association

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

Counseling Student Listserv

The Ohio State University and ACA have formed a listserv to meet the needs of graduate students in counselor education. COUNSGRADS has been developed to help graduate students from across the country to communicate with one another. You can talk about classes, internships, papers, and ideas about the profession. Darcy Haag Granello, a counselor educator at The Ohio State University, is the list owner. This is a very active listserv with up to 50-75 posts per day. Questions regarding the listserv can be sent to her at granello.1@osu.edu.

To sign up, go to: <http://go.osu.edu/COUNSGRADS>.

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).



14. References and Job Search

Our graduates have an impressive record of obtaining counseling positions. In our most recent survey of alumni, we found that 73% of our alumni were currently employed as school counselors, working across all grade levels. Currently, 100% of graduates are employed after graduation.

Despite 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 University Career Center (UCC). 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. Career and Academic Planning is located on campus in the [Student Success Center](#). The telephone number is 540-568-6555.

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

Finally, we believe that your professional identity as a counselor begins when you enter our training program. Your professional behavior is critically important in establishing your reputation and helping to secure meaningful internship and ultimately professional work experiences. We therefore recommend that if you use social media, such as Facebook, you 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.

15. 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, other members of the department, practicum representatives, and student representatives.

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. Stephani Crockett is the Director for the Ph.D. in Counseling and Supervision Program. Dr. Renee Staton is the Director for the Clinical Mental Health Counseling Program. Dr. Michele Kielty is the Director for 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, action/outcome research in counseling

Amanda M. Evans (Auburn University) race-based trauma, White ally development, trauma informed care, health disparities.

Kenson Hiatt (William & Mary) counseling and supervision, clinical counseling, spirituality and counseling

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

Joe LeBlanc (University of North Carolina at Greensboro) School counseling, school leadership, school climate

A. Renee Staton (University of Virginia) Multicultural aspects of counseling, women's issues, counselor supervision, mindfulness.

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

Associate Faculty

Tina Johnston (James Madison University) Group counseling, counseling youth.

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. All associate and adjunct faculty members receive training regarding university, department, and program policies and expectations and alignment of course content with the most recent Virginia School Counseling and CACREP standards.

Emeriti Faculty

Lennie Echterling (Purdue University) crisis intervention, resilience and thriving, brief counseling.

William O. Hall (University of Kentucky) Group counseling, counseling theories.

Jack H. Presbury (University of Pittsburgh) Creativity, artificial intelligence, brief counseling, cognitive psychology, history and systems.

Eric Cowan (California School of Professional Psychology) Counselor education, therapeutic relationship

Director

The duties of the Director of Counseling Programs 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

Administering program

- Schedule courses each semester
- Coordinate faculty assignments
- Collaborate in implementing annual Summer Institute in Counseling
- Work with School Counseling and Clinical Mental Health Counseling Coordinators
- Cultivate a culture of personal growth and professional vitality

Participating in regular meetings

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

Communicating

- Respond to several hundred inquiries regarding program each year
- Write memos, announcements and letters to program participants
- Communicate regularly with Graduate School, CAPS, CSDC, and other JMU resources
- Maintain ongoing relationship with school and agency counseling services in the region
- Maintain ongoing relationship with CACREP, the ACA credentialing program
- Write the Counseling Programs newsletter
- Edit and update program listing in the JMU graduate catalog
- Revise Handbook for Counseling and distribute to all new students
- Revise program brochure

Advocating

- Advocating for resources to help in achieving the program's mission and goals
- Promoting the interests of students, faculty and staff of the Counseling Programs

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 Counseling Program serves a term of four years, usually beginning at the start of the academic year. 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 and Counseling. 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.

In the spring semester of the fourth year, all Counseling students, staff and faculty members are informed that the Director's term is nearing its conclusion and are invited to nominate a candidate for the next term. The nomination could be the current Director or another faculty member of the Counseling Programs Committee.

At the completion of the fourth year, the annual evaluation form of the Director includes an opportunity to endorse the current Director or another candidate for the following term of office. The Head of the Department of Graduate Psychology and Counseling reviews the results and works with the Program Committee to ensure a successful transition of office.

16. School Counseling Curriculum

The School Counseling Program prepares students to be counselors in elementary, middle, and secondary school settings. Graduates enter the field with the knowledge and competencies essential for providing comprehensive developmental school counseling services. The CACREP-accredited program of 54 credit hours also meets the Virginia Licensure Regulations for school counselors. Upon graduation, students may apply for a P-12 [provisional license](#) in the Commonwealth of Virginia. Students wishing to gain licensure in another state must contact that state's Department of Education for details about obtaining licensure. The M.Ed./Ed.S. in School Counseling is awarded at graduation to students who have completed all the requirements.

Areas of Study

Chapter 3 provides detailed information regarding the specific learning outcomes of the School Counseling Program. The conceptual foundation is a comprehensive life-span model of helping clients to experience maximum development and effectiveness in:

1. various roles they assume at each life stage;
2. settings in which they learn, live, work and engage in leisure activities; and
3. significant events that occur at each life stage.

We advocate a programmatic approach to school counseling for helping all children to master the intellectual, social, emotional, and career developmental tasks of their particular developmental stage, and for helping those who are experiencing challenges related to these areas of development. Another key element of the program is early identification of problems children face and early intervention to prevent these problems from escalating and interfering with learning and sound development. Our approach to school counseling is a hybrid of comprehensive and developmental school counseling as well as the National Model of School Counseling developed by the American School Counselor Association. We incorporate trauma-informed care, social-emotional learning, and cultural competence as foundational skill-sets upon which developmentally appropriate interventions are built.

Clinical Instruction

• **Practicum.** The practicum provides for the development of individual counseling and group work skills under supervision in a school setting. Students complete a minimum of 100 hours of supervised practicum experiences. The practicum includes:

1. a minimum of 40 hours of direct service in individual and group interactions;
2. a minimum of one hour per week of individual supervision by a program faculty supervisor or a supervisor under faculty supervision;
3. a minimum of one and one-half hours per week of group supervision with other students in similar practica or internships by a program faculty supervisor or a supervisor under faculty supervision;
4. evaluation of the student's performance throughout the practicum including a formal evaluation at the completion of the practicum.

Students must participate in a practicum planning meeting prior to enrolling in practicum to ensure that they can gain experience at all three grade levels (elementary, middle, and high) by the completion of their practicum and internship courses.

• **Internship.** The internship provides students with experience in the roles and functions of a school counselor. Supervision is received from both site and university supervisors. The internship must include 600 hours in the school setting with a minimum of 300 hours at two different levels. Both CACREP and Virginia state guidelines for school counseling programs will be followed and students will be eligible for a provisional license in K-12 Pupil Personnel Services in the state of Virginia. Internship I must be completed successfully before beginning Internship II.

You **must** attend an orientation meeting with the internship instructor before you receive an internship placement. You receive a packet of detailed information at this meeting. The school counseling

internship coordinator will secure placements in the local area. Alternative arrangements are discussed on a one-on-one basis with the internship coordinator.

Internships will be completed at two different levels (i.e. elementary, middle or high). Internship site supervisors are responsible for overseeing all areas of professional development on-site, must be licensed in school counseling with at least three years' experience, and must be willing to provide at least one hour of weekly supervision. The school setting must provide opportunities for you to complete the following activities: audiotaped individual counseling, group counseling, classroom guidance, consultation and other school counseling activities. During each of the 300-hour internship experiences, you need to spend at least 120 hours in direct service activities.

Program of Study

Your program of study for School Counseling includes the following courses:

Required Courses:

PSYC 600. Measurement and Statistics
PSYC 607. Assessment Procedures in Counseling
PSYC 614. Advanced Developmental Psychology
PSYC 640. School Counseling
PSYC 641. Prevention and Intervention in Schools
PSYC 642. Issues and Trends in K-12 Education
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 Counseling
PSYC 669. Career Development
PSYC 685. Psychopathology: Diagnosis and Intervention Planning
PSYC 695. Practicum in Counseling
PSYC 710. Counseling Strategies: Brief Counseling and Crisis Intervention
PSYC 749. Multicultural Perspectives of Intervention
PSYC 751 Psychotherapy with Children and Adolescents
PSYC 790. Internship in School Counseling (two semesters)

Suggested Course Outline for Full-Time Students

Summer Semester, Year 1

PSYC 600. Measurement and Statistics
PSYC 660. Counseling Theories
PSYC 661. Counseling Techniques

Fall Semester, Year 1

PSYC 614. Advanced Developmental Psychology
PSYC 640. School Counseling
PSYC 664. Counseling Process
PSYC 668 Couple and Family Counseling

Spring Semester, Year 1

PSYC 665. Group Counseling
PSYC 685. Psychopathology: Diagnosis and Intervention Planning
PSYC 695. Practicum in School Counseling
PSYC 710. Counseling Strategies: Brief Counseling and Crisis Intervention
PSYC 749. Multicultural Perspectives of Intervention

Summer Semester, Year 2

PSYC 642. Issues and Trends in K-12 Education
PSYC 669. Career Development
PSYC 751 Psychotherapy with Children and Adolescents

Fall Semester, Year 2

PSYC 641. Prevention and Intervention in Schools
PSYC 663. Substance Abuse Counseling
PSYC 790. Internship (1st 3 hours)

Spring Semester, Year 2

PSYC 607. Assessment Procedures in Counseling
PSYC 790. Internship (2nd 3 hours)

Qualifying for an LPC

If you would like to take courses that could also meet the educational requirements to become a Licensed Professional Counselor (LPC), then we recommend that you take the following additional courses. **PSYC 630 is required while the other two courses are recommended but not required.**

PSYC 630. Clinical Mental Health Counseling
PSYC 695. Practicum in Clinical Mental Health Counseling
PSYC 760. Supervision and Consultation for Counselors

Be sure to review the LPC licensure requirements available at the Virginia Board of Counseling website: https://www.dhp.virginia.gov/counseling/counseling_handbooks.htm. The Virginia Licensure Board periodically revises the regulations governing licensure as a professional counselor, so students who choose to pursue both LPC licensure eligibility and school counseling certification are encouraged to stay in contact with the Board throughout their training program. Certain internship sites, for example, may not meet the Virginia Board of Counseling requirements.

Additional Required Training

Each fall and spring semester, students are asked to participate in several one-day training sessions designed to offer timely training relevant to the work of school counselors. Dates for the training are announced as soon as possible to allow students to reserve the date and plan, as needed, to rearrange graduate assistantship, practicum, and internship commitments.

Workshops are intended to address student needs as identified through formal course and program assessment data; information gleaned from alumnae surveys; recommendations from practicum and internship supervisors; and suggestions from School Counseling Advisory Board members.

School Counseling Licensure

When you have successfully completed the JMU School Counseling program, you are eligible to apply for provisional licensure as a school counselor in the state of Virginia. During internship, your instructor will be giving you detailed information regarding this process. Virginia regulations for school counselor licensure can be found here and the information is copied from the webpage and pasted below:

<https://law.lis.virginia.gov/admincode/title8/agency20/chapter23/section670/>

8VAC20-23-670. School counselor preK-12.

Endorsement requirements.

1. Option I. The candidate shall have:

- a. Earned a master's degree from a regionally accredited college or university in a state-approved school counselor preparation program that shall include at least 100 clock hours of internship and practicum experiences in the preK-6 setting and 100 clock hours of internship and practicum experiences in the grades 7-12 setting; and
- b. Two years of successful, full-time teaching experience or two years of successful, full-time experience in school counseling in a public or an accredited nonpublic school. Two years of successful, full-time experience in school counseling in a public or an accredited nonpublic school under a nonrenewable Provisional License may be accepted to meet this requirement.

2. Option II. The candidate shall have:

- a. Earned a master's degree from a regionally accredited college or university and completed an approved school counselor preparation program that shall include at least 100 clock hours of internship and practicum experiences in the preK-6 setting and 100 clock hours of internship and practicum experiences in the grades 7-12 setting; and
- b. Two years of successful, full-time teaching experience or two years of successful, full-time experience in school counseling in a public or an accredited nonpublic school. Two years of successful, full-time experience in school counseling in a public or an accredited nonpublic school under a nonrenewable Provisional License may be accepted to meet this requirement.

Statutory Authority

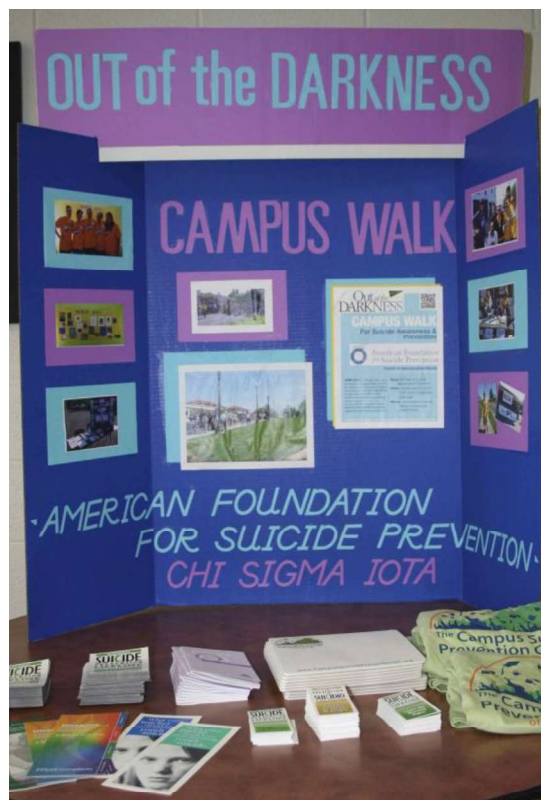
§§ [22.1-298.1](#) and [22.1-299](#) of the Code of Virginia.

Historical Notes

Derived from Virginia Register [Volume 34, Issue 24](#), eff. August 23, 2018.

Website addresses provided in the Virginia Administrative Code to documents incorporated by reference are for the reader's convenience only, may not necessarily be active or current, and should not be relied upon. To ensure the information incorporated by reference is accurate, the reader is encouraged to use the source document described in the regulation.

As a service to the public, the Virginia Administrative Code is provided online by the Virginia General Assembly. We are unable to answer legal questions or respond to requests for legal advice, including application of law to specific fact. To understand and protect your legal rights, you should consult an attorney



17. Comprehensive Assessment Plan

The JMU Counseling Programs faculty members have developed a continuous and systematic assessment plan intended to track student learning outcomes in alignment with program mission, philosophy and culture as well as CACREP standards. In this chapter, we describe how this the M.Ed./Ed.S. in School Counseling's assessment plan achieves our mission, student learning outcomes, and CACREP standards. This assessment plan involves following uniform procedures, digitizing information to create aggregate data, and systematically using data for program modification and enhancement to best prepare you for your next career steps. In this plan, we provide detailed information and supporting documentation regarding our assessment of professional identity, professional practice, and accreditation standards.

The data we collect provide for a formative as well as summative assessment process that is used to:

- document the introduction, reinforcement, and mastery of specific student learning outcomes;
- allow faculty members to compare outcomes 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.

This is a continuous process in which assessment data are collected at the following points throughout and after training:

- Each semester
- Practicum
- Internship
- Comprehensive Examination
- Graduation
- Follow-Up

The overall methodology of assessment of the 8 core CACREP areas as well as the School Counseling Specialization involves using a variety of assessment tools and collecting data at various critical points throughout the training program and following graduation. The assessment tools are the following:

- Key Performance Indicators (KPIs)
- Progress Reviews with Counseling Committee
- Practicum Assessment
- Internships Assessment
- Comprehensive Examination
- Exit Survey
- Follow-up Survey

Each of these assessment instruments is described in detail in the following sections. The assessment plan provides formative as well as summative data, uses consistent instruments that assess the curriculum as well as individual student performance, and documents the degree to which our program meets our established goals and objectives.

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. Each semester we upload the outcome data for all the items above into a program-specific Canvas section designated for assessment of student learning.

1. Key Performance Indicators

Based on recommendations from the Council on Accreditation of Counseling and Related Educational Programs (CACREP) regarding assessment, the Counseling faculty members, under the leadership of Dr. Debbie Sturm, have developed an assessment strategy for its comprehensive assessment plan centered around Key Performance Indicators (KPIs) offered at an introductory, reinforcement, and mastery level.

Using the matrix ([Appendix A](#)) mapping the required course experiences with the CACREP standards of the Ph.D. in Counseling and Supervision Program, faculty members designated Key Performance Indicators (KPIs) that assess student achievement of those specific outcomes aligned to particular courses. They also developed rubrics for assessing student achievement of the learning outcomes.

Key Performance Indicators for the School Counseling program are included in [Appendix F](#):

1. Key Performance Indicators

Based on recommendations from the Council on Accreditation of Counseling and Related Educational Programs (CACREP) regarding assessment, the Counseling faculty members have developed an assessment strategy for its comprehensive assessment plan centered around Key Performance Indicators (KPIs) offered at an introductory, reinforcement, and mastery level.

Using the matrix ([Appendix A](#)) mapping the required course experiences with the CACREP standards, faculty members designated Key Performance Indicators (KPIs) that assess student achievement of those specific outcomes aligned to particular courses. They also developed rubrics for assessing student achievement of the learning outcomes.

Key Performance Indicators for the school counseling program include the following (a complete illustration of the assessment plan is included as [Appendix F](#):

Faculty members regularly gather together to review the aggregate data during the final Counseling Programs Committee meeting of each semester and discuss the implications of the results for program modifications and enhancements.

2. Progress Review with Counseling Committee

A second important component of the School Counseling Comprehensive Assessment Plan is the Progress Review, which is described in more detail in Chapter 7. At the end of each fall and spring semester, the review evaluates overall student performance. The goal of the Progress Review is to take a broad view of student development by assessing student performance in all areas of professional development throughout the entire semester, instead of focusing on a specific course (See [Appendix G](#).) These data provide specific feedback to students and, when needed, initiate any remediation processes. The information also provides aggregate data to assess the School Counseling Program's relative effectiveness each semester.

3. Practicum Assessment

The practicum is described in greater detail in Chapter 9, but its primary purpose is to continue enhancing the counseling skills of school counseling students and to provide reinforcement for all skills identified in program goals. The one-semester three-credit-hour school counseling practicum involves at least 100 clock hours of experience, including 40 clock hours that involve providing direct counseling services to clients.

At mid-semester and at the end of the semester, the practicum supervisor reviews the performance of the student and assesses learning outcomes by completing the Site Supervisor Evaluation of the Student. ([See Appendix H.](#))

Please note that practicum is the gateway to your school counseling internships. Practicum is only offered in the Spring semester.

4. Internships Assessment

As described in Chapter 12, the primary purpose of internship is to continue enhancing the counseling skills of school counseling students and to provide reinforcement for all skills identified in program goals. The two-semester six-credit-hour school counseling practicum involves at least

600 clock hours of experience, including 240 clock hours that involve providing direct counseling services to clients.

At mid-semester and at the end of the semester, the internship supervisor reviews the performance of the student and assesses learning outcomes by completing the Site Supervisor Evaluation of the Student. ([See Appendix H.](#))

5. Comprehensive Examination

As described in [Chapter 11](#), the overall procedure for the comprehensive examination of school counseling students includes the following components that sample different areas of counseling skills and practices. The components are:

- practicum documentation of activities fulfilling program-specific skills and practices learning outcomes and ratings on all program goals and core areas;
- recorded tape segment of the student's counseling work from school;
- accompanying transcript and written analysis;
- video recording of student's counseling work from class;
- oral examination with two core Counseling faculty members; and
- follow-up session with one faculty examiner.

On the Thursday before the oral examination, students submit two copies of their comprehensive examination materials. Each student submits an audio tape segment, 15 to 20 minutes in length, of a counseling session demonstrating effective counseling work with an actual client from their practicum. Third, a video recording is submitted from course work. The recording should display a level of counseling skills and practices that demonstrate a readiness to embark on an internship experience. Third, students also offer a complete transcript and a written analysis of the recorded work sample. The 12-page written analysis should demonstrate the student's ability to describe the dynamics of counseling in an organized, concise and clear manner. The analysis includes background information, intervention goals, interpersonal process, theoretical framework, exploration of alternative strategies, and discussion of ethical considerations.

The oral portion of the comprehensive examination takes place the following week in order to allow the two examining faculty members adequate time to review the submitted materials. During the oral portion, the examiners discuss with the student issues regarding program-specific knowledge learning outcomes, counseling session dynamics in the tape segment, and material presented in the written analysis.

By using this comprehensive examination process, faculty members can examine the actual counseling work of the students in assessing their achievement of skills and practices learning outcomes. Students must receive at least an acceptable rating on every learning outcome to pass the comprehensive examination. Those who receive an unacceptable rating on any learning outcome will meet with faculty to develop a remediation plan. Remediation plans may include additional training experiences, such as retaking the practicum or another course, engaging in independent studies, or addressing issues that impair effectiveness of their counseling skills and practices. 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.

See [Appendix E](#) for a detailed review of the comprehensive exam evaluation form

6. Exit Survey

Before graduation, the students in the School Counseling Program complete an exit survey to assess their overall experience with the curriculum, including the teaching, advising and supervision that they received. The brief online survey invites the graduating student to describe their impressions of the strengths of the program, offer suggestions for improvements, give feedback on the advising that they had received, and provide any final reflections and observations. The Counseling Programs faculty members use this information to evaluate and modify the overall curriculum, training procedures, and learning objectives of the School Counseling Program. ([See Appendix B.](#))

7. Alumni Follow-Up Survey and Employer Survey

The Counseling Programs faculty members survey the alumni of the School Counseling Program regarding their training experiences every three years. These surveys ask respondents to evaluate their training experiences, including the curriculum, program procedures, and achievement of learning outcomes. The surveys will also focus on the post-graduate careers of the graduates. Counseling Programs faculty members also survey the employers of alumni of the School Counseling Program regarding their satisfaction with the alumni's knowledge, skills, and practices. ([See Appendix C](#))

Use of Assessment Data for Program Modifications

The assessment plan described above provides comprehensive information about professional identity, professional practice, and program area standards in a consistent format that allows us to examine aggregate as well as disaggregate data over time. Our database system allows data to be entered with uniformity, ensures that our system is secure, and has programmatic integrity.

Program assessment is a regular item on the agenda at our biweekly meeting of the Counseling Programs throughout the academic year. We also discuss other assessment data, such as Progress Reviews and Comprehensive Examinations, each fall and spring semester. At our annual summer retreat, we evaluate data from the various instruments stored on our Assessment Database; assess the effectiveness of our assessment procedures and data management system, and modify our programs as warranted. Finally, we document the entire assessment process in the Counseling Programs Annual Report each summer.

Appendix A – JMU School Counseling Program Objectives

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

JMU Counseling Program graduates can work collaboratively and responsibly with colleagues, clients, and community members representing a variety of backgrounds and experiences. Graduates can 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 can apply developmentally appropriate counseling theories and techniques, which are ethically and culturally relevant, in the best interest of their clients.

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

JMU Counseling Program graduates can provide evidence-based counseling service to diverse clients, grounded in principles of developmental competence, empathy, humanism, and social justice. Program

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

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

JMU Counseling Program graduates can employ trauma-informed and social-emotional learning best-practices with K-12 students. Graduates can apply these approaches with children and adolescents in socially and culturally responsive ways that result in positive outcomes related to mental health, social-emotional well-being, career success, and academic achievement.

Appendix B - JMU School Counseling Program Key Performance Indicators

1. Professional Counseling Orientation and Ethical Practice: Recognizes and applies professional ethical standards including clear and appropriate relationships with clients (with attention to provision of services to minors), colleagues, and the community
2. Social and Cultural Diversity: Collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status in schools and other professional settings.
3. Human Growth and Development: Develops self-awareness about personal development, applies theories of human development including race, gender, and sexual orientation to work with K-12 students, and develops ethical and culturally relevant strategies for promoting resilience and optimum development across the lifespan
4. Career Development: Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness
5. Helping Relationships: Establishes and maintains effective counseling relationships.
6. Group Counseling and Group Work: Recognizes and positively influences intrapersonal and interpersonal dynamics when leading and co-leading groups. Applies group counseling strategies in developmentally appropriate ways.
7. Assessment and Testing: Gathers information to assess needs and next steps in the counseling process, including evaluation for serious and foreseeable harm and reporting requirements for abuse or neglect of children and vulnerable adults.
8. Research and Program Evaluation: Critically evaluates research related to core areas of counseling practice. Uses data-informed decision-making practices for program evaluation and management.
9. School Counseling Profession: Applies trauma-informed care and social-emotional learning best practices, in developmentally appropriate as well as socially and culturally responsive ways. Counseling graduates apply such practices with K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.

**Appendix C -JMU School Counseling Program Key Performance Indicators:
Timeline, Rubric and Grading**

Timeline of Assessment Activities for KPIs

	Summer Year 1	Fall Year 1	Spring Year 1	Summer Year 2	Fall Year 2	Spring Year 2
KPI 1		I	R		M	
KPI 2				I	R	M
KPI 3		I	R		M	M
KPI 4			I	R	M	M
KPI 5	I		R		M	M
KPI 6		I	R			M
KPI 7		I	R			M
KPI 8		I			R	M
KPI 9		I	R	R	M	M

Note: I = Introductory, R = Reinforcement, M = Mastery Level.

Key Performance Indicators	JMU Counseling Program Objectives & Student Dispositions	Introductory	Reinforcement	Mastery
<p><i>KPI 1: Professional Counseling Orientation and Ethical Practice</i> Recognizes and applies professional ethical standards including clear and appropriate relationships with clients (with attention to provision of services to minors), colleagues, and the community.</p>	<p>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.</p>	<p>School Counseling (PSYC 640): Midterm</p>	<p>Practicum in Counseling (PSYC 695): Supervisor Evaluation Of Student</p>	<p>Internship in School Counseling (PSYC 790): Ethics Assignment, First Semester of Internship</p>
<p><i>KPI 2: Social and Cultural Diversity</i> Collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status in schools and other professional settings.</p>	<p>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.</p>	<p>Issues and Trends in K-12 Education (PSYC 642): Ability Status, Review of Disability, Assignment 5</p>	<p>Internship in School Counseling (PSYC 790): Supervisor Evaluation Of Student, First and Second Semesters of Internship</p>	<p>Multicultural Perspectives of Intervention (PSYC 749): Cross-Cultural Counseling, Key Assignment #1</p>

Key Performance Indicators	JMU Counseling Program Objectives & Student Dispositions	Introductory	Reinforcement	Mastery
<p><i>KPI 3: Human Growth and Development</i> Develops self-awareness about personal development, applies theories of human development including race, gender, and sexual orientation to work with K-12 students, and develops ethical and culturally relevant strategies for promoting resilience and optimum development across the lifespan.</p>	<p>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.</p>	<p>Advanced Developmental Psychology (PSYC 614): Research Paper, Key Assignment #3</p>	<p>Counseling Strategies: Brief Counseling and Crisis Intervention (PSYC 710): Apply BASICS Model, Key Assignment #1</p>	<p>Internship in School Counseling (PSYC 790): Counseling Session Recordings and Analysis, Key Assignment #2</p> <p>Internship in School Counseling (PSYC 790): School Counseling Intervention Strategy, Key Assignment #3b</p>

Key Performance Indicators	JMU Counseling Program Objectives & Student Dispositions	Introductory	Reinforcement	Mastery
<i>KPI 4: Career Development</i> Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.	JMU Counseling Program graduates are able to provide developmentally appropriate career assessment and intervention strategies. Accounting for the clients' varying stages of career and educational development, program graduates employ relevant assessments and apply labor market trends.	Practicum in School Counseling (PSYC 695): Counseling Session Recordings and Analysis, Key Assignment #2	Career Development (PSYC 669): Career Self-Assessment, Key Assignments #2a, 2b, 2c. 2d	Internship in School Counseling (PSYC 790): Counseling Session Recordings and Analysis, Key Assignment #2

Key Performance Indicators	JMU Counseling Program Objectives & Student Dispositions	Introductory	Reinforcement	Mastery
<i>KPI 5: Helping Relationships</i> Establishes and maintains effective counseling relationships.	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.	Counseling Techniques (PSYC 661): Counseling Session and Analysis, Final	Counseling Theories (PSYC 660): Theories Application, Key Assignments #2a, 2b, & 2c Practicum in School Counseling (PSYC 695): Supervisor Evaluation Of Student Counseling Strategies: Brief Counseling and Crisis Intervention (PSYC 710): Suicide Prevention, Key Assignment #3	Internship in School Counseling (PSYC 790): Counseling Session Recordings and Analysis, Key Assignment #2
<i>KPI 6: Group Counseling and Group Work</i> Recognizes and positively influences intrapersonal and interpersonal dynamics when leading and co-leading groups. Applies group counseling strategies in developmentally appropriate ways.	JMU Counseling Program graduates are able to provide evidence-based counseling service 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.	Counseling Process (PSYC 664): Assignment 7 (reflecting team)	Group Counseling (PSYC 665): Group Theories Compare and Contrast, Key Assignment #1	Internship in School Counseling (PSYC 790): Leading a Group Requirement

Key Performance Indicators	JMU Counseling Program Objectives & Student Dispositions	Introductory	Reinforcement	Mastery
<p><i>KPI 7: Assessment and Testing</i> Gathers information to assess needs and next steps in the counseling process, including evaluation for serious and foreseeable harm and reporting requirements for abuse or neglect of children and vulnerable adults.</p>	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.	Introduction to School Counseling (PSYC 640): Applied Suicide Intervention Skills Training (ASIST)	Counseling Strategies: Brief Counseling and Crisis Intervention (PSYC 710): Suicide Prevention, Key Assignment #3	Assessment (PSYC 607) personal assessment project
<p><i>KPI 8: Research and Program Evaluation</i> Critically evaluates research related to core areas of counseling practice. Uses data-informed decision-making practices for program evaluation and management.</p>	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.	School Counseling (PSYC 640): School Guidance Lesson with GRIP, Key Assignment #2	Introduction to Measurement and Statistics (PSYC 600): Program Evaluation Project	Internship in School Counseling (PSYC 790): Program Evaluation Plan, Key Assignment #3b
<p><i>KPI 9: School Counseling Profession</i> Applies trauma-informed care and social-emotional learning best practices, in developmentally appropriate as well as socially and culturally responsive ways. Counseling graduates apply such practices with K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>	JMU Counseling Program graduates are able to employ trauma-informed and social-emotional learning best-practices with K-12 students. Graduates are able to apply these approaches with children and adolescents in socially and culturally responsive ways that result in positive outcomes related to mental health, social-emotional well-being, career success, and academic achievement.	Practicum in School Counseling (PSYC 695): Counseling Session Recordings and Analysis, Key Assignment #2	Prevention and Intervention in Schools (PSYC 641): Reflections, Key Assignment #1 Comprehensive Exams Required to Pass before Starting Internship	Internship in School Counseling (PSYC 790): Supervisor Evaluation Of Student, First and Second Semesters of Internship

School Counseling KPI Grading

Key Performance Indicators	JMU Counseling Program Objectives & Student Dispositions	Below Standard	Approaching Standard	At Standard	Exceeds Standard
KPI 1: Professional Counseling Orientation and Ethical Practice Recognizes and applies professional ethical standards including clear and appropriate relationships with clients (with attention to provision of services to minors), colleagues, and the community.	JMU Counseling Program graduates are able to take responsibility for embodying and practicing professional and ethical standards at the degree of mastery. Graduates are able to and hold themselves and colleagues accountable for practicing as ethical professional counselors.	Does not meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community. Does not demonstrate understanding of ethical standards, with particular attention to provision of counseling services to minors. Does not demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.	Does not meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community. Demonstrates understanding of ethical standards, with particular attention to provision of counseling services to minors but does not consistently demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.	Meets expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community. Understands the importance of maintaining appropriate boundaries with clients and colleagues and incorporates knowledge of ethical standards whenever establishing new professional relationships. Demonstrates understanding of ethical standards, with particular attention to provision of counseling services to minors.	Surpasses expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community. Evaluates the context of a given situation and applies sound decision-making skills to maintain appropriate boundaries with clients and colleagues. Masters the application of ethical standards, with particular attention to provision of counseling services to minors.

<p>KPI 2: Social and Cultural Diversity Collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status in schools and other professional settings.</p>	<p>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.</p>	<p>Does not meet expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Does not demonstrate self-awareness regarding issues of diversity. Does not seek supervision regarding issues of diversity. Does not demonstrate an attitude of openness regarding potential issues of diversity.</p>	<p>Does not consistently meet expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Does not consistently demonstrate self-awareness regarding issues of diversity. Does not consistently seek supervision regarding issues of diversity. Does not consistently demonstrate an attitude of openness regarding potential issues of diversity.</p>	<p>Meets expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Demonstrates self-awareness regarding issues of diversity and seeks consultation and supervision as needed. Enters in to collaborative relationships with an attitude of openness and with awareness regarding potential issues.</p>	<p>Surpasses expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Consistently demonstrates self-awareness regarding issues of diversity and seeks consultation and supervision as needed. Enters in to collaborative relationships with an attitude of openness and with awareness regarding potential issues.</p>
<p>KPI 3: Human Growth and Development Develops self-awareness about personal development, applies theories of human development including race, gender, and sexual orientation to work with K-12 students, and develops ethical and</p>	<p>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.</p>	<p>Does not meet expectations for level of training and experience when discussing beliefs about what impacts personal development and formulating a personal philosophy of counseling grounded in these beliefs. Does not</p>	<p>Does not consistently meet expectations for level of training and experience when discussing beliefs about what impacts personal development and formulating a personal philosophy of counseling grounded in these beliefs. Does not</p>	<p>Meets expectations for level of training and experience when discussing beliefs about what impacts personal development and formulating a personal philosophy of counseling grounded in these beliefs. Applies developmentally</p>	<p>Surpasses expectations for level of training and experience when discussing beliefs about what impacts personal development and formulating a personal philosophy of counseling grounded in these beliefs. Surpasses expectations</p>

culturally relevant strategies for promoting resilience and optimum development across the lifespan.		not apply developmentally appropriate strategies for K-12 students and clients.	consistently apply developmentally appropriate strategies for K-12 students and clients.	appropriate strategies for K-12 students and clients.	for level of training and experience in the application of developmentally appropriate strategies for K-12 students and clients.
KPI 4: Career Development Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.	JMU Counseling Program graduates are able to provide developmentally appropriate career assessment and intervention strategies. Accounting for the clients' varying stages of career and educational development, program graduates employ relevant assessments and apply labor market trends.	Does not meet expectations for level of training and experience for the application of theories of career development across the lifespan. Does not implement culturally and developmentally appropriate career assessment and intervention strategies and plans with K-12 students for college and career readiness.	Does not consistently meet expectations for level of training and experience for the application of theories of career development across the lifespan. Does not consistently implement culturally and developmentally appropriate career assessment and intervention strategies and plans with K-12 students for college and career readiness.	Meets expectations for level of training and experience for the application of theories of career development across the lifespan. Consistently implements culturally and developmentally appropriate career assessment and intervention strategies and plans with K-12 students for college and career readiness.	Surpasses expectations for level of training and experience for the application of theories of career development across the lifespan. Consistently implements culturally and developmentally appropriate career assessment and intervention strategies and plans with K-12 students for college and career readiness.

<p>KPI 5: Helping Relationships Establishes and maintains effective counseling relationships.</p>	<p>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.</p>	<p>Does not meet expectations for level of training and experience when demonstrating counseling skills during client work. Haphazardly employs counseling skills without regard to the client's needs, and without considering the selected theoretical approach.</p>	<p>Does not consistently meet expectations for level of training and experience when demonstrating counseling skills during client work. Recognizes the needs of the client and attempts to employ counseling skills, though these are not always consistent with the selected theoretical approach.</p>	<p>Meets expectations for level of training and experience when demonstrating counseling skills during client work. Attends to the needs of the client and attempts to incorporate new skills into existing repertoire. Uses counseling techniques that are consistent with the selected theoretical approach.</p>	<p>Surpasses expectations for level of training and experience when demonstrating counseling skills during client work. Interprets the interpersonal dynamics present and adapts to the needs of the client with appropriate pacing, reflections, effective use of questions, and appropriate use of self. Employs counseling techniques that are consistent with the selected theoretical approach.</p>
<p>KPI 6: Group Counseling and Group Work Recognizes and positively influences intrapersonal and interpersonal dynamics when leading and co-leading groups. Applies group counseling strategies in developmentally appropriate ways.</p>	<p>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.</p>	<p>Does not meet expectations for level of training and experience when leading and co-leading groups. Does not recognize individual issues that arise during group situations, and/or does not positively influence interpersonal dynamics. Does not demonstrate basic skills of blocking, drawing out, and diverting.</p>	<p>Does not consistently meet expectations for level of training and experience when leading and co-leading groups. Inconsistently recognizes individual issues that arise during group situations, and at times is able to positively influence interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting, though these are not consistently applied.</p>	<p>Meets expectations for level of training and experience when leading and co-leading groups. Recognizes individual issues that arise during group situations, and positively influences interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting.</p>	<p>Surpasses expectations for level of training and experience when leading and co-leading groups. Recognizes individual issues that arise during group situations, and positively influences interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting, in addition to advanced skills such as immediacy and process illumination/commentary.</p>

<p>KPI 7: Assessment and Testing</p> <p>Gathers information to assess needs and next steps in the counseling process, including evaluation for serious and foreseeable harm and reporting requirements for abuse or neglect of children and vulnerable adults.</p>	<p>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.</p>	<p>Does not meet expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, though does not demonstrate knowledge and skill in the assessment of suicide/homicide risk and reporting requirements for abuse/neglect.</p>	<p>Does not consistently meet expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, though inconsistently demonstrates knowledge and skill in the assessment of suicide/homicide risk and reporting requirements for abuse/neglect.</p>	<p>Meets expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/neglect.</p>	<p>Surpasses expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/neglect. Makes treatment decisions that are informed by an assessment of this information. Uses supervision as appropriate.</p>
<p>KPI 8: Research and Program Evaluation</p> <p>Critically evaluates research related to core areas of counseling practice. Uses data-informed decision-making practices for program evaluation and management.</p>	<p>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.</p>	<p>Does not meet expectations for level of training and experience in critically evaluating research related to client problems or programs relevant to work setting. Does not use this information to inform decision-making.</p>	<p>Does not consistently meet expectations for level of training and experience in critically evaluating research related to client problems or programs relevant to work setting. Inconsistently uses this information to inform decision-making.</p>	<p>Meets expectations for level of training and experience in critically evaluating research related to client problems or programs relevant to work setting. Able to use this information to inform decision-making.</p>	<p>Surpasses expectations for level of training and experience in critically evaluating research related to client problems or programs relevant to work setting. Able to use this information effectively and thoughtfully to inform decision-making.</p>
<p>KPI 9: School Counseling Profession</p> <p>Applies trauma-informed care and social-emotional learning best practices, in</p>	<p>JMU Counseling Program graduates are able to employ trauma-informed and social-emotional learning best-</p>	<p>Does not meet expectations for level of training and experience in applying principles of trauma-</p>	<p>Does not consistently meet expectations for level of training and experience in applying principles of trauma-</p>	<p>Meets expectations for level of training and experience in applying principles of trauma-informed care, best</p>	<p>Surpasses expectations for level of training and experience in applying principles of trauma-informed care, best</p>

developmentally appropriate as well as socially and culturally responsive ways. Counseling graduates apply such practices with K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.	practices with K-12 students. Graduates are able to apply these approaches with children and adolescents in socially and culturally responsive ways that result in positive outcomes related to mental health, social-emotional well-being, career success, and academic achievement.	informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Does not demonstrate counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.	informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Does not consistently demonstrate counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.	practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Consistently demonstrates counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.
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Appendix D

SC PROGRESS REVIEW

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.

SCHOOL 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 obtains appropriate hours of continuing education each year to ensure ongoing clinical competence.

P-12 Awareness- Applies school counseling best practices, in developmentally appropriate as well as socially and culturally responsive ways. Counseling students apply social-emotional learning practices with K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.

JMU School Counseling 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 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 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.	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 growth will be provided by program faculty.	Surpasses expectations for level of training and experience regarding the range of professional and ethical dispositions and behaviors expected of JMU Counseling students. Specific 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 School Counselor	Does not meet expectations for level of training and experience	Does not consistently meet expectations for	Meets expectations for level of training and experience	Surpasses expectations for level of training and experience

	in demonstrating dispositions required by the JMU School Counseling Program, Specific concerns for remediation will be provided in writing, and a consultation session will be scheduled.	level of training and experience in demonstrating dispositions required by the JMU School Counseling Program. Specific recommendations for improvement will be provided in writing.	in demonstrating dispositions required by the JMU School Counseling Program. Specific recommendations for continued growth will be provided by program faculty.	in demonstrating dispositions required by the JMU School Counseling Program. Specific strengths will be identified by program faculty.
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Student _____ Semester _____ Date _____

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"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At 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"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard

	<input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Exceeds Standard
Active Participation —Actively engages in all aspects of learning experiences, including class discussions, experiential learning exercises, practice sessions, and collaborative groups.	<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
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 enhancing academic performance and intellectual curiosity.	<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

SCHOOL COUNSELING 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 obtains appropriate hours of continuing education each year 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
P-12 Awareness- Applies school counseling best practices, in developmentally appropriate as well as socially and culturally responsive ways. Counseling students apply social-emotional learning practices with K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.	<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 – SC Comprehensive Exam Review Form
SCHOOL COUNSELING
SCHOOL COUNSELING COMPREHENSIVE EXAM EVALUATION

Student _____ Faculty/Supervisor _____ Date _____

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE: Professional and Ethical practice	Introductory	Practice	Mastery
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Observations, Comments and Suggestions:

2. SOCIAL AND CULTURAL DIVERSITY: Cultural competence and self-awareness	Introductory	Practice	Mastery
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Observations, Comments and Suggestions:

3. HUMAN GROWTH AND DEVELOPMENT: Developmentally appropriate approaches	Introductory	Practice	Mastery
------------------------------------------------------------------------------------	---------------------	-----------------	----------------

Observations, Comments and Suggestions:

4. CAREER DEVELOPMENT: Appropriate career counseling	Introductory	Practice	Mastery
-----------------------------------------------------------------	---------------------	-----------------	----------------

Observations, Comments and Suggestions:

5. COUNSELING AND HELPING RELATIONSHIPS: Evidence-based counseling	Introductory	Practice	Mastery
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Observations, Comments and Suggestions:

6. ASSESSMENT AND TESTING: Relevant assessment procedures	Introductory	Practice	Mastery
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Observations, Comments and Suggestions:

7. RESEARCH AND PROGRAM EVALUATION: Research evaluation	Introductory	Practice	Mastery
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Observations, Comments and Suggestions:

Key school counseling competencies	Introductory	Practice	Mastery
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Observations, Comments and Suggestions:

OVERALL COMPREHENSIVE EXAMINATION EVALUATION	Introductory	Practice	Mastery
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Recommendation – Based on recording of work sample, written analysis, professional portfolio, and oral examination	FAIL	PASS
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Summative Feedback:

Instructor/Supervisor Signature

Appendix F
SC PRACTICUM AND INTERNSHIP STUDENT AND SITE EVALUATION FORMS

School Counseling Student Evaluation from Site Supervisor

Start of Block: Default Question Block

Q1 Counseling Student Name

Q2 Your Name

Q3 Name of Your School

Q12 Please note semester, year, and course (i.e. Spring 2018 Intern OR Spring 2018 Practicum OR Fall 2017 Intern)

_____ Q4 The School Counseling Student (please
select one answer per statement):

	DOES NOT APPLY (1)	POOR (2)	AVERAGE (3)	GOOD (4)	EXCELLEN T (5)
demonstrates empathic understanding of clients (SC 3. f.) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develops appropriate rapport with students (SC 3. f.) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrates clarity in work with students (SC 3. f.) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
appropriately identifies and intervenes with students who exhibit risk factors and warning signs of mental health and behavioral disorders, substance abuse, and/or those who have experienced crisis or trauma (SC 2. g.) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

recognizes signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs (SC 2. i.) (5)

engages with students about academic issues in a way that is developmentally appropriate (SC 3. d.) (6)

engages with students about college and/or career issues in a way that is developmentally appropriate (SC 2. c.; SC 3. d.) (7)

engages with students about personal/social issues in a way that is developmentally appropriate (SC 3. f.) (8)

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☐

demonstrates a commitment to culturally appropriate interventions and promotes equity for diverse students (SC 3. k.) (9)

practices according to ethical standards and shows awareness of legal and ethical standards important in the school setting (SC 2. n.) (10)



Q6 Classroom Management and Teaching:

The School Counseling Student (please select one answer per statement):

	DOES NOT APPLY (1)	POOR (2)	AVERAGE (3)	GOOD (4)	EXCELLEN T (5)
demonstrates appropriate classroom management skills when providing classroom guidance (SC 3. c.) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
differentiates instruction and interaction based on students' developmental and learning needs (SC 3. c.) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
skillfully develops curriculum and lesson plans (SC 3. c.) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 Performance and Supervision/Collaboration:

The School Counseling Student (please select one answer per statement):

	DOES NOT APPLY (1)	POOR (2)	AVERAGE (3)	GOOD (4)	EXCELLEN T (5)
uses collaboration through consultation (with school personnel, families, and community agencies) and other methods as appropriate for the promotion of academic, social/persona l, and career development in students (SC 1.d.; SC 2. a., SC 2. b.; SC 2. d.; (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
exhibits self- awareness (SC 2. j.) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrates responsibility (SC 2. j.) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrates professional dress and manner (SC 2. j.) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrates punctuality e at site and with work responsibilitie s (SC 2. j.) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 Recommendation for Course Grade

☐ Satisfactory (1)

☐ Unsatisfactory (please provide comments in areas for growth below) (2)

Q9 Comments on student's notable strengths:

Q10 Comments on student's needs for growth and improvement:

Q11 Please provide feedback on the JMU School Counseling Program's curriculum, in terms of strengths, weaknesses and suggestions from your perspective and experiences with our students.

Q12 Additional Feedback for the JMU School Counseling Program

PRINT NOW BEFORE SUBMITTING IF YOU WANT TO REVIEW HARD COPY WITH YOUR STUDENT

End of Block: Default Question Block

School Counseling Site Evaluation

Start of Block: Default Question Block

Q1 Name (first and last)

Q2 Name of Internship Site

Q3 Date of Internship (i.e. Spring 2012)

Q4 Please rate your site experience on the following dimensions:

	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
Opportunities for counseling experiences (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervision (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff support (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atmosphere (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facility (space, materials, resources) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalis m of staff (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inservice training (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall quality of internship site (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 Additional Comments and Suggestions:

End of Block: Default Question Block

Appendix G

COUNSELING APPLICANT SCREENING FORM

Applicant _____

Date ____/____/____

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

Rating	Notes
1. Academic aptitude	
1 2 3 4 5	
Poor Below Average Average Above Average Outstanding	
2. Work and life experience	
1 2 3 4 5	
Poor Below Average Average Above Average Outstanding	
3. Interpersonal skills	
1 2 3 4 5	
Poor Below Average Average Above Average Outstanding	
4. Knowledge of counseling	
1 2 3 4 5	
Poor Below Average Average Above Average Outstanding	
5. Openness	
1 2 3 4 5	
Poor Below Average Average Above Average Outstanding	
6. Quality of writing (organization, clarity, mechanics)	
1 2 3 4 5	
Poor Below Average Average Above Average Outstanding	
7. Readiness for JMU counselor training	
1 2 3 4 5	
Poor Below Average Average Above Average Outstanding	
8. Recommendation	
Definitely accept for interview _____	
Possibly accept for interview _____	
Reject for interview _____	

Comments:

Evaluator's Signature _____

Appendix H

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. Measurement & Statistics (CMHC, SC)	X		X
PSYC 607. Assessment Procedures in Counseling (CMHC, SC)		X	
PSYC 614. Advanced Developmental Psychology (CMHC, SC)	X		
PSYC 630. Clinical Mental Health Counseling (CMHC)	X		X*
PSYC 640. School Counseling (SC)	X		
PSYC 641. Prevention and Intervention in Schools (SC)	X		
PSYC 642. Issues and Trends in K-12 Education (SC)			X
PSYC 660. Counseling Theories (CMHC, SC)	X		X
PSYC 661. Counseling Techniques (CMHC, SC)	X		X
PSYC 663. Substance Abuse Counseling (CMHC, SC)	X		
PSYC 664. Counseling Process (CMHC, SC)	X	X	
PSYC 665. Group Counseling (CMHC, SC)	X	X	
PSYC 668. Couple & Family Systems (CMHC)	X		
PSYC 669. Career Development (CMHC, SC)		X	X
PSYC 680. Independent Study (CMHC, SC)	X	X	X
PSYC 685. Psychopathology (CMHC, SC)		X	
PSYC 695. Practicum, Clinical Mental Health Counseling (CMHC)	X	X	X
PSYC 695. Practicum. School Counseling (SC)		X	
PSYC 700. Thesis (or 800 for CMHC)	X	X	X
PSYC 710. Counseling Strategies: Brief and Crisis (CMHC, SC)		X	
PSYC 710. Counseling Strategies (Hypnosis, etc.)		X	X***
PSYC 749 Multicultural Perspectives (CMHC, SC)		X	X
PSYC 751 Psychotherapy with Children & Adolescents			X****
PSYC 752 Play Therapy			X
PSYC 760 Supervision & Consultation (CMHC)		X	
PSYC 768 Couple & Family Counseling (CMHC, SC)	X		
PSYC 790 Internship, Clinical Mental Health Counseling (CMHC)	X	X	X
PSYC 790 Internship, School Counseling (SC)	X	X	
PSYC 800 Ed.S. Research Project (or 700 for CMHC)	X	X	X

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

PSYC 661 must be taken prior to PSYC 664

PSYC 664 must be taken prior to PSYC 695

PSYC 695 must be taken prior to PSYC 790

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

*PSYC 630 and PSYC 640, when offered during the summer term, are intended for students who are **not** matriculated into the Clinical Mental Health Counseling Program or School Counseling Program, respectively.

***PSYC 710 courses offered during summer term include courses such as Hypnotic Technique and Creativity in Counseling. They usually *do not* include the Brief and Crisis course.

****Students need to have completed practicum when taking PSYC 751

Appendix I
PLANNED GRADUATE COURSE SEQUENCE

Student _____
Year _____

Catalog 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 J
COURSE CHECKLIST –
School Counseling Students

_____	PSYC 600. Introduction to Measurement and Statistics
_____	PSYC 607. Assessment Procedures in Counseling
_____	PSYC 614. Advanced Developmental Psychology
_____	PSYC 685. Psychopathology: Diagnosis and Intervention Planning
_____	PSYC 640. School Counseling
_____	PSYC 641. Prevention and Intervention in Schools
_____	PSYC 642. Issues and Trends in K-12 Education
_____	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 Counseling
_____	PSYC 669. Career Development
_____	PSYC 695. Practicum in Counseling
_____	PSYC 710. Counseling Strategies: Brief Counseling and Crisis Intervention
_____	PSYC 749. Multicultural Perspectives of Intervention
_____	PSYC 751. Counseling Children and Adolescents
_____	PSYC 790. Internship in School Counseling (first semester)
_____	PSYC 790. Internship in School Counseling (second semester)

Other:

_____ Comprehensive Examination

Appendix K
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.

**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 Andee will work with the Program Directors and you on this.
2. Fill out a Travel Worksheet form and return it to Andee (henrigas@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 MyMadison) and your social security number.
3. After you sign, it will be processed (signed by Dept. Head and Dean) and sent 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 **Andee** if you 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. Andee will need to know who you shared a room with. This can change from your TA, but Andee needs 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 Andee needs your paperwork 30 days after you get back, but that it has to be at accounts payable 30 days after you travel. Andee likes 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, Andee will need a letter stating why things are late in order to get you your money (Andee 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 Andee 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 L
JAMES MADISON UNIVERSITY
DEPARTMENT OF GRADUATE PSYCHOLOGY
APPLICATION FOR POSTER PRINTING

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

Important points:

- Do not have your poster printed elsewhere; the Department of Graduate Psychology will not be able to reimburse you.
- You must submit this form along with your poster to your **Advisor** (if your Advisor is not available, you may submit to your Program Director). Your Advisor must approve the form and poster **AT LEAST ONE WEEK BEFORE YOU NEED THE POSTER. DO not wait until the last minute; be sure to give your advisor enough time.** Your Advisor must email you that your poster and form have been approved to be printed.
- Once approved by your Advisor, **you** must submit your poster to [Print Services - JMU](#) and Andee henriqas@jmu.edu.
- Your poster will be delivered to the Department of Graduate Psychology office, Johnston Hall, Room 101, and you are responsible for picking up the finished poster there.
- If you receive Departmental funds to print your poster, you are expected to attend and present your poster at the professional conference specified below.
- Instructions regarding how to create a conference poster using PowerPoint are available [Microsoft Word - Poster Guidelines - Symposium.docx \(jmu.edu\)](#).

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 M

EMMA PATHIC (A Sample Résumé)

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

Objective

To obtain a position where I can use, and continue to enhance, my school counseling in Pre-K – 12 settings.

Education

James Madison University, Harrisonburg, Virginia
Master of Education Degree May, 2013
School Counseling

Rockhurst University, Kansas City, Missouri
Bachelor of Arts, Cum Laude, May, 2007
Psychology Major, Sociology Minor

Counseling Experience

School Counseling Intern August 2012 - May, 2013 Internship in Counseling
Harrisonburg High School
Harrisonburg, Virginia

Performed a variety of school counseling-related duties as part of a 600-hour internship experience. Provided individual and group counseling to students in a high school setting. Conducted workshops on family communication and problem-solving. Participated in an outreach crisis intervention program for students and staff.

School Counseling Practicum Student January, 2012 - May, 2012 Practicum in Counseling
Thomas Harrison Middle School
Harrisonburg, Virginia

Performed a variety of school counseling-related duties as part of a 100-hour practicum experience. Provided individual and group counseling to students in a middle school setting; observed IEP meetings and co-coordinated the school's annual Transitions Fair. Helped offer middle-school orientation sessions for new and transfer students and families.

Related Experience

Graduate Assistant August, 2010 - May, 2011
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, 2009 - May, 2010
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, 2007 - July, 2009
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
Pathic, E. (2012, November). *When your ego ain't your amigo: Counseling people with poor self-concepts*. A presentation at the annual conference of the Virginia Counselors Association, Fredericksburg, VA.

Community Activity
Volunteer telephone helper at Don't Call Us – We'll Call You Hotline, November, 2010, to July, 2012.

Professional Affiliations
American Counseling Association (2010-present)
American School Counselor Association (2010 – present)
Virginia Counselors Association (2010-present)
Central Valley Counselors Association (2010-present)

References Available Upon Request

Appendix N

EMMA PATHIC (A Sample Reference Sheet)

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

References

Jen U. Wine, Ph.D.

Program Director
Counseling Programs
MSC 7401
James Madison University
Harrisonburg, Virginia 22807
540-555-1234

Karen Person, Ed.S.

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

Ray Flection, Ed.D.

Licensed Professional Counselor
Don't Call Us – We'll Call You Hotline
222 East Ohio Street
Indianapolis, Indiana 46204
317-555-5555

Connie Frontation, Ed.S.

Executive Director
Rootie Toot Toot Institute
2468 Whodoweappreciate Lane
Harrisonburg, Virginia 22801
540-555-5555

Appendix O

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. 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 written during Step 3 above and is detailed below.

1. The Department of Graduate Psychology and Counseling Appeals Committee is made up of all program directors with the exception of any who have been involved in the process to this point (e.g. the student's program director) and any who may be involved at a later stage (e.g., a Program Director who also serves as University Ombudsman). The Department Head appoints one of the committee members as chair. The Department Head may meet with the student to act as a guide to the process and procedures. The head also ensures that due process is followed, and that the process is fair.
2. If a student decides to appeal a decision taken by faculty in the steps above, he or she must notify the chair of the Department Appeals Committee of his or her intention to appeal within two days of receiving notification of the decision. The time and date of this deadline and the name of the appeals committee chair will be included in the letter.
3. After notifying the chair of the Appeals Committee of his or her intent to appeal, the student then has up to one week to write a letter explaining the grounds of the appeal. The date that this letter is due, and the name of the Appeals Committee chair will be specified in the letter from the faculty given to the student.
4. The Appeals Committee may consider the fairness of the decision, possible flaws in the process, and/or additional evidence. The committee may request a copy of the letter presented to the student and documents such as semester performance evaluations. The committee may also choose to meet with the student. The committee's decision will be given to the student in writing as soon as possible, but in all cases within one week of the receipt of the appeal letter or meeting with the student, whichever is later.
5. In the event that a student concern emerges for which the procedures described here are inadequate or otherwise unsuited, perhaps because the concern is unusual or unique, the Graduate Coordinating Council of the Department will be convened by the Department Head and an appropriate procedure will be developed.
6. Students are advised that the [Office of Student Accountability and Restorative Practices](#) (OSARP) is committed to providing students with impartial, independent and confidential support regarding university policies, procedures and regulations.

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

Students Experiencing Financial, Health, or Emotional Difficulties

Situations involving students who are experiencing unusual financial, or physical/mental health crises, but who are in good standing in the program otherwise, are processed in as confidential a manner as possible. Supportive consultation is offered, and it may be necessary for the student to leave the program

on a temporary basis. Students in such situations are strongly encouraged to seek counseling services. Students are advised that JMU's Office of Disability Services (ODS) is available as a resource to consider a range of accommodations for a wide range of conditions. No accommodations can be made by faculty without an approved plan from ODS. (See <http://www.jmu.edu/ods/>)

Student Rights and Program Grievance Procedures

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

If the student is unsatisfied with this response, he or she may 1) request further review of the grievance by the Department Head, and/or 2) pursue a formal hearing on the grievance via the policies and procedures described in the Graduate Catalog and Student Handbook of James Madison University. In either case, the student is advised to consult University Policy, the JMU Graduate Catalog and Student Handbook to determine which course of action is most appropriate for the respective grievance; the Graduate Catalog and Student Handbook are distributed to students upon admission to James Madison University.

The 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 P CLASSICS

Several years ago, we decided to compile a list of a few of our favorite books to recommend to our students. We avoided textbooks and recent literature, focusing instead on classic books that influenced our own professional development by changing our thinking, provoking us, or touching us in some way. Each member submitted titles and brief descriptions. One committee member expressed his selection process so aptly that we have repeated it here.

For me a really great book is one I do not understand on first reading and must return to again and again. There have, of course, been many books I did not understand and was able to dismiss them as irrelevant to my life. So, a great book must also compel me in some ineffable way. It must convince me of its truth while revealing its message only bit by bit. It is a frustrating, but challenging pursuit. Books whose message is in the first chapter – and the rest of the book is simply reiterations of the same thesis – bore me. Likewise, “how to do it books” are hopelessly inane in my eyes: “Be a counselor in ten easy lessons in your spare time at home.”

As you look through the list, we invite you to select titles that intrigue you. You can easily see how our recommendations reflect the diversity of our own interests and perspectives:

Bateson, M. C. (1989). *Composing a life*. New York: Atlantic Monthly Press.

This is a study of five women engaged in the shaping of their lives. Dr. Bateson uses comparative biography to inquire into the creative potential of complex lives where energies are continually refocused and redefined rather than narrowly focused. Each of the women studied has faced discontinuity and divided energy and has been rich in professional achievement and personal relationships. The conclusion affirms that discontinuity and conflicted priorities are part of our lives and should be seen as a source of wisdom.

Belenky, M. D., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). *Women's ways of knowing*. New York: Basic Books.

The author discusses the differences in the way women and men acquire knowledge. Belenky et. al. developed a five-stage model of intellectual growth and development of women that parallels Perry's model of intellectual development. They believed that Perry's model, with its emphasis on the objective, analytical model of thinking, was more reflective of the male experience. Their model focuses on the role of intuition, empathy and connectedness with others as the ways of knowing what is favored by women.

Berman, M. (1981). *The Reenchantment of the World*. Ithaca: Cornell University Press.

This wonderful book was written by an historian. He traces the history of human thought from its beginnings in an enchanted world of participating consciousness through the dawn of scientific consciousness. His general thesis is that we threw out the baby with the bath when we denied the value of participating consciousness. His ideas appear to be vindicated by Constructivism, which seems to be emerging in all the sciences at once.

Carkhuff, R. C. & Berenson, B. G. (1977). *Beyond counseling and therapy*. New York: Holt, Rinehart & Winston.

An excellent 147

for beginning students as this book was one of the first attempts to translate counseling theory into

workable methodology including the notion of stages and phases in the counseling process. The book served as a harbinger for Egan's The Skilled Helper and other works on training counselors.

Frankl, V. E. (1963). *Man's search for meaning: An introduction to logotherapy*. New York: Washington Square Press.

Victor Frankl, a survivor of Nazi concentration camps, describes his harrowing experiences and "the sacrifices, the crucifixion and the deaths of the great army of unknown and unrecorded victims." In this painfully honest and unsentimental account, Frankl (who had intended to write it anonymously, using only his prison camp number) explores the psychology of suffering and our struggle to find meaning in our suffering. His approach to therapy, which is an outgrowth of his concentration camp experiences, leads us to confront the essence of our existence and challenges us to create a meaningful life through faith and love.

Frankl, V. E. (1967). *Psychotherapy and existentialism: Selected papers on logotherapy*. New York: Washington Square Press.

Frankl elaborates on his special brand of existentialism—logotherapy—and discusses paradoxical intention at length using helpful examples and explanations. Other topics, such as meaning, values and self-actualization are also explored and contrasted with other theories.

Gabrino, J., Stott, F. M., & Faculty of the Erickson Institute. (1989). *What children can tell us*. San Francisco: Jossey-Bass.

The goal in *What children can tell us* is to help adults understand children as they seek information from and about them. Within this text, the faculty of the Erickson Institute seek to confront three important questions in understanding adult-child communication. What can child development theories and research tell us about the process of adult-child communication? How far can we go in specifying concrete procedures for eliciting information from children? To what extent does knowledge about adult-child communication generalize across settings (for example, child care, formal evaluative testing, medical treatment, education, protective services, custody disputes)? The book is based on an extensive review of research and theory regarding development and adult-child communication and is enhanced by the years of experience of the Institute faculty in working with children and their families. The information offered in the book is a must for any counselor who works with children.

Gilligan, C. (1982). *In a different voice*. Cambridge, MA: Harvard University Press.

In this book, Gilligan documented her research on the moral development of women. Based on interviews of women from diverse samples, Gilligan discovered that the stages in Kohlberg's theory of moral development described the development of white, educated, middle-class males. She found that women place much more emphasis on contractual arrangements and moral principles in making their moral decisions. She developed a three-stage model to describe the moral development of women.

Helms, J. E. (1992). *A race is a nice thing to have: A guide to being a white person or understanding the white persons in your life*. Content Communications: Topeka, KS.

This book is essentially a primer for understanding racial identity. Written with Whites in mind, but certainly helpful for others as well, the book contains activities and descriptions that are intended to help you understand the role that race plays in all of our lives. Many Whites don't consider themselves as having a racial identity, so this book, although brief and very "user-friendly," actually has the potential to offer profound insights. In addition, Helms avoids guilt and shame by affirming the possibility of a positive White racial identity. This is a quick but powerful read.

James, W. (1902:1990). *The varieties of religious experience*. New York: Vintage Books.

Long before the recent interest in integrating spirituality and psychology, William James took on this challenging task. His insights are still as fresh and vivid as ever. The book is full of wonderful quotes, such as James' charming example of the impossibility of a psychological science capturing the unique and ineffable experience of an individual's spirituality. "Probably a crab would be filled with a sense of personal outrage if it could hear us class it without ado or apology as a crustacean, and thus dispose of it. 'I am no such thing,' it would say; 'I am MYSELF, MYSELF alone'" (p. 17).

Jung, C. G. (1965). *Memories, dreams, reflections*. New York: Vintage Books.

As the title suggests, Jung's autobiography is unique because, instead of describing the external events and circumstances of his life, he explores his rich inner world. As the 83-year-old Jung says in his prologue, "My life is a story of the self-realization of the unconscious." Our most original theorist describes his intellectual struggles, personal epiphanies, and even a dramatic near-death experience with power and clarity. Near the end of this wise book, Jung concludes that "the sole purpose of human existence is to kindle a light in the darkness of mere being."

Karen, R. (1994). *Becoming attached: First relationships and how they shape our capacity to love*. New York: Oxford University Press.

This is a wonderful resource for understanding early attachment problems and the subsequent difficulties we all have in adult relationships. No one gets out of his or her family completely intact! We all have some residual unmet needs and defensive strategies that get in our way. We all experience shame, self-consciousness, and occasional difficulties in relationships. This is not to say that we have problems that would approach a diagnosis of personality disorder, but everyone has stylistic quirks that can probably be traced to early attachment failures. This book is written from an Object Relations and Self Psychology standpoint, and it contains interesting bios on such famous people as John Bowlby, Mary Ainsworth, and Harry Harlow. Besides being a good primer on the post-Freudian approach to understanding personality, it will also cause you to reflect on your own experiences in your family of origin.

Katz, J. H. (1978). *White awareness: Handbook for anti-racism training*. Norman, OK: University of Oklahoma Press.

As you embark on your career, you'll likely find that your attitudes and beliefs about yourself and others are frequently challenged. This book, which contains exercises that can help you explore your views of yourself and others as racial beings, may be especially helpful for you. In particular, Katz encourages us to take responsibility for change--personally and socially--and expect to make a difference in how we relate to one another. Many of the exercises can be designed to capture our beliefs about issues, such as classism and sexism, which influence and complicate our attempts to be multiculturally competent counselors.

Kopp, S. B. (1976). *If you meet the Buddha on the road, kill him!* New York: Bantam.

After about four years working as a counselor I read this book and it had a tremendous impact on me. It helped me understand what I was doing as a counselor and it kept me going when I became discouraged. Kopp is an existential therapist who relates stories about his clients and about his reactions to working with them. His self-disclosures and his vulnerability were a comfort to me as I struggled with my own issues about being a counselor.

Kozol, J. (1991). *Savage inequalities: Children in America's schools*. New York: Crown.

If you're considering work in public schools, then we encourage you to read Kozol's view of the

reality of public schools for many children across the country. The disparities that Kozol describes as existing between the "haves" and the "have nots" -- schools in suburban or wealthy areas vs. schools in Latino, African American, and less wealthy communities -- are shocking and at times hard to read. This book serves as a clear call to action for justice and equality.

Lerner, H. (1989). *The dance of intimacy*. New York: Harper & Row.

Lerner offers a Bowenian approach to understanding the dynamics of intimate relations. Intimate relations among family, friends and lovers. She conceptualizes strategies which are employed by individuals in relationships and discusses the results of these strategies. Special emphasis is placed upon noting the patterns of previous generations as they are expressed in contemporary relationships.

Maslow, A. H. (1962). *Toward a psychology of being*. Princeton, NJ: Van Nostrand.

A pioneer in many ways, Maslow studied self-actualizing people instead of the psychologically disordered, used qualitative research methods before that term came into vogue, and served as a major catalyst in "The Third Force" of the profession. His book is still fascinating to read.

May, R., Angel, E. & Ellenberger, H. F. (Eds) (1958). *Existence: A new dimension in psychiatry and psychology*. New York: Basic Books.

This is an exposition of the human condition and a consideration of Daseinanalysis—an Existentialist version of psychoanalysis. The first 90 pages are by Rollo May and are a good, and readable, introduction to existentialism. A reading of this should convince you of how superficial most other counseling theories are.

Napier, A. Y., & Whitaker, C. A. (1978). *The family crucible*. New York: Harper & Row.

This book is an excellent introduction to family therapy. Napier describes "the intense experience of family therapy" as the co-therapist of Whitaker, a pioneer in the field. The book, which reads like a novel, explores the nuances and dynamics of working with a troubled family. It skillfully interweaves dramatic scenes of one family's therapy with discussions of systems and family dynamics—the "family dance." Napier also shares his own struggles, doubts, discoveries, and joys during the family therapy process.

Perls, F. (1969). *Gestalt therapy verbatim*. Lafayette, CA: Real People Press.

This is one of the books that made the most sense to me in the early stages of my career as a counselor. Although that was almost twenty years ago, the lessons I learned from Perls through this book still stay with me. Regardless of your theoretical orientation, the vivid image of therapeutic change that this book provides can teach you a lot about the counseling process.

Polster, E. (1987). *Every person's life is worth a novel*. New York: W. W. Norton.

What I like best about this book is the title and the notion of approaching clients as a novelist might—seeing their lives as full of drama and helping them appreciate and confirm the wonder of their existence. Polster is a noted Gestalt therapist who has much to contribute to other theoretical orientations.

Rogers, C. R. (1961). *On becoming a person*. Boston: Houghton Mifflin.

In this wonderfully insightful book, Rogers reflects on therapy, personal growth, and creativity. You come away from this book knowing both the man and his ideas—with an appreciation for his intellectual journey and dedication to his clients. At one point, Rogers challenges us with the assertion that the good life is not one "for the faint-hearted....It involves the courage to be. It means launching oneself fully into the stream of life" (p. 196).

Shapiro, D. (1965). *Neurotic styles*. New York: Basic Books.

A classic and original study. This book is an old favorite of mine and contributed to my interest in the development of personality and the disorders of personality. Dr. Shapiro examines the ways of thinking and perceiving, forms of emotional experience and the behavioral manifestations that characterize the obsessive–compulsive, paranoid, histrionic and impulsive personality styles. While the book and its terminology are dated in these days of the DSM–V, I continue to find it helpful in clinical work.

Tzu, L. (1988). *Tao te ching*. (S. Mitchell, Trans.) New York: Harper Collins.

This is a book of ancient Eastern wisdom that is the second most translated book in the world. It has been and continues to be a source of inspiration and guidance for my work as a counselor. It emphasizes a gentle method of working with and relating to others and the importance of understanding the paradox of the human condition. If I am stuck with a client, I often turn to this book for a clue. There are many translations, each of them different and most of them difficult to comprehend because of its non–linear nature. One of the most accessible of the translations is by Mitchell. I recommend spending some time with this book. There is a wealth of knowledge for counselors.

Van Dusen, W. (1973). *The natural depth in man*. New York: Harper & Row.

This is a highly readable and memorable introduction to phenomenology. Written by a skilled and very experienced therapist, this book will shake the reader's illusion that they understand common experience. Van Dusen also provides an insightful and deeply respectful passport to foreign and at times frightening, places inhabited by his clients. The reader will be changed after reading this book; it will both deepen and broaden understanding and appreciation of the human psyche. It will also expand one's respect and regard for the consciousness of the self and that of others.

Watzlawick, P., Beavin, J. & Jackson, D. D. (1967). *Pragmatics of human communication*. New York: W. W. Norton.

The seminal work of communications theory. Virtually no family therapy book written is without the influence of some of the ideas in this book. It must be read sparingly. Great exposition of paradox!

Watzlawick, P., Weakland, J. H. & Fisch, R. (1972). *Change: Principles of problem formation and problem resolution*. New York: W. W. Norton.

A cogent follow–up to some of the ideas in *Pragmatics*... (above). You might like it better because it has “how to do it” stuff.

Weinberg, G. (1991). *The taboo scarf and other tales of therapy*. New York: Ivy Books.

Similar to Yalom's book, *Love's Executioner*, Weinberg is a therapist who details case histories with an emphasis on his personal experience in the therapeutic process. A great “read.”

Wood, D. (1992). *Old Turtle*. New York: Pfeiffer-Hamilton.

This beautiful children's book presents a magnificent conversation about the nature of God, with different creatures picturing God in their own images. Whether or not you consider yourself a “religious” person, the essence of the story is intriguing in its simple message regarding acceptance and awareness of community and global responsibility. The illustrations are also lovely and may be just what you need when you're feeling bogged down by textbooks and theory.

Yalom, I. (1990). *Love's executioner and other tales of psychotherapy*. New York: Basic Books.

Irving Yalom writes of his personal experiences working with clients in individual therapy. A fascinating inside account of this well-known existential therapist's work.

Appendix Q

ACA Code of Ethics 2014

ACA Code of Ethics Preamble

The American Counseling Association (ACA) is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

Professional values are an important way of living out an ethical commitment. The following are core professional values of the counseling profession:

1. enhancing human development throughout the life span;
2. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;
3. promoting social justice;
4. safeguarding the integrity of the counselor–client relationship; and
5. practicing in a competent and ethical manner.

ACA Code of Ethics Purpose

The *ACA Code of Ethics* serves six main purposes:

1. The *Code* sets forth the ethical obligations of ACA members and provides guidance intended to inform the ethical practice of professional counselors.
2. The *Code* identifies ethical considerations relevant to professional counselors and counselors-in-training.
3. The *Code* enables the association to clarify for current and prospective members, and for those served by members, the nature of the ethical responsibilities held in common by its members.
4. The *Code* serves as an ethical guide designed to assist members in constructing a course of action that best serves those utilizing counseling services and establishes expectations of conduct with a primary emphasis on the role of the professional counselor.
5. The *Code* helps to support the mission of ACA.
6. The standards contained in this *Code* serve as the basis for processing inquiries and ethics complaints concerning ACA members.

The *ACA Code of Ethics* contains eight main sections that address the following areas:

Section A: The Counseling Relationship

Section B: Confidentiality and Privacy

Section C: Professional Responsibility

Section D: Relationships With Other Professionals

Section E: Evaluation, Assessment, and Interpretation

Section F: Supervision, Training, and Teaching

Section G: Research and Publication

Section H: Distance Counseling, Technology, and Social Media

Section I: Resolving Ethical Issues

Each section of the *ACA Code of Ethics* begins with an introduction. The introduction to each section describes the ethical behavior and responsibility to which counselors aspire. The introductions help set the tone for each particular section and provide a starting point that invites reflection on the ethical standards contained in each part of the *ACA Code of Ethics*. The standards outline professional responsibilities and provide direction for fulfilling those ethical responsibilities.

When counselors are faced with ethical dilemmas that are difficult to resolve, they are expected to engage in a carefully considered ethical decision-making process, consulting available resources as needed. Counselors acknowledge that resolving ethical issues is a process; ethical reasoning includes consideration of professional values, professional ethical principles, and ethical standards. Counselors' actions should be consistent with the spirit as well as the letter of these ethical standards. No specific ethical decision-making model is always most effective, so counselors are expected to use a credible model of decision making that can bear public scrutiny of its application. Through a chosen ethical decision-making process and evaluation of the context of the situation, counselors work collaboratively with clients to make decisions that promote clients' growth and development. A breach of the standards and principles provided herein does not necessarily constitute legal liability or violation of the law; such action is established in legal and judicial proceedings. The glossary at the end of the *Code* provides a concise description of some of the terms used in the *ACA Code of Ethics*.

Section A

The Counseling Relationship

Introduction

Counselors facilitate client growth and development in ways that foster the interest and welfare of clients and promote formation of healthy relationships. Trust is the cornerstone of the counseling relationship, and counselors have the responsibility to respect and safeguard the client's right to privacy and confidentiality. Counselors actively attempt to understand the diverse cultural backgrounds of the clients they serve. Counselors also explore their own cultural identities and how these affect their values and beliefs about the counseling process. Additionally, counselors are encouraged to contribute to society by devoting a portion of their professional activities for little or no financial return (*pro bono publico*).

A.1. Client Welfare

A.1.a. Primary Responsibility

The primary responsibility of counselors is to respect the dignity and to promote the welfare of clients.

A.1.b. Records and Documentation

Counselors create, safeguard, and maintain documentation necessary for rendering professional services. Regardless of the medium, counselors include sufficient and timely documentation to facilitate the delivery and continuity of services. Counselors take reasonable steps to ensure that documentation accurately reflects client progress and services provided. If amendments are made to records and documentation, counselors take steps to properly note the amendments according to agency or institutional policies.

A.1.c. Counseling Plans

Counselors and their clients work jointly in devising counseling plans that offer reasonable promise of success and are consistent with the abilities, temperament, developmental level, and circumstances of clients. Counselors and clients regularly review and revise counseling plans to assess their continued viability and effectiveness, respecting clients' freedom of choice.

A.1.d. Support Network Involvement

Counselors recognize that support networks hold various meanings in the lives of clients and consider enlisting the support, understanding, and involvement of others (e.g., religious/spiritual/community leaders, family members, friends) as positive resources, when appropriate, with client consent.

A.2. Informed Consent in the Counseling Relationship

A.2.a. Informed Consent

Clients have the freedom to choose whether to enter into or remain in a counseling relationship and need adequate information about the counseling process and the counselor. Counselors have an obligation to

review in writing and verbally with clients the rights and responsibilities of both counselors and clients. Informed consent is an ongoing part of the counseling process, and counselors appropriately document discussions of informed consent throughout the counseling relationship.

A.2.b. Types of Information Needed

Counselors explicitly explain to clients the nature of all services provided. They inform clients about issues such as, but not limited to, the following: the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services; the counselor's qualifications, credentials, and relevant experience; continuation of services upon the incapacitation or death of a counselor; the role of technology; and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis, the intended use of tests and reports. Additionally, counselors inform clients about fees and billing arrangements, including procedures for nonpayment of fees. Clients have the right to confidentiality and to be provided with an explanation of its limits (including how supervisors and/or treatment team professionals are involved), to obtain clear information about their records, to participate in the ongoing counseling plans, and to refuse any services or modality changes and to be advised of the consequences of such refusal.

A.2.c. Developmental and Cultural Sensitivity

Counselors communicate information in ways that are both developmentally and culturally appropriate. Counselors use clear and understandable language when discussing issues related to informed consent. When clients have difficulty understanding the language that counselors use, counselors provide necessary services (e.g., arranging for a qualified interpreter or translator) to ensure comprehension by clients. In collaboration with clients, counselors consider cultural implications of informed consent procedures and, where possible, counselors adjust their practices accordingly.

A.2.d. Inability to Give Consent

When counseling minors, incapacitated adults, or persons unable to give voluntary consent, counselors seek the assent of clients to services, and include them in decision making as appropriate. Counselors recognize the need to balance the ethical rights of clients to make choices, their capacity to give consent or assent to receive services, and parental or familial legal rights and responsibilities to protect these clients and make decisions on their behalf.

A.2.e. Mandated Clients

Counselors discuss the required limitations to confidentiality when working with clients who have been mandated for counseling services. Counselors also explain what type of information and with whom that information is shared prior to the beginning of counseling. The client may choose to refuse services. In this case, counselors will, to the best of their ability, discuss with the client the potential consequences of refusing counseling services.

A.3. Clients Served by Others

When counselors learn that their clients are in a professional relationship with other mental health professionals, they request release from clients to inform the other professionals and strive to establish positive and collaborative professional relationships.

A.4. Avoiding Harm and Imposing Values

A.4.a. Avoiding Harm

Counselors act to avoid harming their clients, trainees, and research participants and to minimize or to remedy unavoidable or unanticipated harm.

A.4.b. Personal Values

Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature.

A.5. Prohibited Noncounseling Roles and Relationships

A.5.a. Sexual and/or Romantic Relationship Prohibited

Sexual and/or romantic counselor–client interactions or relationships with current clients, their romantic partners, or their family members are prohibited. This prohibition applies to both in-person and electronic interactions or relationships.

A.5.b. Previous Sexual and/or Romantic Relationships

Counselors are prohibited from engaging in counseling relationships with persons with whom they have had a previous sexual and/or romantic relationship.

A.5.c. Sexual and/or Romantic Relationships With Former Clients

Sexual and/or romantic counselor–client interactions or relationships with former clients, their romantic partners, or their family members are prohibited for a period of 5 years following the last professional contact. This prohibition applies to both in-person and electronic interactions or relationships.

Counselors, before engaging in sexual and/or romantic interactions or relationships with clients, their romantic partners, or client family members, demonstrate forethought and document (in written form) whether the interaction or relationship can be viewed as exploitive in any way and/or whether there is still potential to harm the former client; in cases of potential exploitation and/or harm, the counselor avoids entering such an interaction or relationship.

A.5.d. Friends or Family Members

Counselors are prohibited from engaging in counseling relationships with friends or family members with whom they have an inability to remain objective.

Counselor–client nonprofessional relationships with clients, former clients, their romantic partners, or their family members should be avoided, except when the interaction is potentially beneficial to the client. (*See A.5.d.*)

A.5.e. Personal Virtual Relationships With Current Clients

Counselors are prohibited from engaging in a personal virtual relationship with individuals with whom they have a current counseling relationship (e.g., through social and other media).

A.6. Managing and Maintaining Boundaries and Professional Relationships**A.6.a. Previous Relationships**

Counselors consider the risks and benefits of accepting as clients those with whom they have had a previous relationship. These potential clients may include individuals with whom the counselor has had a casual, distant, or past relationship. Examples include mutual or past membership in a professional association, organization, or community. When counselors accept these clients, they take appropriate professional precautions such as informed consent, consultation, supervision, and documentation to ensure that judgment is not impaired and no exploitation occurs.

A.6.b. Extending Counseling Boundaries

Counselors consider the risks and benefits of extending current counseling relationships beyond conventional parameters. Examples include attending a client's formal ceremony (e.g., a wedding/commitment ceremony or graduation), purchasing a service or product provided by a client (excepting unrestricted bartering), and visiting a client's ill family member in the hospital. In extending these boundaries, counselors take appropriate professional precautions such as informed consent, consultation, supervision, and documentation to ensure that judgment is not impaired and no harm occurs.

A.6.c. Documenting Boundary Extensions

If counselors extend boundaries as described in A.6.a. and A.6.b., they must officially document, prior to the interaction (when feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the client or former client and other individuals significantly involved with the client or former client. When unintentional harm occurs to the client or former client, or to an individual significantly involved with the client or former client, the counselor must show evidence of an attempt to remedy such harm.

A.6.d. Role Changes in the Professional Relationship When counselors change a role from the original or most recent contracted relationship, they obtain informed consent from the client and explain the client's right to refuse services related to the change. Examples of role changes include, but are not limited to

1. changing from individual to relationship or family counseling, or vice versa;
2. changing from an evaluative role to a therapeutic role, or vice versa; and
3. changing from a counselor to a mediator role, or vice versa.

Clients must be fully informed of any anticipated consequences (e.g., financial, legal, personal, therapeutic) of counselor role changes.

A.6.e. Nonprofessional Interactions or Relationships (Other Than Sexual or Romantic Interactions or Relationships)

Counselors avoid entering into nonprofessional relationships with former clients, their romantic partners, or their family members when the interaction is potentially harmful to the client. This applies to both in-person and electronic interactions or relationships.

A.7. Roles and Relationships at Individual, Group, Institutional, and Societal Levels

A.7.a. Advocacy

When appropriate, counselors advocate at individual, group, institutional, and societal levels to address potential barriers and obstacles that inhibit access and/or the growth and development of clients.

A.7.b. Confidentiality and Advocacy

Counselors obtain client consent prior to engaging in advocacy efforts on behalf of an identifiable client to improve the provision of services and to work toward removal of systemic barriers or obstacles that inhibit client access, growth, and development.

A.8. Multiple Clients

When a counselor agrees to provide counseling services to two or more persons who have a relationship, the counselor clarifies at the outset which person or persons are clients and the nature of the relationships the counselor will have with each involved person. If it becomes apparent that the counselor may be called upon to perform potentially conflicting roles, the counselor will clarify, adjust, or withdraw from roles appropriately.

A.9. Group Work

A.9.a. Screening

Counselors screen prospective group counseling/therapy participants. To the extent possible, counselors select members whose needs and goals are compatible with goals of the group, who will not impede the group process, and whose well-being will not be jeopardized by the group experience.

A.8.b. Protecting Clients

In a group setting, counselors take reasonable precautions to protect clients from physical, emotional, or psychological trauma.

A.10. Fees and Business Practices

A.10.a. Self-Referral

Counselors working in an organization (e.g., school, agency, institution) that provides counseling services do not refer clients to their private practice unless the policies of a particular organization make explicit provisions for self-referrals. In such instances, the clients must be informed of other options open to them should they seek private counseling services.

A.10.b. Unacceptable Business Practices

Counselors do not participate in fee splitting, nor do they give or receive commissions, rebates, or any other form of remuneration when referring clients for professional services.

A.10.c. Establishing Fees

In establishing fees for professional counseling services, counselors consider the financial status of clients and locality. If a counselor's usual fees create undue hardship for the client, the counselor may adjust fees, when legally permissible, or assist the client in locating comparable, affordable services.

A.10.d. Nonpayment of Fees

If counselors intend to use collection agencies or take legal measures to collect fees from clients who do not pay for

services as agreed upon, they include such information in their informed consent documents and also inform clients in a timely fashion of intended actions and offer clients the opportunity to make payment.

A.10.e. Bartering

Counselors may barter only if the bartering does not result in exploitation or harm, if the client requests it, and if such arrangements are an accepted practice among professionals in the community. Counselors consider the cultural implications of bartering and discuss relevant concerns with clients and document such agreements in a clear written contract.

A.10.f. Receiving Gifts

Counselors understand the challenges of accepting gifts from clients and recognize that in some cultures, small gifts are a token of respect and gratitude. When determining whether to accept a gift from clients, counselors take into account the therapeutic relationship, the monetary value of the gift, the client's motivation for giving the gift, and the counselor's motivation for wanting to accept or decline the gift.

A.11. Termination and Referral

A.11.a. Competence Within Termination and Referral

If counselors lack the competence to be of professional assistance to clients, they avoid entering or continuing counseling relationships. Counselors are knowledgeable about culturally and clinically appropriate referral resources and suggest these alternatives. If clients decline the suggested referrals, counselors discontinue the relationship.

A.11.b. Values Within Termination and Referral

Counselors refrain from referring prospective and current clients based solely on the counselor's personally held values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature.

A.11.c. Appropriate Termination

Counselors terminate a counseling relationship when it becomes reasonably apparent that the client no longer needs assistance, is not likely to benefit, or is being harmed by continued counseling. Counselors may terminate counseling when in jeopardy of harm by the client or by another person with whom the client has a relationship, or when clients do not pay fees as agreed upon. Counselors provide pretermination counseling and recommend other service providers when necessary.

A.11.d. Appropriate Transfer of Services

When counselors transfer or refer clients to other practitioners, they ensure that appropriate clinical and administrative processes are completed and open communication is maintained with both clients and practitioners.

A.12. Abandonment and Client Neglect

Counselors do not abandon or neglect clients in counseling. Counselors assist in making appropriate arrangements for the continuation of treatment, when necessary, during interruptions such as vacations, illness, and following termination.

Section B Confidentiality and Privacy

Introduction

Counselors recognize that trust is a cornerstone of the counseling relationship. Counselors aspire to earn

the trust of clients by creating an ongoing partnership, establishing and upholding appropriate boundaries, and maintaining confidentiality. Counselors communicate the parameters of confidentiality in a culturally competent manner.

B.1. Respecting Client Rights

B.1.a. Multicultural/Diversity Considerations

Counselors maintain awareness and sensitivity regarding cultural meanings of confidentiality and privacy. Counselors respect differing views toward disclosure of information. Counselors hold ongoing discussions with clients as to how, when, and with whom information is to be shared.

B.1.b. Respect for Privacy

Counselors respect the privacy of prospective and current clients. Counselors request private information from clients only when it is beneficial to the counseling process.

B.1.c. Respect for Confidentiality

Counselors protect the confidential information of prospective and current clients. Counselors disclose information only with appropriate consent or with sound legal or ethical justification.

B.1.d. Explanation of Limitations

At initiation and throughout the counseling process, counselors inform clients of the limitations of confidentiality and seek to identify situations in which confidentiality must be breached.

B.2. Exceptions

B.2.a. Serious and Foreseeable Harm and Legal Requirements

The general requirement that counselors keep information confidential does not apply when disclosure is required to protect clients or identified others from serious and foreseeable harm or when legal requirements demand that confidential information must be revealed. Counselors consult with other professionals when in doubt as to the validity of an exception. Additional considerations apply when addressing end-of-life issues.

B.2.b. Contagious, Life-Threatening Diseases

Confidentiality Regarding End-of-Life Decisions

Counselors who provide services to terminally ill individuals who are considering hastening their own deaths have the option to maintain confidentiality, depending on applicable laws and the specific circumstances of the situation and after seeking consultation or supervision from appropriate professional and legal parties.

B.2.c. Contagious, Life-Threatening Diseases

When clients disclose that they have a disease commonly known to be both communicable and life threatening, counselors may be justified in disclosing information to identifiable third parties, if the parties are known to be at serious and foreseeable risk of contracting the disease. Prior to making a disclosure, counselors assess the intent of clients to inform the third parties about their disease or to engage in any behaviors that may be harmful to an identifiable third party. Counselors adhere to relevant state laws concerning disclosure about disease status.

B.2.d. Court-Ordered Disclosure

When ordered by a court to release confidential or privileged information without a client's permission, counselors seek to obtain written, informed consent from the client or take steps to prohibit the disclosure or have it limited as narrowly as possible because of potential harm to the client or counseling relationship.

B.2.e. Minimal Disclosure

To the extent possible, clients are informed before confidential information is disclosed and are involved in the disclosure decision-making process. When circumstances require the disclosure of confidential information, only essential information is revealed.

B.3. Information Shared With Others

B.3.a. Subordinates

Counselors make every effort to ensure that privacy and confidentiality of clients are maintained by subordinates, including employees, supervisees, students, clerical assistants, and volunteers.

B.3.b. Interdisciplinary Teams

When services provided to the client involve participation by an interdisciplinary or treatment team, the client will be informed of the team's existence and composition, information being shared, and the purposes of sharing such information.

B.3.c. Confidential Settings

Counselors discuss confidential information only in settings in which they can reasonably ensure client privacy.

B.3.d. Third-Party Payers

Counselors disclose information to third-party payers only when clients have authorized such disclosure.

B.3.e. Transmitting Confidential Information

Counselors take precautions to ensure the confidentiality of all information transmitted through the use of any medium.

B.3.f. Deceased Clients

Counselors protect the confidentiality of deceased clients, consistent with legal requirements and the documented preferences of the client.

B.4. Groups and Families

B.4.a. Group Work

In group work, counselors clearly explain the importance and parameters of confidentiality for the specific group.

B.4.b. Couples and Family Counseling

In couples and family counseling, counselors clearly define who is considered "the client" and discuss expectations and limitations of confidentiality. Counselors seek agreement and document in writing such agreement among all involved parties regarding the confidentiality of information. In the absence of an agreement to the contrary, the couple or family is considered to be the client.

B.5. Clients Lacking Capacity to Give Informed Consent

B.5.a. Responsibility to Clients

When counseling minor clients or adult clients who lack the capacity to give voluntary, informed consent, counselors protect the confidentiality of information received—in any medium—in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards.

B.5.b. Responsibility to Parents and Legal Guardians

Counselors inform parents and legal guardians about the role of counselors and the confidential nature of the counseling relationship, consistent with current legal and custodial arrangements. Counselors are sensitive to the cultural diversity of families and respect the inherent rights and responsibilities of parents/guardians regarding the welfare of their children/charges according to law. Counselors work to establish, as appropriate, collaborative relationships with parents/guardians to best serve clients.

B.5.c. Release of Confidential Information

When counseling minor clients or adult clients who lack the capacity to give voluntary consent to release confidential information, counselors seek permission from an appropriate third party to disclose information. In such instances, counselors inform clients consistent with their level of understanding and take appropriate measures to safeguard client confidentiality.

B.6. Records and Documentation

B.6.a. Creating and Maintaining Records and Documentation

Counselors create and maintain records and documentation necessary for rendering professional services.

B.6.b. Confidentiality of Records and Documentation

Counselors ensure that records and documentation kept in any medium are secure and that only authorized persons have access to them.

B.6.c. Permission to Record

Counselors obtain permission from clients prior to recording sessions through electronic or other means.

B.6.d. Permission to Observe

Counselors obtain permission from clients prior to allowing any person to observe counseling sessions, review session transcripts, or view recordings of sessions with supervisors, faculty, peers, or others within the training environment.

B.6.e. Client Access

Counselors provide reasonable access to records and copies of records when requested by competent clients. Counselors limit the access of clients to their records, or portions of their records, only when there is compelling evidence that such access would cause harm to the client. Counselors document the request of clients and the rationale for withholding some or all of the records in the files of clients. In situations involving multiple clients, counselors provide individual clients with only those parts of records that relate directly to them and do not include confidential information related to any other client.

B.6.f. Assistance With Records

When clients request access to their records, counselors provide assistance and consultation in interpreting counseling records.

B.6.g. Disclosure or Transfer

Unless exceptions to confidentiality exist, counselors obtain written permission from clients to disclose or transfer records to legitimate third parties. Steps are taken to ensure that receivers of counseling records are sensitive to their confidential nature.

B.6.h. Storage and Disposal After Termination

Counselors store records following termination of services to ensure reasonable future access, maintain records in accordance with federal and state laws and statutes such as licensure laws and policies governing records, and dispose of client records and other sensitive materials in a manner that protects client confidentiality. Counselors apply careful discretion and deliberation before destroying records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment, or violence.

B.6.i. Reasonable Precautions

Counselors take reasonable precautions to protect client confidentiality in the event of the counselor's termination of practice, incapacity, or death and appoint a records custodian when identified as appropriate.

B.7. Case Consultation

B.7.a. Respect for Privacy

Information shared in a consulting relationship is discussed for professional purposes only. Written and oral reports present only data germane to the purposes of the consultation, and every effort is made to protect client identity and to avoid undue invasion of privacy.

B.7.b. Disclosure of Confidential Information

When consulting with colleagues, counselors do not disclose confidential information that reasonably could lead to the identification of a client or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided. They disclose information only to the extent necessary to achieve the purposes of the consultation.

Section C

Professional Responsibility

Introduction

Counselors aspire to open, honest, and accurate communication in dealing with the public and other professionals. Counselors facilitate access to counseling services, and they practice in a nondiscriminatory manner within the boundaries of professional and personal competence; they also have a responsibility to abide by the *ACA Code of Ethics*. Counselors actively participate in local, state, and national associations that foster the development and improvement of counseling. Counselors are expected to advocate to promote changes at the individual, group, institutional, and societal levels that improve the quality of life for individuals and groups and remove potential barriers to the provision or access of appropriate services being offered. Counselors have a responsibility to the public to engage in counseling practices that are based on rigorous research methodologies. Counselors are encouraged to contribute to society by devoting a portion of their professional activity to services for which there is little or no financial return (*pro bono publico*). In addition, counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.1. Knowledge of and Compliance With Standards

Counselors have a responsibility to read, understand, and follow the *ACA Code of Ethics* and adhere to applicable laws and regulations.

C.2. Professional Competence

C.2.a. Boundaries of Competence

Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Whereas multicultural counseling competency is required across all counseling specialties, counselors gain knowledge, personal awareness, sensitivity, dispositions, and skills pertinent to being a culturally competent counselor in working with a diverse client population.

C.2.b. New Specialty Areas of Practice

Counselors practice in specialty areas new to them only after appropriate education, training, and supervised experience. While developing skills in new specialty areas, counselors take steps to ensure the competence of their work and protect others from possible harm.

C.2.c. Qualified for Employment

Counselors accept employment only for positions for which they are qualified given their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors hire for professional counseling positions only individuals who are qualified and competent for those positions.

C.2.d. Monitor Effectiveness

Counselors continually monitor their effectiveness as professionals and take steps to improve when necessary. Counselors take reasonable steps to seek peer supervision to evaluate their efficacy as counselors.

C.2.e. Consultations on Ethical Obligations

Counselors take reasonable steps to consult with other counselors, the ACA Ethics and Professional Standards Department, or related professionals when they have questions regarding their ethical obligations or professional practice.

C.2.f. Continuing Education

Counselors recognize the need for continuing education to acquire and maintain a reasonable level of awareness of current scientific and professional information in their fields of activity. Counselors maintain their competence in the skills they use, are open to new procedures, and remain informed regarding best practices for working with diverse populations.

C.2.g. Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek

assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

C.2.h. Counselor Incapacitation, Death, Retirement, or Termination of Practice

Counselors prepare a plan for the transfer of clients and the dissemination of records to an identified colleague or records custodian in the case of the counselor's incapacitation, death, retirement, or termination of practice.

C.3. Advertising and Soliciting Clients

C.3.a. Accurate Advertising

When advertising or otherwise representing their services to the public, counselors identify their credentials in an accurate manner that is not false, misleading, deceptive, or fraudulent.

C.3.b. Testimonials

Counselors who use testimonials do not solicit them from current clients, former clients, or any other persons who may be vulnerable to undue influence.

Counselors discuss with clients the implications of and obtain permission for the use of any testimonial.

C.3.c. Statements by Others

When feasible, counselors make reasonable efforts to ensure that statements made by others about them or about the counseling profession are accurate.

C.3.d. Recruiting Through Employment

Counselors do not use their places of employment or institutional affiliation to recruit clients, supervisors, or consultees for their private practices.

C.3.e. Products and Training Advertisements

Counselors who develop products related to their profession or conduct workshops or training events ensure that the advertisements concerning these products or events are accurate and disclose adequate information for consumers to make informed choices.

C.3.f. Promoting to Those Served

Counselors do not use counseling, teaching, training, or supervisory relationships to promote their products or training events in a manner that is deceptive or would exert undue influence on individuals who may be vulnerable. However, counselor educators may adopt textbooks they have authored for instructional purposes.

C.4. Professional Qualifications

C.4.a. Accurate Representation

Counselors claim or imply only professional qualifications actually completed and correct any known misrepresentations of their qualifications by others. Counselors truthfully represent the qualifications of their professional colleagues. Counselors clearly distinguish between paid and volunteer work experience and accurately describe their continuing education and specialized training.

C.4.b. Credentials

Counselors claim only licenses or certifications that are current and in good standing.

C.4.c. Educational Degrees

Counselors clearly differentiate between earned and honorary degrees.

C.4.d. Implying Doctoral-Level Competence

Counselors clearly state their highest earned degree in counseling or a closely related field. Counselors do not imply doctoral-level competence when possessing a master's degree in counseling or a related field by referring to themselves as "Dr." in a counseling context when their doctorate is not in

counseling or a related field. Counselors do not use “ABD” (all but dissertation) or other such terms to imply competency.

C.4.e. Accreditation Status

Counselors accurately represent the accreditation status of their degree program and college/university.

C.4.f. Professional Membership

Counselors clearly differentiate between current, active memberships and former memberships in associations. Members of ACA must clearly differentiate between professional membership, which implies the possession of at least a master’s degree in counseling, and regular membership, which is open to individuals whose interests and activities are consistent with those of ACA but are not qualified for professional membership.

C.5. Nondiscrimination

Counselors do not condone or engage in discrimination against prospective or current clients, students, employees, supervisees, or research participants based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/ partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law.

C.6. Public Responsibility

C.6.a. Sexual Harassment

Counselors do not engage in or condone sexual harassment. Sexual harassment can consist of a single intense or severe act, or multiple persistent or pervasive acts.

C.6.b. Reports to Third Parties

Counselors are accurate, honest, and objective in reporting their professional activities and judgments to appropriate third parties, including courts, health insurance companies, those who are the recipients of evaluation reports, and others.

C.6.c. Media Presentations

When counselors provide advice or comment by means of public lectures, demonstrations, radio or television programs, recordings, technology-based applications, printed articles, mailed material, or other media, they take reasonable precautions to ensure that

1. the statements are based on appropriate professional counseling literature and practice,
2. the statements are otherwise consistent with the *ACA Code of Ethics*, and
3. the recipients of the information are not encouraged to infer that a professional counseling relationship has been established.

C.6.d. Exploitation of Others

Counselors do not exploit others in their professional relationships.

C.6.e. Contributing to the Public Good (*Pro Bono Publico*)

Counselors make a reasonable effort to provide services to the public for which there is little or no financial return (e.g., speaking to groups, sharing professional information, offering reduced fees).

C.7. Treatment Modalities

C.7.a. Scientific Basis for Treatment

When providing services, counselors use techniques/procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation.

C.7.b. Development and Innovation

When counselors use developing or innovative techniques/procedures/ modalities, they explain the potential risks, benefits, and ethical considerations of using such techniques/procedures/ modalities. Counselors work to minimize any potential risks or harm when using these techniques/procedures/modalities.

C.7.c. Harmful Practices

Counselors do not use techniques/procedures/modalities when substantial evidence suggests harm, even if such services are requested.

C.8. Responsibility to Other Professionals

C.8.a. Personal Public Statements

When making personal statements in a public context, counselors clarify that they are speaking from their personal perspectives and that they are not speaking on behalf of all counselors or the profession.

Section D

Relationships With Other Professionals

Introduction

Professional counselors recognize that the quality of their interactions with colleagues can influence the quality of services provided to clients. They work to become knowledgeable about colleagues within and outside the field of counseling. Counselors develop positive working relationships and systems of communication with colleagues to enhance services to clients.

D.1. Relationships With Colleagues, Employers, and Employees

D.1.a. Different Approaches

Counselors are respectful of approaches that are grounded in theory and/or have an empirical or scientific foundation but may differ from their own. Counselors acknowledge the expertise of other professional groups and are respectful of their practices.

D.1.b. Forming Relationships

Counselors work to develop and strengthen relationships with colleagues from other disciplines to best serve clients.

D.1.c. Interdisciplinary Teamwork

Counselors who are members of interdisciplinary teams delivering multifaceted services to clients remain focused on how to best serve clients. They participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the counseling profession and those of colleagues from other disciplines.

D.1.d. Establishing Professional and Ethical Obligations

Counselors who are members of interdisciplinary teams work together with team members to clarify professional and ethical obligations of the team as a whole and of its individual members. When a team decision raises ethical concerns, counselors first attempt to resolve the concern within the team. If they cannot reach resolution among team members, counselors pursue other avenues to address their concerns consistent with client well-being.

D.1.e. Confidentiality

When counselors are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, they clarify role expectations and the parameters of confidentiality with their colleagues.

D.1.f. Personnel Selection and Assignment

When counselors are in a position requiring personnel selection and/or assigning of responsibilities to others, they select competent staff and assign responsibilities compatible with their skills and experiences.

D.1.g. Employer Policies

The acceptance of employment in an agency or institution implies that counselors are in agreement with its general policies and principles. Counselors strive to reach agreement with employers regarding acceptable standards of client care and professional conduct that allow for changes in institutional policy conducive to the growth and development of clients.

D.1.h. Negative Conditions

Counselors alert their employers of inappropriate policies and practices. They attempt to effect changes in such policies or procedures through constructive action within the organization. When such policies

are potentially disruptive or damaging to clients or may limit the effectiveness of services provided and change cannot be affected, counselors take appropriate further action. Such action may include referral to appropriate certification, accreditation, or state licensure organizations, or voluntary termination of employment.

D.1.i. Protection From Punitive Action

Counselors do not harass a colleague or employee or dismiss an employee who has acted in a responsible and ethical manner to expose inappropriate employer policies or practices.

D.2. Provision of Consultation Services

D.2.a. Consultant Competency

Counselors take reasonable steps to ensure that they have the appropriate resources and competencies when providing consultation services. Counselors provide appropriate referral resources when requested or needed.

D.2.b. Informed Consent in Formal Consultation

When providing formal consultation services, counselors have an obligation to review, in writing and verbally, the rights and responsibilities of both counselors and consultees. Counselors use clear and understandable language to inform all parties involved about the purpose of the services to be provided, relevant costs, potential risks and benefits, and the limits of confidentiality.

Section E

Evaluation, Assessment, and Interpretation

Introduction

Counselors use assessment as one component of the counseling process, taking into account the clients' personal and cultural context. Counselors promote the well-being of individual clients or groups of clients by developing and using appropriate educational, mental health, psychological, and career assessments.

E.1. General

E.1.a. Assessment

The primary purpose of educational, mental health, psychological, and career assessment is to gather information regarding the client for a variety of purposes, including, but not limited to, client decision making, treatment planning, and forensic proceedings. Assessment may include both qualitative and quantitative methodologies.

E.1.b. Client Welfare

Counselors do not misuse assessment results and interpretations, and they take reasonable steps to prevent others from misusing the information provided. They respect the client's right to know the results, the interpretations made, and the bases for counselors' conclusions and recommendations.

E.2. Competence to Use and Interpret Assessment Instruments

E.2.a. Limits of Competence

Counselors use only those testing and assessment services for which they have been trained and are competent. Counselors using technology-assisted test interpretations are trained in the construct being measured and the specific instrument being used prior to using its technology-based application. Counselors take reasonable measures to ensure the proper use of assessment techniques by persons under their supervision.

E.2.b. Appropriate Use

Counselors are responsible for the appropriate application, scoring, interpretation, and use of assessment instruments relevant to the needs of the client, whether they score and interpret such assessments themselves or use technology or other services.

E.2.c. Decisions Based on Results

Counselors responsible for decisions involving individuals or policies that are based on assessment results have a thorough understanding of psychometrics.

E.3. Informed Consent in Assessment

E.3.a. Explanation to Clients

Prior to assessment, counselors explain the nature and purposes of assessment and the specific use of results by potential recipients. The explanation will be given in terms and language that the client (or other legally authorized person on behalf of the client) can understand.

E.3.b. Recipients of Results

Counselors consider the client's and/ or examinee's welfare, explicit understandings, and prior agreements in determining who receives the assessment results. Counselors include accurate and appropriate interpretations with any release of individual or group assessment results.

E.4. Release of Data to Qualified Personnel

Counselors release assessment data in which the client is identified only with the consent of the client or the client's legal representative. Such data are released only to persons recognized by counselors as qualified to interpret the data.

E.5. Diagnosis of Mental Disorders

E.5.a. Proper Diagnosis

Counselors take special care to provide proper diagnosis of mental disorders. Assessment techniques (including personal interviews) used to determine client care (e.g., locus of treatment, type of treatment, recommended follow-up) are carefully selected and appropriately used.

E.5.b. Cultural Sensitivity

Counselors recognize that culture affects the manner in which clients' problems are defined and experienced. Clients' socioeconomic and cultural experiences are considered when diagnosing mental disorders.

E.5.c. Historical and Social Prejudices in the

Diagnosis of Pathology

Counselors recognize historical and social prejudices in the misdiagnosis and pathologizing of certain individuals and groups and strive to become aware of and address such biases in themselves or others.

E.5.d. Refraining From Diagnosis

Counselors may refrain from making and/or reporting a diagnosis if they believe that it would cause harm to the client or others. Counselors carefully consider both the positive and negative implications of a diagnosis.

E.6. Instrument Selection

E.6.a. Appropriateness of Instruments

Counselors carefully consider the validity, reliability, psychometric limitations, and appropriateness of instruments when selecting assessments and, when possible, use multiple forms of assessment, data, and/or instruments in forming conclusions, diagnoses, or recommendations.

E.6.b. Referral Information

If a client is referred to a third party for assessment, the counselor provides specific referral questions and sufficient objective data about the client to ensure that appropriate assessment instruments are utilized.

E.7. Conditions of Assessment

Administration

E.7.a. Administration Conditions

Counselors administer assessments under the same conditions that were established in their standardization. When assessments are not administered under standard conditions, as may be necessary to accommodate clients with disabilities, or when unusual behavior or irregularities occur during the

administration, those conditions are noted in interpretation, and the results may be designated as invalid or of questionable validity.

E.7.b. Provision of Favorable Conditions

Counselors provide an appropriate environment for the administration of assessments (e.g., privacy, comfort, freedom from distraction).

E.7.c. Technological Administration

Counselors ensure that technologically administered assessments function properly and provide clients with accurate results.

E.7.d. Unsupervised Assessments

Unless the assessment instrument is designed, intended, and validated for self-administration and/or scoring, counselors do not permit unsupervised use.

E.8. Multicultural Issues/

Diversity in Assessment

Counselors select and use with caution assessment techniques normed on populations other than that of the client. Counselors recognize the effects of age, color, culture, disability, ethnic group, gender, race, language preference, religion, spirituality, sexual orientation, and socioeconomic status on test administration and interpretation, and they place test results in proper perspective with other relevant factors.

E.9. Scoring and Interpretation of Assessments

E.9.a. Reporting

When counselors report assessment results, they consider the client's personal and cultural background, the level of the client's understanding of the results, and the impact of the results on the client. In reporting assessment results, counselors indicate reservations that exist regarding validity or reliability due to circumstances of the assessment or inappropriateness of the norms for the person tested.

E.9.b. Instruments With Insufficient Empirical Data

Counselors exercise caution when interpreting the results of instruments not having sufficient empirical data to support respondent results. The specific purposes for the use of such instruments are stated explicitly to the examinee. Counselors qualify any conclusions, diagnoses, or recommendations made that are based on assessments or instruments with questionable validity or reliability.

E.9.c. Assessment Services

Counselors who provide assessment, scoring, and interpretation services to support the assessment process confirm the validity of such interpretations. They accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use. At all times, counselors maintain their ethical responsibility to those being assessed.

E.10. Assessment Security

Counselors maintain the integrity and security of tests and assessments consistent with legal and contractual obligations. Counselors do not appropriate, reproduce, or modify published assessments or parts thereof without acknowledgment and permission from the publisher.

E.11. Obsolete Assessment and Outdated Results

Counselors do not use data or results from assessments that are obsolete or outdated for the current purpose (e.g., noncurrent versions of assessments/ instruments). Counselors make every effort to prevent the misuse of obsolete measures and assessment data by others.

E.12. Assessment Construction

Counselors use established scientific procedures, relevant standards, and current professional knowledge for assessment design in the development, publication and utilization of assessment techniques.

E.13. Forensic Evaluation: Evaluation for Legal Proceedings

E.13.a. Primary Obligations

When providing forensic evaluations, the primary obligation of counselors is to produce objective findings that can be substantiated based on information and techniques appropriate to the evaluation, which may include examination of the individual and/or review of records. Counselors form professional opinions based on their professional knowledge and expertise that can be supported by the data gathered in evaluations. Counselors define the limits of their reports or testimony, especially when an examination of the individual has not been conducted.

E.13.b. Consent for Evaluation

Individuals being evaluated are informed in writing that the relationship is for the purposes of an evaluation and is not therapeutic in nature, and entities or individuals who will receive the evaluation report are identified. Counselors who perform forensic evaluations obtain written consent from those being evaluated or from their legal representative unless a court ordered evaluation is to be conducted without the written consent of the individuals being evaluated. When children or adults who lack the capacity to give voluntary consent are being evaluated, informed written consent is obtained from a parent or guardian.

E.13.c. Client Evaluation Prohibited

Counselors do not evaluate current or former clients, clients' romantic partners, or clients' family members for forensic purposes. Counselors do not counsel individuals they are evaluating.

E.13.d. Avoid Potentially Harmful Relationships

Counselors who provide forensic evaluations avoid potentially harmful professional or personal relationships with family members, romantic partners, and close friends of individuals they are evaluating or have evaluated in the past.

Section F

Supervision, Training, and Teaching

Introduction

Counselor supervisors, trainers, and educators aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students in both face-to-face and electronic formats. They have theoretical and pedagogical foundations for their work; have knowledge of supervision models; and aim to be fair, accurate, and honest in their assessments of counselors, students, and supervisees.

F.1. Counselor Supervision and Client Welfare

F.1.a. Client Welfare

A primary obligation of counseling supervisors is to monitor the services provided by supervisees. Counseling supervisors monitor client welfare and supervisee performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review the supervisees' work and help them become prepared to serve a range of diverse clients. Supervisees have a responsibility to understand and follow the *ACA Code of Ethics*.

F.1.b. Counselor Credentials

Counseling supervisors work to ensure that supervisees communicate their qualifications to render services to their clients.

Counselors use established scientific procedures, relevant standards, and current professional knowledge for assessment design in the development, publication, and utilization of assessment techniques.

E.13. Forensic Evaluation: Evaluation for

Legal Proceedings

E.13.a. Primary Obligations

When providing forensic evaluations, the primary obligation of counselors is to produce objective findings that can be substantiated based on information and techniques appropriate to the evaluation, which may include examination of the individual and/or review of records. Counselors form

professional opinions based on their professional knowledge and expertise that can be supported by the data gathered in evaluations. Counselors define the limits of their reports or testimony, especially when an examination of the individual has not been conducted.

E.13.b. Consent for Evaluation

Individuals being evaluated are informed in writing that the relationship is for the purposes of an evaluation and is not therapeutic in nature, and entities or individuals who will receive the evaluation report are identified. Counselors who perform forensic evaluations obtain written consent from those being evaluated or from their legal representative unless a court ordered evaluation is to be conducted without the written consent of the individuals being evaluated. When children or qualifications to render services to their clients.

F.1.c. Informed Consent and Client Rights

Supervisors make supervisees aware of client rights, including the protection of client privacy and confidentiality in the counseling relationship. Supervisees provide clients with professional disclosure information and inform them of how the supervision process influences the limits of confidentiality. Supervisees make clients aware of who will have access to records of the counseling relationship and how these records will be stored, transmitted, or otherwise reviewed.

F.2. Counselor Supervision Competence

F.2.a. Supervisor Preparation

Prior to offering supervision services, counselors are trained in supervision methods and techniques. Counselors who offer supervision services regularly pursue continuing education activities, including both counseling and supervision topics and skills.

F.2.b. Multicultural Issues/ Diversity in Supervision

Counseling supervisors are aware of and address the role of multiculturalism/ diversity in the supervisory relationship.

F.2.c. Online Supervision

When using technology in supervision, counselor supervisors are competent in the use of those technologies. Supervisors take the necessary precautions to protect the confidentiality of all information transmitted through any electronic means.

F.3. Supervisory Relationship

F.3.a. Extending Conventional Supervisory Relationships Counseling supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees. Supervisors consider the risks and benefits of extending current supervisory relationships in any form beyond conventional parameters. In extending these boundaries, supervisors take appropriate professional precautions to ensure that judgment is not impaired and that no harm occurs.

F.3.b. Sexual Relationships

Sexual or romantic interactions or relationships with current supervisees are prohibited. This prohibition applies to both in-person and electronic interactions or relationships.

F.3.c. Sexual Harassment

Counseling supervisors do not condone or subject supervisees to sexual harassment.

F.3.d. Friends or Family Members

Supervisors are prohibited from engaging in supervisory relationships with individuals with whom they have an inability to remain objective.

F.4. Supervisor Responsibilities

F.4.a. Informed Consent for Supervision

Supervisors are responsible for incorporating into their supervision the principles of informed consent and participation. Supervisors inform supervisees of the policies and procedures to which supervisors are to adhere and the mechanisms for due process appeal of individual supervisor actions. The issues unique to the use of distance supervision are to be included in the documentation as necessary.

F.4.b. Emergencies and Absences

Supervisors establish and communicate to supervisees procedures for contacting supervisors or, in their absence, alternative on-call supervisors to assist in handling crises.

F.4.c. Standards for Supervisees

Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities.

F.4.d. Termination of the Supervisory Relationship

Supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for considering termination are discussed, and both parties work to resolve differences. When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors.

F.5. Student and Supervisee Responsibilities

F.5.a. Ethical Responsibilities

Students and supervisees have a responsibility to understand and follow the *ACA Code of Ethics*. Students and supervisees have the same obligation to clients as those required of professional counselors.

F.5.b. Impairment

Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

F.5.c. Professional Disclosure

Before providing counseling services, students and supervisees disclose their status as supervisees and explain how this status affects the limits of confidentiality. Supervisors ensure that clients are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Students and supervisees obtain client permission before they use any information concerning the counseling relationship in the training process.

F.6. Counseling Supervision Evaluation, Remediation, and Endorsement

F.6.a. Evaluation

Supervisors document and provide supervisees with ongoing feedback regarding their performance and schedule periodic formal evaluative sessions throughout the supervisory relationship.

F.6.b. Gatekeeping and Remediation

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

F.6.c. Counseling for Supervisees

If supervisees request counseling, the supervisor assists the supervisee in identifying appropriate services. Supervisors do not provide counseling services to supervisees. Supervisors address interpersonal competencies in terms of the impact of these issues on clients, the supervisory relationship, and professional functioning.

F.6.d. Endorsements

Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement.

Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

F.7. Responsibilities of Counselor Educators

F.7.a. Counselor Educators

Counselor educators who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession; are skilled in applying that knowledge; and make students and supervisees aware of their responsibilities. Whether in traditional, hybrid, and/or online formats, counselor educators conduct counselor education and training programs in an ethical manner and serve as role models for professional behavior.

F.7.b. Counselor Educator Competence

Counselors who function as counselor educators or supervisors provide instruction within their areas of knowledge and competence and provide instruction based on current information and knowledge available in the profession. When using technology to deliver instruction, counselor educators develop competence in the use of the technology.

F.7.c. Infusing Multicultural Issues/Diversity

Counselor educators infuse material related to multiculturalism/diversity into all courses and workshops for the development of professional counselors.

F.7.d. Integration of Study and Practice

In traditional, hybrid, and/or online formats, counselor educators establish education and training programs that integrate academic study and supervised practice.

F.7.e. Teaching Ethics

Throughout the program, counselor educators ensure that students are aware of the ethical responsibilities and standards of the profession and the ethical responsibilities of students to the profession. Counselor educators infuse ethical considerations throughout the curriculum.

F.7.f. Use of Case Examples

The use of client, student, or supervisee information for the purposes of case examples in a lecture or classroom setting is permissible only when (a) the client, student, or supervisee has reviewed the material and agreed to its presentation or (b) the information has been sufficiently modified to obscure identity.

F.7.g. Student-to-Student Supervision and Instruction

When students function in the role of counselor educators or supervisors, they understand that they have the same ethical obligations as counselor educators, trainers, and supervisors. Counselor educators make every effort to ensure that the rights of students are not compromised when their peers lead experiential counseling activities in traditional, hybrid, and/or online formats (e.g., counseling groups, skills classes, clinical supervision).

F.7.h. Innovative Theories and Techniques

Counselor educators promote the use of techniques/procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation. When counselor educators discuss developing or innovative techniques/ procedures/modalities, they explain the potential risks, benefits, and ethical considerations of using such techniques/ procedures/modalities.

F.7.i. Field Placements

Counselor educators develop clear policies and provide direct assistance within their training programs regarding appropriate field placement and other clinical experiences. Counselor educators provide clearly stated roles and responsibilities for the student or supervisee, the site supervisor, and the program supervisor. They confirm that

site supervisors are qualified to provide supervision in the formats in which services are provided and inform site supervisors of their professional and ethical responsibilities in this role.

F.8. Student Welfare

F.8.a. Program Information and Orientation

Counselor educators recognize that program orientation is a developmental process that begins upon students' initial contact with the counselor education program and continues throughout the educational and clinical training of students. Counselor education faculty provide prospective and current students with information about the counselor education program's expectations, including

1. the values and ethical principles of the profession;
2. the type and level of skill and knowledge acquisition required for successful completion of the training;
3. technology requirements;
4. program training goals, objectives, and mission, and subject matter to be covered;
5. bases for evaluation;
6. training components that encourage self-growth or self-disclosure as part of the training process;
7. the type of supervision settings and requirements of the sites for required clinical field experiences;
8. student and supervisor evaluation and dismissal policies and procedures; and
9. up-to-date employment prospects for graduates.

F.8.b. Student Career Advising

Counselor educators provide career advisement for their students and make them aware of opportunities in the field.

F.8.c. Self-Growth Experiences

Self-growth is an expected component of counselor education. Counselor educators are mindful of ethical principles when they require students to engage in self-growth experiences. Counselor educators and supervisors inform students that they have a right to decide what information will be shared or withheld in class.

F.8.d. Addressing Personal Concerns

Counselor educators may require students to address any personal concerns that have the potential to affect professional competency.

F.9. Evaluation and Remediation

F.9.a. Evaluation of Students

Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program.

F.9.b. Limitations

Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following:

1. assist students in securing remedial assistance when needed,
2. seek professional consultation
and document their decision to dismiss or refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

F.9.c. Counseling for Students

If students request counseling, or if counseling services are suggested as part of a remediation process, counselor educators assist students in identifying appropriate services.

F.10. Roles and Relationships Between Counselor Educators and Students

F.10.a. Sexual or Romantic Relationships

Counselor educators are prohibited from sexual or romantic interactions or relationships with students currently enrolled in a counseling or related program and over whom they have power and authority. This prohibition applies to both in-person and electronic interactions or relationships.

F.10.b. Sexual Harassment

Counselor educators do not condone or subject students to sexual harassment.

F.10.c. Relationships With Former Students

Counselor educators are aware of the power differential in the relationship between faculty and students. Faculty members discuss with former students potential risks when they consider engaging in social, sexual, or other intimate relationships.

F.10.d. Nonacademic Relationships

Counselor educators avoid nonacademic relationships with students in which there is a risk of potential harm to the student or which may compromise the training experience or grades assigned. In addition, counselor educators do not accept any form of professional services, fees, commissions, reimbursement, or remuneration from a site for student or supervisor placement.

F.10.e. Counseling Services

Counselor educators do not serve as counselors to students currently enrolled in a counseling or related program and over whom they have power and authority.

F.10.f. Extending Educator– Student Boundaries

Counselor educators are aware of the power differential in the relationship between faculty and students. If they believe that a nonprofessional relationship with a student may be potentially beneficial to the student, they take precautions similar to those taken by counselors when working with clients. Examples of potentially beneficial interactions or relationships include, but are not limited to, attending a formal ceremony; conducting hospital visits; providing support during a stressful event; or maintaining mutual membership in a professional association, organization, or community. Counselor educators discuss with students the rationale for such interactions, the potential benefits and drawbacks, and the anticipated consequences for the student. Educators clarify the specific nature and limitations of the additional role(s) they will have with the student prior to engaging in a nonprofessional relationship. Nonprofessional relationships with students should be time limited and/or context specific and initiated with student consent.

F.11. Multicultural/Diversity Competence in Counselor Education and Training Programs**F.11.a. Faculty Diversity**

Counselor educators are committed to recruiting and retaining a diverse faculty.

F.11.b. Student Diversity

Counselor educators actively attempt to recruit and retain a diverse student body. Counselor educators demonstrate commitment to multicultural/diversity competence by recognizing and valuing the diverse cultures and types of abilities that students bring to the training experience. Counselor educators provide appropriate accommodations that enhance and support diverse student well-being and academic performance.

F.11.c. Multicultural/Diversity Competence

Counselor educators actively infuse multicultural/diversity competency in their training and supervision practices. They actively train students to gain awareness, knowledge, and skills in the competencies of multicultural practice.

Section G**Research and Publication****Introduction**

Counselors who conduct research are encouraged to contribute to the knowledge base of the profession and promote a clearer understanding of the conditions that lead to a healthy and more just society. Counselors support the efforts of researchers by participating fully and willingly whenever possible. Counselors minimize bias and respect diversity in designing and implementing research.

G.1. Research Responsibilities

G.1.a. Conducting Research

Counselors plan, design, conduct, and report research in a manner that is consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research.

G.1.b. Confidentiality in Research

Counselors are responsible for understanding and adhering to state, federal, agency, or institutional policies or applicable guidelines regarding confidentiality in their research practices.

G.1.c. Independent Researchers

When counselors conduct independent research and do not have access to an institutional review board, they are bound to the same ethical principles and federal and state laws pertaining to the review of their plan, design, conduct, and reporting of research.

G.1.d. Deviation From Standard Practice

Counselors seek consultation and observe stringent safeguards to protect the rights of research participants when research indicates that a deviation from standard or acceptable practices may be necessary.

G.1.e. Precautions to Avoid Injury

Counselors who conduct research are responsible for their participants' welfare throughout the research process and should take reasonable precautions to avoid causing emotional, physical, or social harm to participants.

G.1.f. Principal Researcher Responsibility

The ultimate responsibility for ethical research practice lies with the principal researcher. All others involved in the research activities share ethical obligations and responsibility for their own actions.

G.2. Rights of Research Participants

G.2.a. Informed Consent in Research

Individuals have the right to decline requests to become research participants. In seeking consent, counselors use language that

1. accurately explains the purpose and procedures to be followed;
2. identifies any procedures that are experimental or relatively untried;
3. describes any attendant discomforts, risks, and potential power differentials between researchers and participants;
4. describes any benefits or changes in individuals or organizations that might reasonably be expected;
5. discloses appropriate alternative procedures that would be advantageous for participants;
6. offers to answer any inquiries concerning the procedures;
7. describes any limitations on confidentiality;
8. describes the format and potential target audiences for the dissemination of research findings; and
9. instructs participants that they are free to withdraw their consent and discontinue participation in the project at any time, without penalty.

G.2.b. Student/Supervisee Participation

Researchers who involve students or supervisees in research make clear to them that the decision regarding participation in research activities does not affect their academic standing or supervisory

relationship. Students or supervisees who choose not to participate in research are provided with an appropriate alternative to fulfill their academic or clinical requirements.

G.2.c. Client Participation

Counselors conducting research involving clients make clear in the informed consent process that clients are free to choose whether to participate in research activities. Counselors take necessary precautions to protect clients from adverse consequences of declining or withdrawing from participation.

G.2.d. Confidentiality of Information

Information obtained about research participants during the course of research is confidential.

Procedures are implemented to protect confidentiality.

G.2.e. Persons Not Capable of Giving Informed Consent

When a research participant is not capable of giving informed consent, counselors provide an appropriate explanation to, obtain agreement for participation from, and obtain the appropriate consent of a legally authorized person.

G.2.f. Commitments to Participants

Counselors take reasonable measures to honor all commitments to research participants.

G.2.g. Explanations After Data Collection

After data are collected, counselors provide participants with full clarification of the nature of the study to remove any misconceptions participants might have regarding the research. Where scientific or human values justify delaying or withholding information, counselors take reasonable measures to avoid causing harm.

G.2.h. Informing Sponsors

Counselors inform sponsors, institutions, and publication channels regarding research procedures and outcomes. Counselors ensure that appropriate bodies and authorities are given pertinent information and acknowledgment.

G.2.i. Research Records Custodian

As appropriate, researchers prepare and disseminate to an identified colleague or records custodian a plan for the transfer of research data in the case of their incapacitation, retirement, or death.

G.3. Managing and Maintaining Boundaries

G.3.a. Extending Researcher–Participant Boundaries

Researchers consider the risks and benefits of extending current research relationships beyond conventional parameters. When a nonresearch interaction between the researcher and the research participant may be potentially beneficial, the researcher must document, prior to the interaction (when feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the research participant. Such interactions should be initiated with appropriate consent of the research participant. Where unintentional harm occurs to the research participant, the researcher must show evidence of an attempt to remedy such harm.

G.3.b. Relationships With Research Participants

Sexual or romantic counselor–research participant interactions or relationships with current research participants are prohibited. This prohibition applies to both in-person and electronic interactions or relationships.

G.3.c. Sexual Harassment and Research Participants

Researchers do not condone or subject research participants to sexual harassment.

G.4. Reporting Results

G.4.a. Accurate Results

Counselors plan, conduct, and report research accurately. Counselors do not engage in misleading or fraudulent research, distort data, misrepresent data, or deliberately bias their results. They describe the extent to which results are applicable for diverse populations.

G.4.b. Obligation to Report Unfavorable Results

Counselors report the results of any research of professional value. Results that reflect unfavorably on institutions, programs, services, prevailing opinions, or vested interests are not withheld.

G.4.c. Reporting Errors

If counselors discover significant errors in their published research, they take reasonable steps to correct such errors in a correction erratum or through other appropriate publication means.

G.4.d. Identity of Participants

Counselors who supply data, aid in the research of another person, report research results, or make original data available take due care to disguise the identity of respective participants in the absence of specific authorization from the participants to do otherwise. In situations where participants self-identify their involvement in research studies, researchers take active steps to ensure that data are adapted/changed to protect the identity and welfare of all parties and that discussion of results does not cause harm to participants.

G.4.e. Replication Studies

Counselors are obligated to make available sufficient original research information to qualified professionals who may wish to replicate or extend the study.

G.5. Publications and Presentations

G.5.a. Use of Case Examples

The use of participants', clients', students', or supervisees' information for the purpose of case examples in a presentation or publication is permissible only when (a) participants, clients, students, or supervisees have reviewed the material and agreed to its presentation or publication or (b) the information has been sufficiently modified to obscure identity.

G.5.b. Plagiarism

Counselors do not plagiarize; that is, they do not present another person's work as their own.

G.5.c. Acknowledging Previous Work

In publications and presentations, counselors acknowledge and give recognition to previous work on the topic by others or self.

G.5.d. Contributors

Counselors give credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to research or concept development in accordance with such contributions. The principal contributor is listed first, and minor technical or professional contributions are acknowledged in notes or introductory statements.

G.5.e. Agreement of Contributors

Counselors who conduct joint research with colleagues or students/supervisors establish agreements in advance regarding allocation of tasks, publication credit, and types of acknowledgment that will be received.

G.5.f. Student Research

Manuscripts or professional presentations in any medium that are substantially based on a student's course papers, projects, dissertations, or theses are used only with the student's permission and list the student as lead author.

G.5.g. Duplicate Submissions

Counselors submit manuscripts for consideration to only one journal at a time. Manuscripts that are published in whole or in substantial part in one journal or published work are not submitted for publication to another publisher without acknowledgment and permission from the original publisher.

G.5.h. Professional Review

Counselors who review material submitted for publication, research, or other scholarly purposes respect the confidentiality and proprietary rights of those who submitted it. Counselors make publication decisions based on valid and defensible standards. Counselors review article submissions in a timely manner and based on their scope and competency in research methodologies. Counselors who serve as

reviewers at the request of editors or publishers make every effort to only review materials that are within their scope of competency and avoid personal biases.

Section H

Distance Counseling, Technology, and Social Media

Introduction

Counselors understand that the profession of counseling may no longer be limited to in-person, face-to-face interactions. Counselors actively attempt to understand the evolving nature of the profession with regard to distance counseling, technology, and social media and how such resources may be used to better serve their clients. Counselors strive to become knowledgeable about these resources. Counselors understand the additional concerns related to the use of distance counseling, technology, and social media and make every attempt to protect confidentiality and meet any legal and ethical requirements for the use of such resources.

H.1. Knowledge and Legal Considerations

H.1.a. Knowledge and Competency

Counselors who engage in the use of distance counseling, technology, and/ or social media develop knowledge and skills regarding related technical, ethical, and legal considerations (e.g., special certifications, additional course work).

H.1.b. Laws and Statutes

Counselors who engage in the use of distance counseling, technology, and social media within their counseling practice understand that they may be subject to laws and regulations of both the counselor's practicing location and the client's place of residence. Counselors ensure that their clients are aware of pertinent legal rights and limitations governing the practice of counseling across state lines or international boundaries.

H.2. Informed Consent and Security

H.2.a. Informed Consent and Disclosure

Clients have the freedom to choose whether to use distance counseling, social media, and/or technology within the counseling process. In addition to the usual and customary protocol of informed consent between counselor and client for face-to-face counseling, the following issues, unique to the use of distance counseling, technology, and/ or social media, are addressed in the informed consent process:

- distance counseling credentials, physical location of practice, and contact information;
- risks and benefits of engaging in the use of distance counseling, technology, and/or social media;
- possibility of technology failure and alternate methods of service delivery;
- anticipated response time;
- emergency procedures to follow when the counselor is not available;
- time zone differences;
- cultural and/or language differences that may affect delivery of services;
- possible denial of insurance benefits; and
- social media policy.

H.2.b. Confidentiality Maintained by the Counselor

Counselors acknowledge the limitations of maintaining the confidentiality of electronic records and transmissions. They inform clients that individuals might have authorized or unauthorized access to such records or transmissions (e.g., colleagues, supervisors, employees, information technologists).

H.2.c. Acknowledgment of Limitations

Counselors inform clients about the inherent limits of confidentiality when using technology. Counselors urge clients to be aware of authorized and/ or unauthorized access to information disclosed using this medium in the counseling process.

H.2.d. Security

Counselors use current encryption standards within their websites and/or technology-based communications that meet applicable legal requirements. Counselors take reasonable precautions to ensure the confidentiality of information transmitted through any electronic means.

H.3. Client Verification

Counselors who engage in the use of distance counseling, technology, and/ or social media to interact with clients take steps to verify the client's identity at the beginning and throughout the therapeutic process. Verification can include, but is not limited to, using code words, numbers, graphics, or other nondescript identifiers.

H.4. Distance Counseling Relationship

H.4.a. Benefits and Limitations

Counselors inform clients of the benefits and limitations of using technology applications in the provision of counseling services. Such technologies include, but are not limited to, computer hardware and/or software, telephones and applications, social media and Internet-based applications and other audio and/or video communication, or data storage devices or media.

H.4.b. Professional Boundaries in Distance Counseling

Counselors understand the necessity of maintaining a professional relationship with their clients. Counselors discuss and establish professional boundaries with clients regarding the appropriate use and/or application of technology and the limitations of its use within the counseling relationship (e.g., lack of confidentiality, times when not appropriate to use).

H.4.c. Technology-Assisted Services

When providing technology-assisted services, counselors make reasonable efforts to determine that clients are intellectually, emotionally, physically, linguistically, and functionally capable of using the application and that the application is appropriate for the needs of the client. Counselors verify that clients understand the purpose and operation of technology applications and follow up with clients to correct possible misconceptions, discover appropriate use, and assess subsequent steps.

H.4.d. Effectiveness of Services

When distance counseling services are deemed ineffective by the counselor or client, counselors consider delivering services face-to-face. If the counselor is not able to provide face-to-face services (e.g., lives in another state), the counselor assists the client in identifying appropriate services.

H.4.e. Access

Counselors provide information to clients regarding reasonable access to pertinent applications when providing technology-assisted services.

H.4.f. Communication Differences in Electronic Media

Counselors consider the differences between face-to-face and electronic communication (nonverbal and verbal cues) and how these may affect the counseling process. Counselors educate clients on how to prevent and address potential misunderstandings arising from the lack of visual cues and voice intonations when communicating electronically.

H.5. Records and Web Maintenance

H.5.a. Records

Counselors maintain electronic records in accordance with relevant laws and statutes. Counselors inform clients on how records are maintained electronically. This includes, but is not limited to, the type of encryption and security assigned to the records, and if/for how long archival storage of transaction records is maintained.

H.5.b. Client Rights

Counselors who offer distance counseling services and/or maintain a professional website provide electronic links to relevant licensure and professional certification boards to protect consumer and client rights and address ethical concerns.

H.5.c. Electronic Links

Counselors regularly ensure that electronic links are working and are professionally appropriate.

H.5.d. Multicultural and Disability Considerations

Counselors who maintain websites provide accessibility to persons with disabilities. They provide translation capabilities for clients who have a different primary language, when feasible. Counselors acknowledge the imperfect nature of such translations and accessibilities.

H.6. Social Media

H.6.a. Virtual Professional Presence

In cases where counselors wish to maintain a professional and personal presence for social media use, separate professional and personal web pages and profiles are created to clearly distinguish between the two kinds of virtual presence.

H.6.b. Social Media as Part of Informed Consent

Counselors clearly explain to their clients, as part of the informed consent procedure, the benefits, limitations, and boundaries of the use of social media.

H.6.c. Client Virtual Presence

Counselors respect the privacy of their clients' presence on social media unless given consent to view such information.

H.6.d. Use of Public Social Media

Counselors take precautions to avoid disclosing confidential information through public social media.

Section I

Resolving Ethical Issues

Introduction

Professional counselors behave in an ethical and legal manner. They are aware that client welfare and trust in the profession depend on a high level of professional conduct. They hold other counselors to the same standards and are willing to take appropriate action to ensure that standards are upheld. Counselors strive to resolve ethical dilemmas with direct and open communication among all parties involved and seek consultation with colleagues and supervisors when necessary. Counselors incorporate ethical practice into their daily professional work and engage in ongoing professional development regarding current topics in ethical and legal issues in counseling. Counselors become familiar with the ACA in the enforcement of the *ACA Code of Ethics*.

I.1. Standards and the Law

I.1.a. Knowledge

Counselors know and understand the *ACA Code of Ethics* and other applicable ethics codes from professional organizations or certification and licensure bodies of which they are members. Lack of knowledge or misunderstanding of an ethical responsibility is not a defense against a charge of unethical conduct.

I.1.b. Ethical Decision Making

When counselors are faced with an ethical dilemma, they use and document, as appropriate, an ethical decision-making model that may include, but is not limited to, consultation; consideration of relevant ethical standards, principles, and laws; generation of potential courses of action; deliberation of risks and benefits; and selection of an objective decision based on the circumstances and welfare of all involved.

I.1.c. Conflicts Between Ethics and Laws

If ethical responsibilities conflict with the law, regulations, and/or other governing legal authority, counselors make

known their commitment to the *ACA Code of Ethics* and take steps to resolve the conflict. If the conflict cannot be resolved using this approach, counselors, acting in the best interest of the client, may adhere to the requirements of the law, regulations, and/or other governing legal authority.

I.2. Suspected Violations

I.2.a. Informal Resolution

When counselors have reason to believe that another counselor is violating or has violated an ethical standard and substantial harm has not occurred, they attempt to first resolve the issue informally with the other counselor if feasible, provided such action does not violate confidentiality rights that may be involved.

I.2.b. Reporting Ethical Violations

If an apparent violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution or is not resolved properly, counselors take further action depending on the situation. Such action may include referral to state or national committees on professional ethics, voluntary national certification bodies, state licensing boards, or appropriate institutional authorities. The confidentiality rights of clients should be considered in all actions. This standard does not apply when counselors have been retained to review the work of another counselor whose professional conduct is in question (e.g., consultation, expert testimony).

I.2.c. Consultation

When uncertain about whether a particular situation or course of action may be in violation of the *ACA Code of Ethics*, counselors consult with other counselors who are knowledgeable about ethics and the *ACA Code of Ethics*, with colleagues, or with appropriate authorities, such as the ACA Ethics and Professional Standards Department.

I.2.d. Organizational Conflicts

If the demands of an organization with which counselors are affiliated pose a conflict with the *ACA Code of Ethics*, counselors specify the nature of such conflicts and express to their supervisors or other responsible officials their commitment to the *ACA Code of Ethics* and, when possible, work through the appropriate channels to address the situation.

I.2.e. Unwarranted Complaints

Counselors do not initiate, participate in, or encourage the filing of ethics complaints that are retaliatory in nature or are made with reckless disregard or willful ignorance of facts that would disprove the allegation.

I.2.f. Unfair Discrimination Against Complainants and Respondents

Counselors do not deny individuals employment, advancement, admission to academic or other programs, tenure, or promotion based solely on their having made or their being the subject of an ethics complaint. This does not preclude taking action based on the outcome of such proceedings or considering other appropriate information.

I.3. Cooperation With Ethics Committees

Counselors assist in the process of enforcing the *ACA Code of Ethics*. Counselors cooperate with investigations, proceedings, and requirements of the ACA Ethics Committee or ethics committees of other duly constituted associations or boards having jurisdiction over those charged with a violation.

Glossary of Terms

Abandonment – the inappropriate ending or arbitrary termination of a counseling relationship that puts the client at risk.

Advocacy – promotion of the well-being of individuals, groups, and the counseling profession within systems and organizations. Advocacy seeks to remove barriers and obstacles that inhibit access, growth, and development.

Assent – to demonstrate agreement when a person is otherwise not capable or competent to give formal consent (e.g., informed consent) to a counseling service or plan.

Assessment – the process of collecting in-depth information about a person in order to develop a comprehensive plan that will guide the collaborative counseling and service provision process.

Bartering – accepting goods or services from clients in exchange for counseling services.

Client – an individual seeking or referred to the professional services of a counselor.

Confidentiality – the ethical duty of counselors to protect a client’s identity, identifying characteristics, and private communications.

Consultation – a professional relationship that may include, but is not limited to, seeking advice, information, and/ or testimony.

Counseling – a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

Counselor Educator – a professional counselor engaged primarily in developing, implementing, and supervising the educational preparation of professional counselors.

Counselor Supervisor – a professional counselor who engages in a formal relationship with a practicing counselor or counselor-in-training for the purpose of overseeing that individual’s counseling work or clinical skill development.

Culture – membership in a socially constructed way of living, which incorporates collective values, beliefs, norms, boundaries, and lifestyles that are cocreated with others who share similar worldviews comprising biological, psychosocial, historical, psychological, and other factors.

Discrimination – the prejudicial treatment of an individual or group based on their actual or perceived membership in a particular group, class, or category.

Distance Counseling – The provision of counseling services by means other than face-to-face meetings, usually with the aid of technology.

Diversity – the similarities and differences that occur within and across cultures, and the intersection of cultural and social identities.

Documents – any written, digital, audio, visual, or artistic recording of the work within the counseling relationship between counselor and client.

Encryption – process of encoding information in such a way that limits access to authorized users.

Examinee – a recipient of any professional counseling service that includes educational, psychological, and career appraisal, using qualitative or quantitative techniques.

Exploitation – actions and/or behaviors that take advantage of another for one’s own benefit or gain.

Fee Splitting – the payment or acceptance of fees for client referrals (e.g., percentage of fee paid for rent, referral fees).

Forensic Evaluation – the process of forming professional opinions for court or other legal proceedings, based on professional knowledge and expertise, and supported by appropriate data.

Gatekeeping – the initial and ongoing academic, skill, and dispositional assessment of students’ competency for professional practice, including remediation and termination as appropriate.

Impairment – a significantly diminished capacity to perform professional functions.

Incapacitation – an inability to perform professional functions. **Informed Consent** – a process of information sharing associated with possible actions clients may choose to take, aimed at assisting clients in acquiring a full appreciation and understanding of the facts and implications of a given action or actions.

Instrument – a tool, developed using accepted research practices, that measures the presence and strength of a

specified construct or constructs.

Interdisciplinary Teams – teams of professionals serving

clients that may include individuals who may not share

counselors' responsibilities regarding confidentiality. **Minors** – generally, persons under the age of 18 years, unless otherwise designated by statute or regulation. In some jurisdictions, minors may have the right to consent to counseling without consent of the parent or guardian.

Multicultural/Diversity

Competence – counselors' cultural and diversity awareness and knowledge about self and others, and how this awareness and knowledge are applied effectively in practice with clients and client groups.

Multicultural/Diversity Counseling – counseling that recognizes diversity and embraces approaches that support the worth, dignity, potential, and uniqueness of individuals within their historical, cultural, economic, political, and psychosocial contexts.

Personal Virtual Relationship – engaging in a relationship via technology and/or social media that blurs the professional boundary (e.g., friending on social networking sites); using personal accounts as the connection point for the virtual relationship.

Privacy – the right of an individual to keep oneself and one's personal information free from unauthorized disclosure. **Privilege** – a legal term denoting the protection of confidential information in a legal proceeding (e.g., subpoena, deposition, testimony).

Pro bono publico – contributing to society by devoting a portion of professional activities for little or no financial return (e.g., speaking to groups, sharing professional information, offering reduced fees).

Professional Virtual Relationship – using technology and/or social media in a professional manner and maintaining appropriate professional boundaries; using business accounts that cannot be linked back to personal accounts as the connection point for the virtual relationship (e.g., a business page versus a personal profile).

Records – all information or documents, in any medium, that the counselor keeps about the client, excluding personal and psychotherapy notes.

Records of an Artistic Nature – products created by the client as part of the counseling process.

Records Custodian – a professional colleague who agrees to serve as the caretaker of client records for another mental health professional.

Self-Growth – a process of self-examination and challenging of a counselor's assumptions to enhance professional effectiveness.

Serious and Foreseeable – when a reasonable counselor can anticipate significant and harmful possible consequences.

Sexual Harassment – sexual solicitation, physical advances, or verbal/nonverbal conduct that is sexual in nature; occurs in connection with professional activities or roles; is unwelcome, offensive, or creates a hostile workplace or learning environment; and/or is sufficiently severe or intense to be perceived as harassment by a reasonable person.

Social Justice – the promotion of equity for all people and groups for the purpose of ending oppression and injustice affecting clients, students, counselors, families, communities, schools, workplaces, governments, and other social and institutional systems.

Social Media – technology-based forms of communication of ideas, beliefs, personal histories, etc. (e.g., social networking sites, blogs).

Student – an individual engaged in formal graduate-level counselor education.

Supervisee – a professional counselor or counselor-in-training whose counseling work or clinical skill development is being overseen in a formal supervisory relationship by a qualified trained professional.

Supervision – a process in which one individual, usually a senior member of a given profession designated as the supervisor, engages in a collaborative relationship with another individual or group, usually a junior member(s) of a given profession designated as the supervisee(s) in order to (a) promote

the growth and development of the supervisee(s), (b) protect the welfare of the clients seen by the supervisee(s), and (c) evaluate the performance of the supervisee(s).

Supervisor – counselors who are trained to oversee the professional clinical work of counselors and counselors-in-training. **Teaching** – all activities engaged in as part of a formal educational program that is designed to lead to a graduate degree in counseling.

Training – the instruction and practice of skills related to the counseling profession. Training contributes to the ongoing proficiency of students and professional counselors.

Virtual Relationship – a non–face-to-face relationship (e.g., through social media).

Appendix R
Counseling Programs Exit Survey

Please describe the major strengths of the program.

What suggestions do you have for improving the program?

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

APPENDIX S: Sample Practicum and Internship Contract

James Madison University

School Counseling - Practicum/Internship Contract

Student Name	Practicum/Internship Location
Term	Practicum/Internship Supervisor Name
Student Phone Number ☎	Supervisor Phone Number ☎
Student Email	Supervisor Email

JMU Supervisor Name

JMU Supervisor Email	JMU Supervisor Phone Number ☎
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RESPONSIBILITIES OF THE PRACTICUM STUDENT:

Start Date:	End Date:
Days of the week present:	
Practicum hours: 40 total contact hours for the semester 100 hours for the semester	Internship hours: 120 total contact hours for the semester Plus 180 indirect hours of school counseling work Total of 300 hours for the semester

- 1.) I will have liability insurance and a background check before beginning any work at the site.
- 2.) My practicum hours will include individual counseling, small group counseling, classroom lessons, and consultation.
- 3.) I will actively participate in weekly individual and group supervision.
- 4.) I will complete duties assigned by my site supervisor.
- 5.) I will fulfill all of the assignments in the course syllabus.
- 6.) I will spend one hour per week of one-on-one supervision time with my site supervisor and I will also receive an average of 1.5 hours of supervision per week from the university supervisor.
- 7.) I agree to contact both supervisors immediately if I need to contact Child Protective Services in the event of suspicion of abuse or neglect or anytime I am uncertain about a situation. My supervisors will support me in this process and will be available for assistance if needed.
- 8.) I will participate in case conferences or team presentations.
- 9.) I will keep a weekly log of my activities to document my experience reporting what I do, when I do it, for how long, and my observations and reactions. My log will record all my practicum/internship activities, including direct service,

team meetings, staff meetings, process group sessions, and supplemental research. My supervisor will review and sign each practicum/internship log.

- 10.) I will ensure that my evaluations are completed by my site supervisor twice during the semester, at midterm and at semester end, and I will turn in an evaluation of my site as well.
- 11.) Any changes made to my schedule or contract will be made in writing by mutual agreement.
- 12.) I will complete all practicum/internship hours during the JMU semester term.
- 13.) I will maintain professional work ethic, attitude and dress throughout the semester.

RESPONSIBILITIES OF THE INTERNSHIP STUDENT: (in addition to the above practicum responsibilities)

- 1.) As a counseling intern, I will offer counseling services. Counseling services include assessment, individual counseling, group counseling, guidance activities, crisis intervention, consultation and education programs, and prevention programs.
- 2.) At least 120 hours of my internship should involve working in actual counseling situations each semester.

RESPONSIBILITIES OF THE SITE SUPERVISOR:

- 1.) Before the student begins, the site supervisor will complete the Supervisor Agreement, Training Materials, and Brief Survey.
 - <http://psyc.jmu.edu/counseling/school/documents/School%20Counseling%20Program%20JMU%20Site%20Supervisor%20Overview.pdf>
- 2.) Site supervisor will support the philosophy, principles, and goals of the JMU School Counseling program.
- 3.) Site supervisors will complete an evaluation of the student at midterm and end of the semester.
- 4.) Site supervisors will help the student examine student's counseling work, including social, emotional, vocational, and educational interventions. With the supervisor, students will examine his/her use of counseling techniques, discuss ways of conceptualizing client dynamics, analyze the counseling relationship he/she establishes, and manage issues regarding his/her personal and professional development.
- 5.) The site supervisor will understand policies, procedures, and considerations relevant to P-12 settings.
- 6.) The site supervisor will review and sign all logs.
- 7.) Site supervisor will help to establish a counseling group and communications necessary to parents.
- 8.) School counseling site supervisors receive information from JMU faculty regarding not only university and program standards and expectations, but also the alignment of the student's duties with the most recent CACREP standards.
- 9.) Internship supervisors meet with a JMU representative at least once each semester to discuss the student's progress and make plans for facilitating the student's professional development.
- 10.) Site supervisors provide the student with an orientation to the school: duties, hours, expectations, tour, introductions to relevant staff members, relevant handbooks (faculty and crisis), meeting schedules, school email and databases, and make themselves available to discuss any school related topics.
- 11.) Site supervisors provide a safe, secure, and non-discriminatory workplace at which the student can meet his/her educational objectives.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR:

- 1.) University supervisor will provide locations for practicum and internship students on three different levels.
- 2.) University supervisor will approve all potential practicum and internship sites according to the requirements of the Program and CACREP guidelines.
- 3.) University supervisor will conduct a practicum orientation session for students applying for practicum and will inform students about practicum and internship guidelines.
- 4.) University supervisor will ensure that appropriate ethical codes and legal statutes are adhered to by all involved with the practicum or internship experience.
- 5.) University supervisor will provide appropriate internship supervisor training materials.
- 6.) University supervisor will resolve conflicts related to a student's internship or counseling practice in conjunction with faculty and on-site professionals.

Signatures:

Internship Student	Site Supervisor	University Supervisor
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Date:	Date:	Date:

>>> **STUDENTS:** Refer to the JMU Student Handbook and course syllabus for further details of your practicum/internship.



James Madison University

School Counseling

Practicum/Intern Orientation Tips

Here are some recommended ways to help a school counseling practicum or intern to orient to his/her new school. Enjoy the process!

- Provide and encourage students to read student and staff handbooks
- Provide and encourage students to read school crisis manual
- Take a walking tour of the building together on the first day
- Check and make sure school system has student background check information
- Share the check in procedures to the school each day
- Help make introductions to front office staff
- Help make introductions to the whole staff at first staff meeting or introduce self via email so the staff knows to be on the lookout for a new face
- Help student gain access to school email and school database systems
- Share any places to review school demographics, school performance – test scores, parent involvement, programs)
- Review relevant special education paperwork (IEP's and 504's and processes for the school division (child study)
- Help students meet administrators and special support personnel (specific special education support staff)
- Help students learn about the school's behavior management systems
- Help students learn about meeting schedules and which may be attended
- Help students understand school counselor during the day, in addition to the core job



APPENDIX T: Sample Taping Permission Form

James Madison University **School Counseling - Practicum/Internship Taping Permission Form** (form used must be approved by site supervisor and school system)

Date:

Dear _____ ,

My name is _____ and I am a student in the graduate level counseling program at James Madison University. I am a school counselor in training and am being supervised by _____ who is the school counselor at _____ school. I am also being supervised by NAME at James Madison University.

I am looking forward to working with your student this semester. Because I am a counseling practicum/internship student, I am required to submit counseling audio recordings to my university supervisor. The purpose of these recordings is to evaluate my work as a counselor. The identity of your child will be confidential as his/her full name will never be disclosed. The recordings are to be used for my supervision and I am required to erase them immediately following my supervision session. It is not permissible for anyone at your son or daughter's school to listen to these recordings, which are solely used for training purposes and are promptly erased. I am responsible to secure these recordings and to only share them with my University supervisor for supervision purposes only.

By signing below, you are giving me permission to meet with your son or daughter and record our sessions. If you have any questions at all, please contact either my on-site supervisor, _____, at _____ or NAME (PHONE)

I give permission to _____, a school counseling practicum/internship student at James Madison University to work with my student. I also agree that the sessions with my student may be audio recorded. I understand that the identity of my student is kept confidential and that counseling tapes are erased immediately at the end of my supervision requirement.

Signed _____
(parent/guardian signature)

APPENDIX U: Required Documentation for School Counseling Hub

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

All documentation for Virginia License Requirements:

Child Abuse Training for Mandated Reporters: [Mandated Reporters - Training & Resources - Virginia Department of Social Services](#)

First Aid/CPR/AED Training: must be completed in-person

Dyslexia Module: [Dyslexia Training | Virginia Department of Education](#)

Behavior Intervention and Support Training: [Restraint and Seclusion - CIEES \(cieesodu.org\)](#)

Cultural Competency Training:
[Cultural Competency Training | Virginia Department of Education](#)

Plus:

SC Program Informed Consent Document

Program of Study

Internship Site Contracts

Professional Liability Insurance

Completed Practicum Logs

Completed Internship Logs

Link to Electronic Portfolio

Most Recent Resume/Vita

Remediation Plan (if applicable)

Appendix V: Informed Consent for JMU Counseling Program

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 will not be licensed as a counselor upon completion of this program, and that my licensure application will be submitted independently to the specific educational or 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 am responsible for researching and understanding the licensure and/or certification requirements of states other than Virginia if I am seeking licensure in those states
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*.

Adapted 5/2020

Appendix W: Comprehensive Exam Evaluation
SCHOOL COUNSELING COMPREHENSIVE EXAM EVALUATION

Student _____ Faculty/Supervisor _____ Date _____

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE: Professional and Ethical practice	Introductory	Practice	Mastery
--------------------------------------------------------------------------------------------------------------	---------------------	-----------------	----------------

Observations, Comments and Suggestions:

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

Observations, Comments and Suggestions:

3. HUMAN GROWTH AND DEVELOPMENT: Developmentally appropriate approaches	Introductory	Practice	Mastery
-----------------------------------------------------------------------------------	---------------------	-----------------	----------------

Observations, Comments and Suggestions:

4. CAREER DEVELOPMENT: Appropriate career counseling	Introductory	Practice	Mastery
----------------------------------------------------------------	---------------------	-----------------	----------------

Observations, Comments and Suggestions:

5. COUNSELING AND HELPING RELATIONSHIPS: Evidence-based counseling	Introductory	Practice	Mastery
------------------------------------------------------------------------------	---------------------	-----------------	----------------

Observations, Comments and Suggestions:

6. ASSESSMENT AND TESTING: Relevant assessment procedures	Introductory	Practice	Mastery
------------------------------------------------------------------	---------------------	-----------------	----------------

Observations, Comments and Suggestions:

7. RESEARCH AND PROGRAM EVALUATION: Research evaluation	Introductory	Practice	Mastery
----------------------------------------------------------------	---------------------	-----------------	----------------

Observations, Comments and Suggestions:

Key school counseling competencies	Introductory	Practice	Mastery
------------------------------------	---------------------	-----------------	----------------

Observations, Comments and Suggestions:

OVERALL COMPREHENSIVE EXAMINATION EVALUATION	Introductory	Practice	Mastery
Recommendation – Based on recording of work sample, written analysis, professional portfolio, and oral examination	FAIL		PASS

Summative Feedback:

Instructor/Supervisor Signature

Appendix X: Informed Consent for JMU Counseling Program

Expectations and Guidelines for Online Learning for JMU Counseling Programs

Online learning will take place in either Canvas, Webex, Supervision Assist 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 & grades)
- completing review of PowerPoints and watching entire videos as shared and completing assignments for each week

Netiquette Expectations for Online Courses (View this short [YouTube video on Netiquette](#))

(source: [Netiquette Guide for Online Courses - FCBE - The University of Memphis](#))

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. These guidelines for online behavior and interaction are known as “netiquette”.

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 Netiquette 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 confidentiality 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, even 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 preferred 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 college level communication should have correct spelling and grammar.
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”.
- 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 AS IT CAN BE INTERPRETED AS YELLING.
- 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 other’s).
- If you are in a health-care course follow HIPPA guidelines including not sending confidential patient information via e-mail or posting online.

DISCUSSION BOARD “NETIQUETTE” 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. (Would you put sloppy writing with poor grammar in a formal research paper?)
- 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 NETIQUETTE

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 [IT Help Desk - JMU](#) or email helpdesk@jmu.edu. Their phone number is 540-568-3555

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.

Appendix Y: TeleHealth Guidelines for School Counseling

James Madison University School Counseling Program Practicum/Internship Recording Permission Form

My name is _____ and I am a student in the graduate level counseling program at James Madison University. I am a School Counselor in Training and am I being supervised by _____ who is the school counselor at _____ school. I am also being supervised by Dr. ____ at James Madison University. |

I am looking forward to working with your student this semester. Because I am a counseling practicum/internship student, I am required to submit counseling audio/video recordings to my university supervisor. The purpose of these recordings is to evaluate my work as a counselor. These recordings will take place on a secure and FERPA/HIPPA compliant platform called *Supervision Assist*. The identity of your child will be confidential as their identity will never be disclosed.

The recordings are to be used for my supervision only. My site supervisor, NAME, will be the only other person in your child's school who may have access to these recordings through the platform, for supervision purposes only. These recordings may not be shared with anyone except my supervisors and they cannot be requested for review by anyone else within or outside of the school building. The recordings are erased promptly.

Counseling may include small group or individual sessions. During the sessions, your child and I will work together to understand the problem, the present and future consequences, develop goals for change and a plan of action for change. The ethical guidelines of the American School Counselor Association emphasize the importance of confidentiality between school counselors and students at the same time recognizing the rights of parents. Your child should know and trust that, what is shared with the counselor will stay with the counselor unless your child gives permission to share information or if the counselor suspects the child is in danger of being hurt by others, hurting themselves, or hurting others. I will collaborate with you, as the parent or guardian, and I will include your child in what will be shared as developmentally appropriate.

Counseling records do not become a part of the permanent record of the student except as required by school safety policy. A record may indicate that a student was seen by the counselor or intern; however, the topics discussed are not included unless required by the school board safety policy. The requirements of the Family Education Rights and Privacy Act (FERPA) are enforced—information will not be released to anyone outside our school without your written permission. Through counseling, your child may be taught strategies to help make more effective and healthier decisions, increase the ability to set and reach goals, build better relationships with others, and be more successful in school.

I ask that you review the Virtual Suggestions (pages 2 and 3) to ensure that your child has a secure and confidential experience that helps foster their growth and development in the areas of social, emotional, academic, and career domains. By signing below, you are giving me permission to meet with your son or daughter and record our sessions in the FERPA/HIPPA compliant platform, *Supervision Assist*.

If you have any questions at all, please contact either my on-site supervisor, (NAME) at (EMAIL) or (PHONE)

I give permission to _____, a school counseling practicum/internship student at James Madison University to work with my student. I also agree that the sessions with my student may be recorded on the secure platform, *Supervision Assist*. I understand that the identity of my student is kept confidential and that counseling recordings are erased immediately at the end of my supervision requirement.

Signed _____ (parent/guardian signature) Date: _____

Counseling Services Online: Guidelines for Students and Families

IMPORTANT FOR STUDENTS

Welcome and I am looking forward to working with you as your school counselor! We know that these times are challenging for us all. Yes, you are dealing with a lot of new stressors, and you bring so many strengths! In fact, your strengths of resilience and your abilities in technology often help give adults courage and learn new things. When we work together, it is important that you feel comfortable and that you have a quiet and private space to talk. Remember that while our conversations are confidential (meaning private), we will figure out ways to work with the adults in your life (such as your parent, guardian, teacher) to help you reach your goals. I will have to share with another adult if you are in danger of harming yourself or others or if others are harming you. ***For our online appointment, please make sure you have access to:***

1. **a device** (ask me for help on finding one if you do not have access to a device or the internet at home)
 2. **secure internet** (requires a password or is connected to your hotspot; do not use open access wireless)
 3. **headphones that have a microphone**
 4. **quiet, private space to talk** (it does not have to be a big space)
 5. **a way to type in the chat feature if you cannot talk privately**
-

IMPORTANT FOR FAMILIES

When we work together, we will be stronger! Research and experience tell us that relationships with parents and guardians are important to children and adolescents' happiness and well-being, and to their success in life. As your student's school counselor, I want to work with you to better assist your child. The better we work together, the more progress your child can make. Oftentimes, when adults (like parents/guardians, counselors and teachers) make small changes at home and in schools, showing true interest and concern, kids feel supported and they will **progress more quickly**. That being said, kids also should to have their **privacy respected** when engaging in counseling. Please help ensure that your child has access to a quiet, private space as well as headphones while they are in a meeting with me. I will be using a secure platform, either, Doxy.me or Supervision Assist, for secure online meetings. I am happy to speak with you about your child's progress, provide referral information for ongoing counseling if needed, and work together on any concerns and goals related to your child's social/emotional, academic and/or career well-being.

INFORMATION ABOUT COUNSELING

School Counselors support the Virginia Department of Education's Mission which is: to *"lead and facilitate the development and implementation of a quality public education system that meets the needs of students and assists them in becoming educated, productive, responsible, and self-reliant citizens."*

My goal, as your student's school counselor, is to support your students' social/emotional, career, and academic concerns to their maximum potential. I am guided by the ethics of the American School Counselor Association (ASCA), which state that my **responsibility to students includes**: treating students with dignity and respect as unique individuals; providing counseling to students in a brief context and supporting students and families/guardians in obtaining outside services if the student needs long-term clinical counseling; and acknowledging the vital role of parents/guardians and families.

ASCA also guides school counselors to maintain confidentiality for students while alerting them to the limitations of confidentiality. Standard A.2.f. states that counselors "Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf"

I seek to collaborate with parents, guardians and teachers in a way that is developmentally necessary and appropriate for the student, asking that adults understand that the release disclosure of confidential information may potentially harm a student if it is not necessary or required by law.

TECHNOLOGY GUIDELINES: DO'S AND DON'T'S

- **DO manage your devices!:** Password protect your devices! Enable automatic updates or manually update regularly.
- **DO maintain good password habits!:** Keep passwords secret, refresh them periodically, and use varying and hard to guess passwords. Store passwords in an online vault or private notebook.
- **DO protect your own privacy!:** Consider just how much personal information you reveal in your cyber habits. Don't share on non-secure platforms and **realize social media posts can be screenshot so they don't disappear!**
- **DO choose wisely!:** Make sure you are on a **secure network** and using **secure platforms** when in a counseling session.
- **DO back it up!:** Back up important files regularly!
- **DON'T be the user error!:** Use good security software and realize that updates are created to fix bugs and security issues. Do the updates!
- **DON'T be a rogue clicker!:** Never click on email attachments unless you know the sender as this can cause files to become infected.
- **DON'T be caught by the Phishers!:** "Phishing" occurs when emails or texts that pretend to come from a trusted source (like video game companies). Don't click!
- **DON'T be pick-pocketed!:** Never click on a link in an email message asking you to verify personal or financial information of yours or of your parent/guardian via the Web.
- **DON'T take shortcuts!:** Be wary of illegal copies of software, movies, and music.

Sources: Source: Arlitsch, K., & Edelman, A. (2014). Staying safe: Cyber security for people and organizations. *Journal of Library Administration*, 54(1), 46-56. AND Goldsborough, R. (2016). Protecting yourself from ransomware. *Teacher Librarian*, 43(4), 70.

Appendix Z: Professional Protocols for Counseling Program Members

Formal Guidelines

According to the ACA Code of Conduct (2014), counselors and counselors-in-training are required to attempt to resolve concerns with direct and open communication with the individual(s) with whom there is a concern. Individuals are obligated to address concerns informally during an in-person meeting as a means of information exchange and/or conflict resolution. If resolution is not reached following the in-person discussion, the person with the concern may address it with the next appropriate person (see below).

With the exception of Title IX concerns or when speaking directly with the person may cause harm, all students and faculty who have a concern with a peer, a colleague, faculty member or supervisor **must adhere to the following chain of communication.**

Step 1: In-person discussion with the peer, colleague, faculty member, or supervisor. If speaking to this person is not a viable option, or if the concern is not successfully resolved, please move on to the person identified in the next appropriate step.

Step 2: Discussion with the relevant Program Director (CMHC: Dr. Renee Staton; SC: Dr. Michele Kielty; Doctoral: Dr. Stephanie Crockett; CSPA: Dr. Cara Meixner)

Step 3: Discussion with the Department Head (Dr. Robin Anderson)

Step 4: Discussion with College Dean (Dr. Sharon Lovell)

This mode of communication is necessary to foster ethical behavior and a professional atmosphere in the Counseling Programs. Students, faculty, or clinical supervisors who attempt to bypass the chain of communication will be directed back to the appropriate person to address the concern. Students who divert from the aforementioned chain of communication more than once may be asked to meet with faculty to develop a remediation plan.

Relationships with peers and colleagues are important to our collective well-being and success. Attention to relationships includes managing challenges in the most appropriate manner. We have provided the guidelines above to help direct you in the case you are unsure of where to go for assistance. **In the meantime, please keep the following professional behavior expectations in mind:**

When communicating in general, consider how you would like someone to handle feedback or a conflict with you. For example, looping in others via group messages, meeting with others privately before addressing the person with whom you have a conflict, or sharing anonymous feedback online are not professional or ethical approaches. When faculty write recommendations or offer formal feedback, they are expected to communicate in ways that are direct, kind, and honest. Please offer your comments on items such as peer evaluations, teaching evaluations, etc. with the same level of professionalism and respect.

Use electronic communications (such as e-mail, text messaging or group messaging) appropriately and professionally. Imagine how the person reading your message may feel and make a choice about whether your messages are constructive and appropriately placed/conveyed.

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.

Your signature indicates that you have read, understand, and agree with these expectations.

Name

Date