



**JAMES MADISON UNIVERSITY**  
**PhD in Counseling & Supervision**  
**Handbook**  
**2024-2025**

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## **ACKNOWLEDGEMENT**

I acknowledge that I have received a formal Orientation to the PhD in Counseling & Supervision program as well as access to and an explanation of the PhD in Counseling & Supervision Handbook pursuant to the following CACREP Standards:

- Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.
- The student handbook includes (1) the mission statement of the academic unit and program objectives, (2) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, (3) matriculation requirements, (4) expectations of students, (5) academic appeal policy, (6) written endorsement policy explaining the procedures for recommending students for credentialing and employment, and (7) policy for student retention, remediation, and dismissal from the program.

The version I have been provided is the version applicable to my program of study and matriculation. Changes may be made to the document each academic year. The most recent handbook will be available at <https://psyc.jmu.edu/counseling/supervision/handbook.html>. Previous copies of handbooks are available through the program director.

Faculty have informed me they will share updates to that status and any implications as soon as they are notified.

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**Student Name**

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**Date**



## **1. Introduction to the Ph.D. in Counseling and Supervision Program**

Welcome to the Ph.D. in Counseling and Supervision 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 advancing the profession of counseling. We are delighted to have you on board!

### **Use It!**

The purpose of this handbook is to help you not just to survive your doctoral training, but also to *thrive* in it. Read it carefully. You will need to refer to this handbook regularly throughout your training. The handbook provides you with more than the practical information you need about the program's policies and procedures. It also offers helpful hints and suggestions on gaining the most from the opportunities you will have as a doctoral student. Take advantage of the handbook by using it often. The most recent version of the handbook will always be available at <https://psyc.jmu.edu/counseling/supervision/handbook.html> and you will receive notification of any changes that impact your program of study.

### **Overview**

The JMU Counseling Programs, which include Clinical Mental Health Counseling (M.A., Ed.S.), School Counseling (M.Ed.), and Counseling and Supervision (Ph.D.), 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 members of The Graduate School (TGS). In addition to the three Counseling Programs, the Department of Graduate Psychology includes Psychological Sciences, School Psychology, College Student Personnel Administration, 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 members is

primarily associated with the Counseling Programs.

The CACREP-accredited Ph.D. in Counseling and Supervision is an innovative program that extends the knowledge base of the counseling profession through scholarly inquiry, enhances the professional practice of doctoral students, engages in sharing the results of scholarship through presentations and publications, and prepares students to become future leaders. Training in crisis counseling and emergency services is also a unique feature of the program. The 48-credit-hour curriculum focuses on counselor education, supervision strategies, leadership skills, counseling services, and research methods. Eligible applicants are counselors who have completed an advanced degree (M.A., M.S. or Ed.S.) from an entry-level counseling program and 60 credit hours of graduate counseling coursework necessary for licensure as a professional counselor. Students on the 3-year track to completion typically take at least 9 credit hours each semester. A 4-year track is also available to students who need to matriculate at a slightly slower pace.

### **Philosophy of Training**

No matter what your background or circumstances, our philosophy of training remains based on five simple principles.

***You learn by working with others.*** Of course, you need to engage in the solitary work of reading, writing, reflecting, and studying if you expect to be successful in this training program. But you also need to come together with others to engage in the collaborative tasks of learning with others. 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 skills, and make discoveries about yourself and others.

Based on this principle, we faculty members have two daunting, but crucial 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, members of a learning community make a commitment to share information and ideas, a pledge to tolerate—and even value—different points of view, and a pact to support one another in the formidable enterprise of developing the knowledge, attitudes, and skills of a successful counselor educator. 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 this endeavor. In virtually every class period, you will have some opportunity to practice the counselor educator's craft. You may participate in a structured exercise, respond to a video segment, practice a technique, or engage in some group task that demonstrates a principle that

you are studying. Therefore, we invite you to come to each class ready and willing to engage fully in this active, exciting process.

***You learn throughout your life.*** Truly successful counselor educators do not limit their professional development to the classroom or to their academic careers. As a doctoral student, you need to recognize that you have two simple options—you either can continue to grow as a person and as a professional by challenging yourself, or you can stagnate. We want you to complete this program with the attitude that learning does not end with earning a diploma. Instead, we invite you to accept 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 counselor education, 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 successful counselor educators.

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 also display the fundamental values of a researcher—curiosity, creativity, and analytic skills. And you can show the skills you’re developing as a counselor educator and supervisor by sharing 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 and as you read, reflect, synthesize, speculate, and brainstorm, you chart your personal and professional journey. Through this learning, you do more than acquire knowledge and develop skills—you transform yourself.

As a successful graduate of PhD in Counseling & Supervision 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 the counseling profession and life in general. You change—just as your clients, supervisees, and students change—and we are privileged to be a part of that change process.

## **2. Admissions Process**

Successful candidates for admission to the Ph.D. in Counseling and Supervision Program must possess the following: exceptional academic aptitude for doctoral study; previous professional experience in the counseling field; self-awareness and openness to feedback; potential to become a productive scholar, leader, educator, supervisor, and advocate of counseling; and ability to develop greater expertise in

applying technology to the profession. The initial screening is based on a comprehensive and integrated review of all the material that applicants have submitted. All candidates must go through the entire admissions procedure. Admission is selective as we admit only a limited number of students each year.

In sum, the criteria for admission include the following:

- Academic aptitude for doctoral-level study;
- Previous professional experience;
- Fitness for the profession, including self-awareness and emotional stability;
- Oral and written communication skills;
- Cultural sensitivity and awareness; and
- Potential for scholarship, professional leadership, and advocacy.

The specific requirements for admission are:

- **Completion of an advanced degree** (M.A., M.S., or Ed.S.) from an entry-level graduate counseling program with strong preference given to CACREP-accredited programs.
- **Completion of 60 credit hours of graduate counseling coursework** necessary to become a Licensed Professional Counselor (LPC) or a Licensed School Counselor. If the advanced degree program involved only 48 credit hours, applicants need to complete 12 additional credit hours to meet licensure requirements. Candidates must submit official transcripts documenting the completion of both undergraduate and graduate degrees, including any supplementary courses to become an LPC or Licensed School Counselor.
- **Transcripts** that document a history of academic success and demonstrate readiness to succeed in doctoral level coursework.
- **Resume.** Candidates submit a resume detailing their counseling-related training, professional work experiences, and scholarship activities.
- **Supportive references.** Three individuals complete and submit reference forms. At least one individual should be well acquainted with the candidate's academic potential. At least one person should be a supervisor or trainer who can discuss in detail the applicant's counseling skills.
- **Professional writing sample.** Application materials include an academic term paper, published article, conference paper, or manuscript related to the field of counseling. The sample should be at least 10 pages and written in APA format.
- **Personal statement.** Candidates must offer a personal statement of at least 2,000 words describing themselves and their specific interests in counseling. They are encouraged to go beyond the grades, honors, and work record that they have already provided on the resume. Instead, they are invited to share the personal qualities and life experiences that have contributed to their potential to become successful doctoral students in counselor education. Finally, they should describe the professional goals and scholarly interests they plan to pursue by completing doctoral training.
- **Background Checks:** While we do not require background checks as part of our admissions process, it is imperative for prospective students to understand that clinical placement sites may require a background check. Depending on the information appearing on the criminal history record, it is possible that the student may not be able to participate in a clinical site practicum or internship, which could prevent progression in the program. Students are welcome to seek placement at alternative sites; however, it is



possible that the program completion would be in jeopardy if all fieldwork cannot be completed.

You may apply as early as September 1 and the target date is January 5. All application materials should be received by January 5 in order to ensure consideration. The Graduate School prefers to receive transcripts electronically. For more information, go to <http://www.jmu.edu/grad/prospective/index.shtml>.

The application must be complete in order for a candidate to be considered for the program. The initial screening is based on the information that the applicants have submitted. The Counseling faculty members assess the applications using the Doctoral Applicant Screening Form (See [Appendix A](#)) and recommend which applicants should be invited for synchronous interviews via Zoom. Interviews with top applicants occur sometime during the end of January or early February. The entire interview is an all day event and applicants are involved in a variety of activities including a welcome and brief orientation, group interviews and activities, as well as individual interviews with faculty members.

The Ph.D. Counseling faculty meets soon after the interviews. At this meeting, the faculty assigns each applicant to either to a list of those recommended for acceptance, a wait list, or an automatic reject 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 has:

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

Based on the current enrollment of doctoral students and the availability of resources, we adjust the number of applicants we accept each year. Once the faculty has made its recommendations for admission, we immediately start reaching out to these top candidates. In email messages, we provide applicants with information regarding financial assistance, graduate assistantships available across the campus, procedures for acquiring loans, part-time counseling-related jobs, program announcements, and other updates.

By the middle of February or beginning of March, The Graduate School provides an official notification of its decision regarding admission. During this time, we continue to engage in follow-up recruitment of those applicants for whom we have recommended admission. We continue to update them on program events, answer their questions, and discuss their options. To those applicants who accept the offer of admission, we provide detailed information regarding course registration for the summer session's introductory classes. As openings occur in the acceptance list, we contact applicants on the wait list according to rank order until the slots are filled.

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 suggest remedial procedures to an applicant with the possibility of reapplication at a later date.

**International Applicants:** The Ph.D. in Counseling and Supervision is a low residency/hybrid program. The program currently does not meet the in-person requirements needed for an international student visa.

### **3. Mission Statement, Student Learning Outcomes, and Expectations for Students**

#### **Mission Statement**

The Ph.D. in Counseling and Supervision is a program committed to training counselor educators, supervisors, and advanced practitioners with expertise in the theory, research and practice of counseling. Our mission is to create dynamic and innovative leaders who will serve as catalysts for progress in addressing the tremendous counseling needs of individuals, families, institutions, and communities.

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

#### **Student Learning Outcomes**

The student learning outcomes for the Ph.D. in Counseling and Supervision Counseling Program are based on the 2016 CACREP standards. They also reflect the vision and heart of our endeavors. The accreditation standards for doctoral programs are listed under the following five areas: supervision, teaching, research and scholarship, counseling, and leadership and advocacy. As a student in the Ph.D. in Counseling and Supervision Program, you are expected to meet these standards at all levels before you graduate.

#### **Expectations for Students**

In order to achieve the student learning outcomes of the doctoral program, you need to maintain ongoing commitments to three essential domains—academic achievement, self-reflection, and ethical behavior. These commitments are not only necessary for your success as a student in the program, they are also vital for your productivity as a future Counselor Educator.

**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. Careers in Counselor Education involve counseling, supervision, and teaching, of course, but are also filled with opportunities for

professional and university service, leadership, advocacy, research and scholarship. Be sure to get involved with those early.

**Self-reflection.** Throughout your career at JMU, from your admissions interview to the graduation ceremony, you will have countless opportunities for self-reflection and personal growth. It is up to you to take full advantage of these opportunities. You will be receiving feedback from your instructors, supervisors, doctoral committee, fellow students, and clients. In every instance, you have the chance to be open to their observations, reactions, and suggestions. Just remind yourself that your mind is like a parachute—it works best when it is 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 recordings of your work that you will watch, the extensive feedback that you will hear, and the countless occasions of introspection that you will experience can help you tremendously in knowing your most important tool as a counselor educator—yourself.

**Ethical behavior.** The counseling profession 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. You are expected to practice 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 568-6383, and its website is located at <http://www.jmu.edu/honor/>.

You will also learn the ACA Code of Ethics 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. Assistantships, Adjunct Positions, Aid, Advising, and Mentoring**

##### **Assistantships**

We have fully transitioned to a low-residency model of learning. This model is primarily designed to serve students who are working full time, may not live within commuting distance, or need flexibility in their learning model. As a result, we have moved away from a program model that is dependent on assistantships. For students who are still seeking assistantship options, it is possible to apply for other available positions within the university. It is important to note that they may not be available at the doctoral stipend.

At JMU, there are over two hundred assistantships that meet the needs of academic departments and student services programs. Graduate 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. 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.

Assistantship openings are posted on the JobLink service, which is on JMU's website. You can review descriptions of assistantships, find information about the required qualifications, and submit an application. The URL for the JobLink site is <http://www.jmu.edu/humanresources/emp/joblink.shtml>. At this page, you click on the login "For Applicants." Then, click on "Graduate Assistant Positions." You can select the position that interests you, complete an application, and submit it. Assistantship programs will contact you directly if they decide to interview you. If you are selected for an assistantship, the hiring program draws up contract materials and forwards them to The Graduate School. After you sign the contract and complete the tax forms, return them immediately to the hiring program so information can be entered into the payroll system.

There 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, in which students take fewer than nine credit hours while keeping their assistantship funding. If you anticipate needing to request an underload, please contact the Program Director by the third week of the semester prior to your planning to take the underload. The Graduate School must approve these requests after the Director has approved them. If you have questions about policies and procedures about graduate assistantships, contact The Graduate School at 540-568-6131.

### **Adjunct Faculty Teaching Opportunities**

When the need arises, advanced doctoral students have the opportunity to apply for adjunct faculty teaching roles in which they have the responsibility of instructing a master's-level course. It is also possible to apply to teach at the undergraduate level depending upon their need in a given semester. The Counseling faculty members have developed a set of procedures and rules for those doctoral students who wish to teach master's-level courses as adjunct instructors. In order to qualify, doctoral students must:

- Respond to announcements by program faculty of openings for adjunct instructors by submitting a letter of application and current CV to the Program Director;
- Have successfully completed PSYC 863 Counselor Education;
- Have successfully completed PSYC 892 Internship in Teaching under the supervision of a Counseling faculty member; and
- Demonstrate continued teaching effectiveness through course evaluations and observations.

Please note that adjunct faculty teaching roles are separate from your program internship teaching experiences. As such, it is the student's responsibility to seek out and coordinate these opportunities with the appropriate program director/AUH. Adjunct faculty are expected to deliver high quality instruction across all aspects of the course. This may involve course development, preparation, and/or planning.

### **Fellowships**

A variety of possible fellowships are also available. Below are just a few examples, along with their online addresses:

- NBCC Foundation: Military, Rural, and Minority Programs
  - <http://www.nbccf.org/programs/scholarships>
- Ford Foundation
  - <http://sites.nationalacademies.org/pga/fordfellowships/>
- Southern Regional Education Board
  - <http://www.sreb.org/new-applicants>
- American Educational Research Association
  - <http://www.aera.net/Professional-Opportunities-Funding/AERA-Funding-Opportunities/Minority-Dissertation-Fellowship-Program>

### **Jonathan Davis Memorial Scholarship**

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

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

### **Loans and Other Financial Aid**

The Financial Aid and Scholarships Office is a good resource for information about loans and other financial aid. A major source of financial assistance is the Federal Stafford Loan, both subsidized and unsubsidized. You begin the application process by completing a Free Application for Federal Student

Aid (FAFSA). To save time, file electronically by completing and submitting your FAFSA online at <http://www.fafsa.ed.gov/>.

### **Doctoral Committee**

After you have accepted the offer of admission into the program, you are assigned a Doctoral Committee, composed of the PhD Program Director, who serves as your primary initial academic advisor and your faculty mentor to serve as Member of your Doctoral Committee. The Doctoral Committee is composed of core Counseling faculty members who are well acquainted with all procedures, courses, and policies of the Ph.D. in Counseling and Supervision Program. This committee will remain in place until you establish a dissertation committee. Members of your doctoral committee may serve on your dissertation committee as appropriate.

When you begin taking courses as a degree-seeking student, you need to meet with your academic advisor during the second fall residency to fill out a Planned Program of Doctoral Study (See [Appendix D.](#)) to place in your file. You may also be asked to meet with your doctoral committee at least once each fall and spring semester to discuss your progress review. Our faculty members consider advising to be an important part of their role. They welcome the opportunity to be involved in planning your training experiences, course schedules, and careers.

Please note! It is your responsibility to arrange your meetings with your Doctoral Committee.

### **Mentoring**

The Doctoral Program in Counseling & Supervision believes that an effective mentoring relationship is the shared responsibility of both the mentor and mentee. The ultimate goal is a productive and meaningful scholarly, supervisory, and teaching experience that will ultimately lead to a solid career in counselor education.

Mentoring is different from advising. In our program, advising is the role of the Program Director as you matriculate through your coursework and up until the time you determine a Dissertation Chair. Although the role of advising may include conversations about scholarly interest, the advising role is primarily a starting point to connect students with programmatic information, resources, and to address policy and procedural questions.

In contrast to advising, mentoring is characterized by:

A collaborative learning relationship between individuals who share mutual responsibility and accountability for helping the mentee work toward the fulfillment of clear and mutually defined learning goals – and to achieve professional excellence and develop the necessary knowledge, skills, experiences and dispositions to feel confident pursuing a career as a counselor educator.

In the PhD program, much of the mentoring relationship focuses on the mentee developing as a scholar.

What are your responsibilities as a mentee?

- Think through and be clear about what you hope to achieve with your mentor;
- Be active in the mentoring process and ask for feedback;
- Be open to the feedback you receive;
- Keep your mentoring meetings and communicate when you need to reschedule;
- Follow through on any tasks you agree to complete and communicate early when you are facing challenges related to deadlines;
- Be open to new experiences and stretch yourself by taking on ever increasing responsibility in your roles.

## **5. Program Milestones**

There are five important milestones in your training. These milestones are: selection, orientation, comprehensive examination, dissertation, and graduation. In this section, selection, orientation, and graduation are introduced. The comprehensive examination and dissertation are discussed in chapters 11 and 12, respectively.

Please know that we recognize many of you will be learning remotely. We will take advantage of the residency weekends to be sure you have the opportunity to connect with each other and the faculty around these important milestones.

### **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. 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**

As you noticed at the very beginning of this document, CACREP provides clear guidance on the program's process for orienting new students to the program. There are two overarching standards that

guide this process:

1. Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.
2. The student handbook includes (1) the mission statement of the academic unit and program objectives, (2) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, (3) matriculation requirements, (4) expectations of students, (5) academic appeal policy, (6) written endorsement policy explaining the procedures for recommending students for credentialing and employment, and (7) policy for student retention, remediation, and dismissal from the program.

Your new student orientation is scheduled in tandem with your first class in the summer session and will cover all the items above and more. A current version of the program handbook will always be available to you on the program website: <https://psyc.jmu.edu/counseling/supervision/handbook.html> You will be notified of any handbook updates that impact your program of study; however, keep in mind that the handbook we are sharing with you during orientation is the one that guides your progress in the program.

A helpful and practical resource is the New Graduate Student Checklist website at:

<https://www.jmu.edu/grad/current-students/orientation/getting-started.shtml>

This site was designed by and for graduate students, so it has detailed information on how to register for classes, purchase textbooks, and obtain your student ID. It also provides information about the JMU campus, and the Harrisonburg community.

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>
- 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, dissertation committee approval form, and final dissertation. You will receive a newsletter 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/>

## **Graduation and Commencement**

During your penultimate semester, you will submit all the required information on the Application for a Graduate/Doctoral Degree form, which you can access online at the Graduate School website.

The graduation commencement exercise is a widespread and long-standing tradition at JMU. For more information about JMU's commencement ceremony please visit the Commencement website:

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

In addition to the main JMU Graduate Commencement Ceremony, the Department of Graduate Psychology hosts a celebratory ceremony for all graduates and their families prior to the Graduate Commencement Ceremony.

## **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.

### **Diversity Statements**

#### *Counseling Programs*

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.

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

- Work to establish an environment of mutual respect, relying on an open exchange of ideas, perspectives, and worldviews. We invite you to engage with us in constructive dialogues regarding the program and curriculum.
- Participate in curricula that include contributions from diverse individuals and that acknowledge the unique characteristics and needs of culturally diverse populations. Faculty members evaluate their course texts and resources each semester to ensure

materials adequately address diversity-related concerns.

- Ensure that the learning environment is free from harassment and discrimination, such as racism, sexism and homophobia. Your faculty doctoral committee are prepared to work as allies and advocates for you whenever necessary.
- Use appropriate online support services to realize your potential. Support services at JMU include the Counseling Center, Center for Multicultural/International Student Services, Women's Resource Center, Reading and Writing Labs, Disability Services, and Student Health Center. Each course in which you enroll, will include an "Online Student Success Page" produced by the JMU Library that directs students learning from a distance to available services.
- Help recruit and retain students, staff, and faculty who are members of underrepresented or marginalized groups.
- 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.

*The Department of Graduate Psychology* seeks to create:

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

- an environment that encourages diversity-related scholarship, service and practice.

### *College of Health and Behavioral Studies*

CHBS will work to identify and dismantle oppressive racist and discriminatory policies, practices, and processes moving the college into inclusive excellence, promoting a CHBS culture in which every member can flourish. Inclusive excellence is defined as a comprehensive, systematic action-focused process that increases equity-based opportunities and holds the college accountable for positive change. This will mean two initial objectives:

- An active, intentional, ongoing process to build community well-being and belonging of all members; and
- Promotion of fair treatment & equal access to college benefits noticing and dismantling processes that have served as barriers for underrepresented college members

[CHBS DEI Statement, 2020]

## **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 the success of our low-residency model program. 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.

Email is a great way for us to communicate quickly and easily with one another. Please remember that all university and program emails will come to your [dukes.jmu.edu](mailto:dukes.jmu.edu) email. Be sure to monitor that frequently. You will also encounter course communication and program announcements through Canvas.

We ask that you follow the Professional Protocols for Counseling Program Members (see Appendix CC) to address any concern that arise with a peer, a colleague, faculty member or supervisor.

## **C&S Digest**

One of the ways in which the program communicates with our community of learners is through the C&S Digest. The C&S Digest is a no-frills, one-stop shop for news, information, and updates related to our program. Not only will we offer reminders of dates and deadlines, but we'll also share resources, opportunities, and student accomplishments. Please look for the digest monthly in your [dukes.jmu.edu](mailto:dukes.jmu.edu) email.

When you receive the digest, 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 send accomplishments or opportunities for the digest to the program director.

## **Websites**

As you may already know, since many of our students first meet us online, the Ph.D. in Counseling and Supervision current website address is:

<http://psyc.jmu.edu/counseling/supervision/index.html>

It's a good idea for you to bookmark the site. The site includes application information, a program calendar, copies of recent editions of the newsletter, and information about important events, such as the Counseling Summer Institute. Finally, our site provides links to the Counseling Center, Counseling and Psychological Services, state and national counseling organizations, and the JMU Graduate School.

## **Formal Feedback Procedures**

As part of our ongoing 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. We also request feedback from an employer regarding your preparation and readiness for your position. This feedback has helped us to improve courses, the curriculum, and our program as a whole. We encourage you to offer constructive feedback and 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 better for it.



## **7. Progress Reviews with Doctoral Committee, Retention, and Awards**

In addition to the important milestones in your training career, there are other ways to chart your progress and honor your achievements. These include progress reviews with your Doctoral Committee, retention procedures, and awards recognizing the achievements of counseling students.

### **Progress Reviews with Doctoral Committee**

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

Near the end of the fall and spring semesters, you begin the review process by taking some time to think about all that you have discovered, learned, and experienced during the semester. You then evaluate your performance, write a brief narrative about your progress so far, and describe your plan for enhancing your expertise in teaching, supervision, research, advocacy, and counseling. Finally, you submit the electronic document of your completed Progress Review (See [Appendix G.](#)) by the deadline through Canvas. In addition, each spring you also submit an updated CV that includes your most recent experiences and accomplishments.

The core doctoral counseling faculty members meet to review your progress, read your self-assessment, complete the Progress Review Rubric, and offer written feedback and recommendations to you. After the review, you may be asked to meet with one or two members of the core doctoral counseling faculty to discuss your Progress Review. The intent of this meeting is to provide you with an opportunity to reflect on any areas of growth noted in the Progress Review, as well as identify sources of support to facilitate your success in the program.

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 writing the narrative should only take you a few minutes and we guarantee you that it will be time well spent!

### **Retention**

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 a member of the Doctoral Committee, 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, or taking a leave of absence. A follow-up letter outlining the agreement will be sent to the student. A copy of this letter will be shared with relevant faculty members and kept in the student's file. (This written document can be requested by the Appeals Committee if the student requests a due process hearing.) The faculty will then review student progress at the next review meeting. It is the student's responsibility to keep the faculty informed of progress in remediation.

**Meeting with a faculty team.** If the problem is a critical or continuing one, a team of faculty members may be appointed to meet with the student. The student should receive a letter detailing specific concerns. At this meeting, the relevant faculty member(s), the Program Director, and at least one other program faculty member will present specific information and concrete examples regarding their concerns, the steps needed for remediation, and the time frame allowed for resolving the problem. The team and the student then develop a written contract clearly stating the goals and the strategies for achieving these goals. The contract will be signed by everyone present, and a copy will be given to the student and placed 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 professional 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 and doctoral committee 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 BB of this Handbook.

### **Counseling Programs Awards**

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

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

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

Carl was involved in historic developments that have affected the entire counseling field. Always a pioneer, in the 1970's Carl transformed James Madison University's fledgling Guidance and Counseling Program into a comprehensive Counselor Education Program. Carl then successfully lobbied the Virginia legislature to pass the country's first counselor licensing law and became

one of the first Licensed Professional Counselors. In 1980, Carl guided the JMU program to become one of the first programs in the country to become CACREP-accredited. Throughout his career, Carl promoted the counseling profession as a leader, author, and counselor educator.

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

Helen is affectionately known as the “Founding Mother” of the Counseling Programs at JMU. Throughout her professional career, Helen 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 was 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 semester break.
4. The directors of graduate programs in the Department of Graduate Psychology will select a recipient from among those nominated.
5. The recipient will be notified of the decision by the Head of the Department of Graduate Psychology.

## **8. Policies and Deadlines**

### **Technology**

Of course, technology provides tools that are essential for effective counselor education and supervision. Canvas is James Madison University's learning management system. You will use Canvas to participate

in online activities and to progress through our course. Visit [canvas.jmu.edu](https://canvas.jmu.edu) and log in with your JMU eID and Duo. If you are new to Canvas, please visit [JMU's resources for taking courses via Canvas](#).

Your technical skills and having the required technology are also vital to the successful completion of your doctoral training.

***Technical Skills Required:*** Students enrolled this program are expected to have a moderate level of computer proficiency. You should be comfortable doing all of the following:

- Using your chosen computer operating system and a web browser
- Following online directions for using a new learning management system (Canvas).
- Typing at least 20 words a minute
- Troubleshooting basic computer problems
- Working through problems you cannot resolve on your own with remote support technicians

***Required Technology:*** In order to fully participate in this program, you will need:

- An internet connected computer with an updated web browser installed in order to access the course Canvas page. The most recent release of Chrome or Firefox is recommended.
- An electronic device with a camera, microphone, speakers and updated internet browser in order to attend synchronous class meetings on Zoom.
- High speed Broadband Internet connection is required.
  - Recommended Internet speeds:
    - Download speed of at least 25 mbps
    - Upload speed of at least 3 mbps
    - Ping response of less than 100ms
- In the event that your computer crashes or internet goes down, it is recommended to have a backup plan to be able to log in from another computer or another location as needed.

***Note:*** To access JMU's technological services (e.g., email, MyMadison, Canvas), you will need to have a JMU eID. You can obtain information regarding your eID and assistance with technical issues, you can contact the JMU IT Help Desk:

- Phone: (540) 568-3555
- Email: [helpdesk@jmu.edu](mailto:helpdesk@jmu.edu) - provide eID, phone number and specific details (e.g. screenshots, errors, application, browser, etc)

## **Background Checks**

While we do not require background checks as part of our admissions process, it is imperative for prospective students to understand that clinical placement sites may require a background check. Depending on the information appearing on the criminal history record, it is possible that the student may not be able to participate in a clinical site practicum or internship, which could prevent progression in the program. Students are welcome to seek placement at alternative sites; however, it is possible that the program completion would be in jeopardy if all fieldwork cannot be completed. Students must have a completed background check on file prior to enrolling in classes. Information regarding how to complete this requirement is provided directly to students after admissions processes are completed.

Please note that some internships sites may require a more rigorous background check as part of their placement process.

### **Attendance**

We recognize that many students decide to pursue our hybrid, low residency program for its temporal and geographic flexibility. As such, we acknowledge that our students are adult learners with varied personal and professional responsibilities, in addition to their obligations as students. We believe that learning in a low residency program is a combination of individual study and engagement with other learners in a structured learning community. This type of learning involves a mixture of independent, asynchronous work, as well as synchronous and in-person presence within the classroom. We place a high value on learning in community. Any absence from class will impede learning. Therefore, attending synchronous class meetings, as well as residencies are critical to student academic success.

#### Residency and Synchronous Class Attendance

Attendance at all four residencies and synchronous class meetings throughout each academic year is a program requirement. You are expected to schedule your personal and/or professional obligations so as to maintain continuous and complete attendance throughout each residency and synchronous class meeting. Additionally, it is expected that you attend residency in person and be prepared to participate in all scheduled activities. Failure to attend a residency or portion of a residency, will significantly impact your ability to successfully complete your courses. If you feel that there are circumstances that will inhibit your ability to be fully present for one or more courses, please let the program director know as soon as the situation arises, so that we can coordinate with you to take the course at a time when you can be successful.

#### Clinical Group and Triadic Supervision Attendance

The CACREP standards require that students enrolled in internship experiences receive both group and triadic supervision. Specifically, students must participate in regular group and triadic supervision, as specified in the course syllabus, throughout the semester. Accordingly, attendance at all supervision meetings throughout the semester is a requirement. You are expected to schedule your personal and/or professional obligations so as to maintain continuous and complete attendance throughout each supervision meeting. Failure to attend a group or triadic supervision will significantly impact your ability to successfully complete the course.

#### Student Absences

In the event that an absence is unavoidable, please proactively communicate with your course instructor, by simply letting them know the general reason for your absence (e.g., medical, family emergency, work conference). Any absence that does not meet the criteria of an officially excused per [JMU's attendance and excused absence policy](#) will result in a loss of course points. Due to the interactive nature of residency and synchronous class meetings, it is not possible to make-up for missed work. In the case of an officially excused absence, faculty will provide equitable and reasonable adjustments to graded

assessments. Further, absences may also jeopardize the program's value on creating community within the classroom.

For students enrolled in a clinical course, any absence that does not meet the criteria of excused per [JMU's attendance and excused absence policy](#) will result in a loss of course points. You will also be required to make up the missed supervision hours in order to fulfill CACREP's requirements. There are two options for making up these hours.

- Option One: You can take an incomplete grade in the course for the semester. In the following semester you will attend group/triadic supervision until you reach the required supervision hours.
- Option Two: You will complete a case conceptualization assignment. Specific guidance on this assignment is provided in the course syllabus.

The doctoral program faculty recognize the value of attending and presenting at conferences in order to enhance your professional development. While we are mindful of primary conference dates, such as ACES and the ACES divisions, we will not be able to adjust synchronous classes and residencies to accommodate most conferences. Students who choose to present and/or attend professional conferences should plan their conference schedule in order to maintain continuous attendance for synchronous class meetings and residencies, or incur a loss of points.

### **Grades**

The goal of the Ph.D. in Counseling and Supervision is to produce successful counselor education professionals who are knowledgeable, competent, self-aware, and ethical. Course grades reflect your performance in classes designed to increase your knowledge, refine your skills, promote effective practices, 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 on the 3-year track, you should carry an average of 9 semester hours during the regular semester. During the summer session, you can carry a maximum of 12 semester hours; however, we rarely recommend 12 credits at the doctoral level. The Dean of the Graduate School must approve overloads prior to registration. If you have a doctoral graduate assistantship, be sure to determine how many credits are covered and whether or not it includes summers.

If you are on the 4-year track, you are typically advised to carry a course load between 3 and 6 of semester

hours during the regular semester. In semesters where you carry a course load of 3 credits, we recommend that you contact JMU's Office of Financial Aid and Scholarship to determine how your financial aid will be impacted.

Lastly, during your final year of the program, you will carry a course load of 3 dissertation credits for the fall and spring semester. We recommend that you contact JMU's Office of Financial Aide and Scholarship to determine how this reduced load will impact your financial aid in the final year.

### **Professional Liability Insurance**

You are required to purchase professional liability insurance for your internship experiences. Proof of insurance must be presented to your site supervisor and faculty supervisor prior to receiving any clients. Learn more about and apply for liability insurance on the American Counseling Association website.

### **Program Deadlines**

#### At the Beginning of Your Training

**Planned Program of Doctoral Study.** You should complete a Planned Program of Doctoral Study (See [Appendix D.](#)) with your advisor during the fall semester of your first year in the program. A copy of this form will be kept in your file and revised as necessary. The program makes every effort to offer classes in sequence. However, we are only able to offer a few classes every semester. (See the Doctoral Course Offerings by Semester chart in [Appendix B.](#)) As a result, you will have to plan your program of study carefully.

#### Each Fall and Spring Semester

**Progress Review with the Doctoral Committee.** The Progress Review is described earlier in this chapter, but it is important to note again that its purpose is to give you an opportunity to participate in this important process with your Doctoral Committee. We distribute the Progress Review form to you each November and April.

**Doctoral Course Checklist.** We have designed a checklist (See [Appendix C.](#)) 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 with JMU's Graduate School. Graduation applications for students who will complete all degree requirements in December will be due in mid-April. Graduation applications for students who

will complete all degree requirements in May or August will be due in mid-October. For more information on deadlines and how to apply for graduation please see:

<https://www.jmu.edu/grad/current-students/degree-progress/degree-completion.shtml>

**Exit Survey.** When you apply for graduation, you complete an exit survey concerning your experiences throughout the entire training program.

Whenever you are in doubt regarding program requirements and deadlines, please read the graduate catalog, check The Graduate School website, talk to the Chair or member of your Doctoral Committee, or see the program director.

## **9. Research Opportunities**

The faculty members of the Ph.D. in Counseling and Supervision Program have four vitally important obligations. First, we are committed to extending the knowledge base of the counseling profession in a climate of scholarly inquiry. Second, we are dedicated to sharing the results of our scholarly inquiries in presentations at conferences, workshops for continuing education development, and publications in professional literature. Third, we are devoted to preparing students to contribute to the conversations that inform professional practice by generating new knowledge for the profession through research projects, including dissertations, that focus on counseling practice, counselor education, and supervision. Finally, we are committed to preparing students to become leaders in the profession and in their areas of specialization. We take these obligations very seriously and invite you to join us in meeting them with a spirit of dedication, a value of collaboration, a pervasive sense of curiosity, and a deep and abiding commitment to the counseling profession.

Throughout this program, we provide you with countless opportunities to practice the art and science of creating scholarly products. Before your doctoral training, your primary professional identity may have been that of a practitioner. In the doctoral program, you develop and enhance another professional identity—that of a *scholar*. We have designed the curriculum so that you will read critically the literature, frame questions that can be answered through research methodology, design and carry out these projects, analyze and interpret the results, disseminate your findings, and continue a stimulating and productive line of scholarship.

Your scholarly products will be original contributions to the counseling profession, which may include technical reports, newsletter articles, presentations at counseling conferences, publications in the professional literature, and your dissertation. Your training will include practical information, such as tips on developing your ideas, strategies for collaborating with colleagues, techniques for writing successful proposals, procedures for gaining IRB approval, suggestions for selecting a Dissertation Committee, guidelines for using APA Style, methods for charting project timelines, and recommendations for following the JMU Graduate School Format Manual for your dissertation.

Throughout your doctoral training in Counseling and Supervision, you will be developing and enhancing your research knowledge, skills, and practices. As a professional counselor educator and supervisor, you

will have an obligation to contribute to our growing knowledge base through scholarly activity. You are invited to take full advantage of the many opportunities for you to collaborate with faculty members and other students on important and interesting research projects in the counseling field.

### **Collaborating with Faculty and Fellow Students**

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 reach out to the members of this learning community, explore shared interests, and participate in collaborative projects.

### **Financial Assistance for Student Research**

The Ph.D. in Counseling and Supervision Program has set aside some funds to support doctoral students who are engaging in research and professional development activities that involve travel expenses. The Doctoral Program Director, in consultation with the core doctoral counseling faculty, will select students 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.

As a doctoral student, you can apply for up to \$200 for a scholarly project that is not directly related to your dissertation, although many awards are for lesser amounts. See [Appendix Y](#) for an application form. We may have additional funding available, particularly as we come to the close of the fiscal year, so you may want to apply for support above this amount.

JMU Research and Scholarship also offers Research & Scholarship travel grants up to \$500 to support graduate students to travel to professional conferences to share their scholarly work. For more detailed information, go to <https://www.jmu.edu/research/grants/index.shtml>. We strongly encourage you to pursue funding through JMU Research and Scholarship first. In addition, we also encourage you to apply for funding through additional means if applicable. These may include your GA position, adjunct faculty travel funds, or scholarships through professional counseling organizations.

## **10. Doctoral Internships**

Internship is a supervised learning experience focused on clinical counseling, supervision, university-level teaching, research, leadership, and advocacy. These learning experiences are advanced in nature,

meaning that students are expected to have foundational skills and knowledge consistent with a graduate of a CACREP-accredited counseling program with several years of post-master's experience. The internship experiences focus on application of current research, theory, and professional knowledge to counseling and counselor education practice under the supervision of PhD-level counselors/counselor educators. Students plan their learning experiences with the clinical coordinator to meet CACREP program objectives as well as their personal and professional goals. Internships may be completed in a variety of settings and with different supervisors. It is important you stay attuned to the requirements and participate in internship information meetings during the semester.

### **Prerequisites**

Prior to enrolling in each of the three internship courses, you need to contact the clinical coordinator to discuss your readiness to embark on this experience. Readiness is defined by the following:

- **Prerequisite Courses.** You should have met with your doctoral program mentor and attended an internship information session with the clinical coordinator to **determine if you have completed courses that will prepare you to have a successful internship experience. Prerequisites include:**
  - PSYC 863 Counselor Education prior to a teaching internship;
  - PSYC 853 Advanced Supervision prior to a supervision internship;
  - PSYC 862 Leadership & Advocacy prior to a leadership & advocacy internship; and
  - PSYC 881 or 609 prior to a research internship.
- **Liability Insurance.** Students who are registered for the internship course must have current professional liability insurance to do internship hours, regardless of the types of internship activities planned for a particular term. You should have professional liability insurance already from your practicum, but if you have let it lapse, then be sure to secure it again. ACA student rates are quite reasonable.
- **Ethics.** Review the ACA ethical standards. You will have covered this information in previous courses and in your practicum but take the time to reconsider the ethical principles as you take on greater responsibilities in counseling, teaching, and supervision.
- **Internship Site.** At the beginning of each Fall and Spring semester, you will meet with the clinical coordinator to determine internship needs for the upcoming semester. In addition to the needs of the students, the clinical coordinator also assesses the needs of our sites and tries to balance placement in a way that honors both.

We do reserve the right to adjust your intended sequence based on how you perform during the program experience as well as any other issues that may arise.

### **Doctoral Internship Requirements**



Per CACREP standards, the doctoral internship can encompass counseling, supervision, university-level teaching, leadership and advocacy activities, and research activities. Students must take 9 credits of internship that covers 600 hours of internship activity. In our program, internships must result in a cumulative total of 600 hours for 9 credits of academic coursework. This typically means one 3-credit PSYC 892 per semester for a total of three (3) semesters.

You must complete 600 total hours by the end of Internship. The minimum 600 hours must include supervised experiences in counseling and at least two more of the four remaining doctoral curricular areas (supervision, teaching, research and scholarship, and leadership and advocacy). [CACREP 2024]

- We require 80 direct hours for counseling; and 80 direct hours for two of the additional four areas. Then you can contract for the remaining hours across any/all of the five areas.
- We strongly recommend you complete a minimum of 40 clinical direct hours in your first internship as we are not able to recommend you for a supervision internship until you have demonstrated competency in your clinical work and skills.

Internship experiences may include:

- The counseling internship provides counseling-related services that include assessment, individual counseling, group counseling, family or couple counseling, emergency or crisis services, outreach services, consultation and education programs, prevention programs, health promotion activities, and advocacy.
- The teaching internship involves preparing and teaching a 3-credit-hour master's-level counselor education course over a 15-week semester. Your teaching activities include developing a syllabus, preparing for classes, designing educational materials, facilitating experiential learning activities, and evaluating student performance. The purpose of this internship experience is to provide you with opportunities to enhance your pedagogical skills as a future counselor educator.
- The supervision internship involves supervising master's-level counseling students over a 15-week semester. Supervision includes individual, triadic, and group formats that involve orienting students to the policies and procedures of a site, reviewing ethical guidelines, viewing their counseling work, providing feedback regarding their performance, and facilitating their self-reflection and professional growth. Supervision can also include providing clinical supervision to pre-licensed professional holding a counseling identity.
- Research hours: Students may choose to complete a research project with a faculty member that involves preparation of IRB application, data collection, data analysis, writing of manuscript, and so forth. The identified research project must be independent of dissertation research.
- Leadership and advocacy internship experiences are best constructed by aligning with one (or more) of the CACREP 2024 leadership & advocacy standards.
  - leadership and leadership development in professional organizations
  - leadership in counselor education programs including assisting with accreditation standards and program accreditation processes, including self-studies and program reports
  - management and administration in agencies, organizations, and other institutions
  - consultation
  - advocating on behalf of the profession and professional counselor identity

- grant writing (with faculty member)

Internship activities can be activity specific (e.g., being contracted to teach a 3-credit multicultural counseling course) or comprehensive (e.g., committing to an internship with a counselor education program that will provide supervision, teaching, and other counselor education activities). Work-related hours must represent a substantive learning experience, as represented by learning objectives, beyond the level at which the student currently functions and must be approved by the work site. Substantive learning experience also implies students seeking learning experiences that are beyond what they have already accumulated in order to further enhance their professional development as an advanced counseling practitioner, counselor educator, and/or supervisor.

- **NOTE:** In order to have your current workplace considered for a placement site, your internship agreement must include specific new learning goals to qualify for an internship experience at this counseling site. These learning goals could include developing knowledge and skills in a new counseling intervention, such as dialectical behavior therapy, or gaining experience with a new population, such as the aging. Second, there must be onsite licensed supervision provided at the setting and a supervision agreement in place. Third, there must be opportunity for recording of your counseling work.

### **Doctoral Internship Supervision Requirements**

One of the simplest ways to achieve a goal is to balance the knowledge and experience you currently hold with the notion of studentship, or openness to new learning. Since your goal is to become an effective counselor educator, supervisor, and counselor, all of the internship coursework assignments require you to be acting like one yet also remaining open to learning and examining your growing edges. Therefore, to make the most of the transformative experience of your internships, you should participate fully in the supervision process. For internship, you are required to participate in regular group and triadic supervision during the semesters in which you are completing an internship experience. Specifically, you are required to engage in a) 1-hour of weekly individual supervision with your site supervisor, b) 1-hour of bi-monthly triadic supervision, and c) in 2-2.5-hours of group supervision (i.e., internship class) an average of twice a month. Weekly group supervision and individual/triadic supervision will be provided by a counselor educator.

**Video record, audio record, or receive live supervision of your work.** Interns must show tapes/recording and receive supervision on all of the experiences that they are counting toward internship hours. Recordings are invaluable resources for reviewing your work and for using in your supervision. Whenever possible, use this technology to help you continue your professional development. Live supervision is another opportunity for you to receive feedback on your counseling, teaching, and supervision skills. Your site supervisor and your course supervision will each provide supervision according to the Doctoral Internship Plan (Appendix H).

Successful completion of a term of internship entails the following:

- Identification of suitable activities documented in an internship plan.
- Completion of an agreement with the internship site, if appropriate.
- Articulation of a theory or a professional framework to apply to the internship activity and guide student learning (e.g., learning theory, counseling theory, supervision model, and leadership model).
- Construction of realistic learning objectives related to the above documented in an internship plan.
- Proactive engagement in learning via individual/triadic supervision, group supervision, and self-directed learning.
- Attending weekly group supervision and individual/triadic supervision.
- Logging and documenting the necessary number of hours.
  - During each internship experience, you keep a weekly log of your activities. You report what you do, when you do it, and for how long. You will use SupervisionAssist to record your internship hours using the activity log feature. Your supervisor will review and sign each weekly log to certify that you have completed these activities.
- Positive evaluation of student learning by instructor, supervisor, and site coordinators (when appropriate).

**Contracts and Performance Assessment:** Each internship experience involves a contract that clearly outlines the expectations for you, your faculty supervisor, and your site supervisor. In addition to the contracts, you have clear expectations for your evaluation of progress. Your internship supervisor provides ongoing feedback either in person or virtually, as well as a final evaluation of your performance in each internship experience. Each internship has a separate contract and assessment tool:

- Teaching Internship Plan & Supervisor Agreement ([See Appendix I](#))
- KPI3 Teaching Internship Assessment ([See Appendix J](#))
- Counseling Internship Plan & Supervisor Agreement ([See Appendix L](#))
- KPI1 Counseling: Internship Assessment ([See Appendix M](#))
- Supervision Internship Plan & Supervisor Agreement ([See Appendix N](#))
- KPI2 Supervision Internship Assessment ([See Appendix O](#))
- Leadership & Advocacy Internship Plan & Supervisor Agreement ([See Appendix P](#))
- KPI5 Leadership & Advocacy Internship Assessment ([See Appendix Q](#))
- Research Internship Plan & Supervisor Agreement ([See Appendix R](#))
- KPI4: Research Internship Assessment ([See Appendix S](#))

### **Internship Hours for Residency**

Our students come from many different states. The licensure and residency requirements vary state to state. Please verify your state's requirements.

In Virginia, the Virginia Board of Licensed Professional Counselors has approved a process through which doctoral students can count their internship hours toward their VIRGINIA residency. Please be sure to refer to their website and regulations to make sure you are complying with their requirements in this process. While we certainly support you in this process, faculty cannot advise you as to the details

of the procedures.

As you consider future faculty positions, we recommend you keep an eye on [www.higheredjobs.com](http://www.higheredjobs.com) for trends in the skills and abilities most sought after by counselor education programs across the country. In recent years, many have indicated “licensed or license eligible”. It is in your best interest to consider pursuing hours towards licensure during your time in the program if you are not already licensed. Again, we cannot advise you on specifics but please seek information from the Virginia LPC board or the LPC board in your home state.

## **11. Doctoral Comprehensive Examination**

The comprehensive examination is an important milestone in any Counseling and Supervision Ph.D. Program. Such exams provide students a realistic opportunity to document mastery of student learning outcomes that are based on the 2016 CACREP standards. The goals of our Comprehensive Examination process are as follows:

- To assess comprehensiveness of each student's knowledge
- To assess each student's written communication skills
- To assess each student's ability to integrate and apply knowledge
- To determine each student's readiness to propose and complete a dissertation

### **Doctoral Comprehensive Examination Schedule and Application Process**

Comprehensive exams for the Counseling and Supervision PhD program at JMU will be available during exam week of each semester and the summer session during the last week of June. Students are eligible to sit for the comprehensive exam after completing all coursework, excluding the internship and dissertation courses. With the advice and consent of their Doctoral Program Advisor and Mentor, students will determine the best time to take the Comprehensive Examination. Students will meet with their Doctoral Program Advisors near the end of the semester in which they will have accrued at least 36 hours of doctoral course credit to verify their eligibility to take the exam and discuss questions they may have about the exam.

To sit for the comprehensive exam, students must complete and submit the Comprehensive Examination Application to the Doctoral Program Director six weeks prior to the date that the exam will be administered. Applicants will be notified of their approval or denial to sit for the exam within two weeks of application. If a student will be taking comps during the academic year, the Doctoral Program Director will need documentation from the student’s instructors that the student is scheduled to pass their course for the semester.

### **Preparing for the Comprehensive Examination**

For the comprehensive examination, students must demonstrate their knowledge and skills in the following areas: supervision, teaching, research and scholarship, counseling, and leadership and advocacy. One of the comprehensive exam's main objectives is to ensure that students show an in-depth understanding of the counseling profession by showing adequate preparation to write a dissertation and to be counselor educators. Examinees must be able to analyze and synthesize information obtained from coursework and research within counselor education.

Once students receive approval of their Comprehensive Examination Application, it is recommended that they prepare for the Comprehensive Examination using the Counseling & Supervision Program's Doctoral Comprehensive Examination Study Guide. Students who qualify for accommodations from the Office of Disability Services (ODS) should work with the Doctoral Program Director to make the necessary accommodations.

### **Doctoral Comprehensive Examination Procedures**

The comprehensive exam will cover four curricular areas: (a) counseling, (b) supervision, (c) leadership and advocacy, and (d) teaching. The doctoral program faculty members will select a total of four questions from the exam question bank, one per content area, prior to each administration of the exam. The exam question bank is in the Doctoral Comprehensive Examination Study Guide.

The comprehensive exam will be administered electronically over a two-day period. Two questions per day will be administered; one question during a morning session and one during an afternoon session. Students will have 3 hours to write a response for each comprehensive exam question. Exam questions will be provided for each section during the designated time slot. The faculty member who is scheduled to coordinate the exam (typically the Doctoral Program Director) will oversee scheduling and administering the exam, as well as coordinating the evaluation of the exam.

For each question, students will craft a 10–15-page response of content that adheres to APA 7th edition formatting guidelines. The response should draw on at least 10-15 scholarly references. The title page and reference page(s) do not count towards the page limit. Responses should also clearly answer all parts of the question.

Students must not seek consultation or assistance from anyone during the examination. This violation will result in a failing comprehensive exam grade. The student may seek limited clarification about the process of the examination from the Doctoral Program Director. Plagiarism, including self-plagiarism, will not be tolerated. Responses should be the student's original work. Students are not allowed to use writing from past course assignments or activities. This is considered self-plagiarism. Student exam responses will be run through TurnItIn, JMU's plagiarism detector within Canvas. If plagiarism is found, it will result in a failing comprehensive exam grade. All violations of academic integrity may be referred to the JMU Honor Council and result in possible dismissal from the program.

Please review the Comprehensive Examination Study Guide for additional guidelines on procedures and preparing for the examination.

## Content and Scope of the Comprehensive Examination

1. Counseling
  - a. Knowledge of theory relevant to counseling
  - b. Integration of theories
  - c. Conceptualization of client from multiple theories
  - d. Methods for evaluating counseling effectiveness
  - e. Culturally sustaining counseling practice across multiple settings, contexts, and across service delivery modalities
  - f. Ethics and professional gatekeeping
  
2. Supervision
  - a. Purpose of supervision
  - b. Theoretical frameworks
  - c. Roles and relationships
  - d. Culturally sustaining strategies for conducting counseling supervision
  - e. Legal and ethical considerations
  
3. Leadership & Advocacy
  - a. Theories, models, and skills of leadership  
current sociopolitical and social justice issues and how those issues affect the counseling profession
  - b. Models and competencies for counselors and counselor educators advocating on behalf of the profession and professional counselor identity
  - c. Leadership and leadership development in professional organizations
  - d. Leadership in counselor education programs
  - e. Models and competencies for advocating for clients at the individual, system, and policy levels
  - f. Strategies of leadership in relation to diversity, equity, inclusion, and social justice issues
  - g. Culturally sustaining leadership and advocacy practices
  
4. Teaching
  - a. Theories of teaching and adult learning
  - b. Counselor educator as gatekeeper
  - c. Pedagogical practices
  - d. Scholarship of Teaching and Learning
  - e. Integration of diversity, equity, inclusion, and social justice principles and practices in the counselor education curriculum
  - f. Culturally sustaining strategies for counselor education

Please note that some questions may involve an application or design of research methods. You will want to be sure to prepare for the following knowledge of research designs:

- Quantitative
- Qualitative
- Data analysis methods
- Appropriate research questions/hypothesis testing
- Cultural and ethical considerations

### **Scoring and Evaluation of the Comprehensive Examination**

- Two-member faculty evaluation teams will be organized to evaluate responses for each comprehensive exam question. Student responses are de-identified prior to evaluation and scoring. Responses are evaluated independently by each faculty member as either Pass or Fail. For a response to be considered adequate, it must receive a "Pass" rating by the two faculty members. Faculty teams will then report results to the Doctoral Program Director within two weeks following the exam. The Doctoral Program Director communicates the exam results to students.

#### *Not Passing the Comprehensive Examination*

Students who do not pass the comprehensive examination have not demonstrated the necessary knowledge, attitudes and skills in their response that is expected at this level of training. There are three potential outcomes for each section of the Comprehensive Exam: pass, re-write, and fail.

If a student receives a rewrite or fail on any section(s) of the Comprehensive Exam, they will be notified by the Doctoral Program Director.

In the case of a rewrite, the student will meet with the Program Director and another C&S program faculty member to address the identified deficits and develop a timeline for re-writing relevant sections of their original response. The re-write must occur within two weeks of the date of the notification from the Program Director.

In the case of a fail, students may request a re-examination. For a re-examination to occur, the student will be required to meet with the Program Director and another C&S program faculty member to address the identified deficits and develop a concrete plan, with a timeline for the re-examination. Unless there are extenuating circumstances, the re-examination must occur within six months of the date of failure. Only one re-examination will be allowed. Cases involving extenuating circumstances must be raised or supported by the graduate program faculty and presented in writing to the CHBS dean for approval. Per Graduate School policy, if a student fails the second comprehensive examination they will be dismissed from the program. Results are notated on the transcript.

In the case of a fail due to violation of academic integrity, students are not allowed a re-examination.

Students will not be able to make forward progress on the dissertation process until they have successfully completed the comprehensive exam process. This includes forming a dissertation

committee, registering for PSYC 900, and scheduling a Dissertation Proposal Defense Meeting. Students may also be required to register for continuance enrollment credit hours.

## **Forward Progress**

Passing the comprehensive exam is a significant accomplishment and the gateway to dissertation progress. Students who successfully pass comprehensive exams will be notified by the program director that they are able to move forward with work toward their dissertation proposal. This allows students to form their doctoral dissertation committee, and for the scheduling of a student's Dissertation Proposal Defense Meeting.

## **12. Dissertation**

The purpose of the dissertation is to provide you with an opportunity to undertake an intensive, in-depth work of scholarship in the field of counseling. The final product is an original contribution to the counseling profession. The Graduate School formally recognizes your dissertation by placing its title on your transcript. You are expected to share the results of your dissertation at future professional conferences and in peer-reviewed journals.

The Counseling and Supervision Ph.D. program requires a three-manuscript dissertation. The three-manuscript dissertation is a departure from the traditional dissertation project. It has a unique, but pragmatic format and structure. The intention behind the three-manuscript dissertation in the Counseling & Supervision Ph.D. program is two-fold. First, this format develops students' research skills and expertise in quantitative, qualitative, and mixed methods design. Second, this format more readily encourages student publication of their dissertation research than a traditional dissertation project.

The following sections lay out the requirements, structure, and formatting guidelines for a three-manuscript dissertation. Students should consult this handbook, along with their dissertation chair, to ensure that all requirements are met and all formatting standards are followed. This overview is not exhaustive, which means that students may be asked to make revisions not described herein.

### **Three-Manuscript Dissertation Requirements**

- The manuscript dissertation is comprised of three manuscripts. The manuscripts form a cohesive body of work that supports a theme or themes.
- Of the three manuscripts, two are to be based on a student's own original research. The data should be collected and analyzed by the student. The other manuscript is conceptual in nature, involving the assimilation of theories and/or concepts in a way creates new knowledge and broadens current ways of thinking. The conceptual manuscript literature review must be connected to the theme or themes of the dissertation without overlapping heavily with the contents of the two other manuscripts. Whether the extent of any overlap is excessive will be determined by the student's dissertation committee. In certain situations, a systematic review of



the literature may be a more suitable option, than a conceptual manuscript. Students should consult with their dissertation chair to determine suitability before pursuing this option.

- A certain amount of overlap is acceptable. For example, portions of the literature review may need to be cited in the various manuscripts because it delineates the historical background of the study's focal topic. When an overlap in content does occur students must self-cite in order to avoid self-plagiarism. Self-plagiarism - reusing one's own previously written work or data in a 'new' written product without letting the reader know that this material has appeared elsewhere - is not permissible.
- In addition to the three manuscripts, the dissertation must include an introduction (Chapter 1) and a conclusion (Chapter 5). Each of the manuscripts function, respectively, as Chapters 2, 3, and 4. The introduction functions as the cord that weaves the three required manuscripts together and describes, for the reader, their "collective meaning" and "combined contribution" to the field. The conclusion provides a synthesis of what is learned from the three manuscripts.

### **Expectations for Publication**

- It is expected that the three manuscripts submitted for the defense be of publishable quality. The student's dissertation committee decides whether the manuscripts meet this standard.
- Journals to which manuscripts are being submitted must be approved by the dissertation committee at the dissertation proposal defense. Serving as an "editorial board" for the student, the committee will help select journals that will challenge the student and offer a reasonable chance of publication success.
- Formatting for each manuscript must adhere to the guidelines specified by the journal the student intends to submit their manuscript.
- While manuscripts must be of publishable quality, publication is not required for dissertation approval.
- The conceptual manuscript (Chapter 2) can be published or accepted for publication prior to the proposal defense. This manuscript must represent work undertaken while the student is enrolled in the PhD program and be approved by the committee at the time of the student's proposal defense. This manuscript must be connected to the theme or themes of the dissertation.
- The student maintains the responsibility for obtaining copyright permission for journals for manuscript inclusion in the dissertation, noting that the dissertation will be available online (see Copyright Consideration section).

### **Authorship Guidelines**

- Students must be first author on all manuscripts. As first authors, students are responsible for the development and articulation of a concept or idea for research, development of a proposal to pursue this idea, development of a research design, conducting research and analysis, writing major portions of a manuscript, designing an intervention or assessment (if relevant), and interpreting results.
- It is common practice for the dissertation chair/co-chairs and methodologist to be co-authors on a student's dissertation manuscripts. Co-authors must be identified and approved at the student's

proposal defense. The manuscript and the role of the co-authors must be presented to and approved by all members of the dissertation committee. Any changes in co-authorship must be approved by the student's committee.

- Counseling and Supervision doctoral students in the same cohort cannot serve as co-authors on manuscripts that are a part of the dissertation.

### **Copyright Considerations and Requirements**

Copyright issues frequently arise with previously published material. The inclusion of a previously published manuscript or manuscript that has been accepted for publication requires permission from the copyright holder as required by US law. The student must obtain copyright permission from the publishing journal to include the manuscript in their dissertation. When asking for permission to include the manuscript in the dissertation, students should notify the journal editor that the dissertation will be made available on-line. Uploading the dissertation to ProQuest is a requirement of graduation.

### **Formatting**

The proposal and final dissertation should be in compliance with the guidelines in the Graduate School's Scholarly Document Manual and the Publication Manual of the American Psychological Association.

### **Doctoral Dissertation Committee**

The Doctoral Dissertation Committee is to be formed after students have successfully completed their Comprehensive Exam under the advice of a student-selected Doctoral Dissertation Chair. The committee must consist of a minimum of three faculty members that include a minimum of two committee members from the core doctoral counseling program faculty. A person outside the University may serve as a full member of the Doctoral Dissertation Committee in situations where knowledge or expertise of a particular nature is desired.

Once the committee members have informally agreed to serve, the students should submit the Appointment of Doctoral Dissertation Committee form ([https://www.jmu.edu/grad/\\_files/CommitteeApprovalForm2017-18.pdf](https://www.jmu.edu/grad/_files/CommitteeApprovalForm2017-18.pdf)) to the Doctoral Program Director for signature before turning it into the Graduate School.

Each appointed Doctoral Program Committee member will have both voice and vote on all relevant matters pertaining to doctoral students' progress towards the degree. All Doctoral Program Committee members should be present for the oral defense of the dissertation proposal as well as the final dissertation defense. The Graduate School provides guidelines in cases where this becomes impossible. The oral defense is considered satisfactory upon the positive vote of a majority of the Doctoral Program Committee members.

## Dissertation Proposal

A Dissertation Proposal is presented by the student after their Doctoral Dissertation Committee members are satisfied that the proposal is ready. In consultation with their Doctoral Dissertation Committee members, the student will set a date for the proposal meeting. Proposal meetings will occur virtually via Zoom. Although, students also have the ability to coordinate with their dissertation chair/co-chair for an in-person proposal meeting.

At least two weeks prior to the dissertation proposal meeting date, students will provide Doctoral Dissertation Committee members with an electronic copy of the proposal. Questions or concerns from committee members will be relayed to the Doctoral Dissertation Chair at least two full days prior to the scheduled proposal meeting.

The dissertation proposal must include:

- Chapter One: The Introduction
  - a. A General Introduction
  - b. Topic Overview
  - c. Rationale
  - d. Description of Manuscript 1
    - Brief Overview of Manuscript
    - Target Journal
  - e. Description of Manuscript 2
    - Brief Overview of Manuscript
    - Target Journal
  - f. Description of Manuscript 3
    - Brief Overview of Manuscript
    - Target Journal
  - g. Organizational Structure of the Dissertation Proposal
  - h. Glossary
  - i. Key Terms
- Chapter Two: The conceptual article/literature review
  - a. Introduction
  - b. Main Body
  - c. Conclusion
  - d. Reference List
- Chapter Three: Research manuscript One
  - a. Introduction
  - b. Literature Review
  - c. Research purpose and question (hypotheses if applicable)
  - d. Detailed overview of the research methods
  - e. Detailed plan for data analysis
  - f. Reference List

- g. Appendices (if applicable)
- Chapter Four: Research manuscript Two
  - a. Introduction
  - b. Literature Review
  - c. Research purpose and question (hypotheses if applicable)
  - d. Detailed overview of the research methods
  - e. Detailed plan for data analysis
  - f. Reference List
  - g. Appendices (if applicable)
- References for Chapter 1

**Proposal Meeting:** The proposal meeting will last approximately one and one-half hours. Standard format should include introductions, introductory remarks by the students regarding their interest areas, and a formal presentation of the proposal. The formal presentation will include an overview of the student's topic (Chapter 1), the conceptual manuscript/literature review (Chapter 2), as well as the rationale and methodology for manuscripts 2 and 3 (i.e., Chapters 3 and 4).

At the proposal meeting, students should include, as part of their presentation, the target journals for publication of each manuscript, including the publication guidelines for each journal. A primary journal should be presented for each manuscript, as well as a secondary and tertiary choice. Students must also provide the committee with a rationale for their journal choices. The committee will approve the student's target journal choices or recommend alternative journals.

At the discretion of the Doctoral Dissertation Chair, all present may ask for clarifications and/or offer suggestions regarding the proposed study. After the students have concluded the presentation, the dissertation committee will leave the room to confer about the committee recommendations. When the committee members return to the room, the student is informed of the Doctoral Dissertation Committee's recommendation(s) regarding the proposed study. The Doctoral Dissertation Committee's recommendations may include approval of the proposal, approval on condition that specified changes are made, or the requirement of another meeting if extensive revisions are required.

Once the proposal is approved by the student's Doctoral Dissertation Committee, the student is required to submit the proposal for approval by the Institutional Review Board. All research involving human subjects must conform to JMU's Human Subjects Guidelines. Critical information is found there including instructions on how to submit IRB applications and how to complete a mandatory training in human subjects research offered through the Collaborative Institutional Training Initiative (CITI) Program. It is important to note, no recruitment of participants for collection of data is permitted until the Institutional Review Board has reviewed the project application and accepted its consent forms and other procedures.

## **Dissertation Defense**

**Pre-Dissertation Defense:** The Pre-Dissertation Defense is designed to provide an opportunity for the student and the Doctoral Dissertation Chair to meet and identify issues that might generate questions or concerns in a Defense. The Candidate should be prepared to answer any challenges to the project. The Pre-Defense is intended as a rehearsal of the defense and is structured in the same manner. The Pre-Defense consists of a brief oral presentation by the student to the Doctoral Dissertation Chair, followed by an open discussion of the research goals, committee concerns, and additional recommendations. A Pre-Defense should not be scheduled before the dissertation is completed and all of the Doctoral Dissertation Committee concerns have been addressed. The student and the chair are responsible for scheduling a Pre-Defense.

**Dissertation Defense:** The Dissertation Defense consists of a public presentation by the student followed by questions from the Doctoral Dissertation Committee and audience members, a closed Doctoral Dissertation Committee session in which the Dissertation is either approved or not, and a meeting between the student and the Dissertation Chair to discuss any required changes.

Approval and acceptance of the doctoral dissertation requires a favorable vote of the Doctoral Dissertation Committee with no more than one (1) dissenting vote. The Dissertation Committee may permit re-examination if the initial dissertation defense is deemed inadequate. The results of the Proposal Dissertation Defense are recorded on the Dissertation Defense Form, which indicates approval, disapproval, or approval with changes. In the case of approval with changes the Doctoral Dissertation Committee will separately verify each change and approve the dissertation as modified.

Structure: The Defense meeting will last approximately 90 minutes to two hours. Standard format consists of an oral presentation by the student followed by (1) audience and committee questions, (2) a closed deliberation by the Doctoral Dissertation Committee, and (3) a meeting between the student and the Dissertation Committee to announce their decision and to discuss any required changes.

When the Doctoral Dissertation Committee approves the final dissertation, the Scholarly Document Signature page with original signatures in black ink must be submitted to the Graduate School. The Scholarly Document Signature page should conform to the guidelines specified by the Graduate School.

**Submission of the Dissertation:** Students will submit their approved, finalized dissertation document electronically to the JMU Libraries' Scholarly Commons and The Graduate School. In addition, JMU requires submission of all dissertations to ProQuest for inclusion in Dissertation Abstracts. Please review the Graduate School's Scholarly Document Manual for more information and instructions.

### **Outline of the Three-Manuscript Dissertation**

Front Matter to include:

- Title page
- Dedication page (optional)
- Acknowledgements (Optional)

- Preface (optional)
- Table of Contents
- List of Tables (if applicable)
- List of Figures (if applicable)
- Abstract (no more than 350 words)

Chapter 1, to include:

- A General Introduction
- Topic Overview
- Rationale
- Description of Manuscript 1
  - a. Brief Overview of Manuscript
  - b. Target Journal
- Description of Manuscript 2
  - a. Brief Overview of Manuscript
  - b. Target Journal
- Description of Manuscript 3
  - a. Brief Overview of Manuscript
  - b. Target Journal
- Organizational Structure of the Dissertation Proposal
- Glossary
- Key Terms

Chapter 2/manuscript 1, to include:

- Subsections of manuscript (Introduction, Body, Conclusion)
- Reference List
- Appendices (if applicable)

Chapter 3/manuscript 2, to include:

- Subsections of manuscript (Introduction, Review of Literature, Method, Findings, Conclusion)
- Reference List
- Appendices (if applicable)

Chapter/manuscript 3, to include:

- Subsections of manuscript (Introduction, Review of Literature, Method, Findings, Conclusion)
- Reference List
- Appendices (if applicable)

Chapter 4/manuscript 3, to include:

- Subsections of manuscript (Introduction, Review of Literature, Method, Findings, Conclusion)

- Reference List
- Appendices (if applicable)

Chapter 5, to include:

- Summary of Overall Topic and Rationale
- Summary of Key Findings, Limitations, and Discussion from Manuscript 2
- Summary of Key Findings, Limitations, and Discussion from Manuscript 3
- Integration: Linkages Among the Three Manuscripts
- Implications of Collective Manuscripts
- Recommendations for Future Research

Back Matter, to include:

- References for chapters 1 and 5
- Appendices
- Vita

### **Dissertation Timeline and Sequence**

Research has shown that setting and meeting milestones through your doctoral program, along with clear advice and supportive mentorship with key faculty, are among the significant factors influencing successful and timely completion of the degree. Additionally, PhD programs that clearly articulate requirements, connect them to course learning, scaffold the dissertation process across the entire program, and establish early and consistent relationships with dissertation committee chairs and members also contributed to successful and timely degree completion. This is the cornerstone of our approach to supporting you throughout the program.

At the beginning of the program, you were asked to identify either the 3-year track or the 4-year track and developed a Program of Study congruent with that plan. **It is the expectation that all students complete their dissertation and graduate within the Program of Study they have identified;** therefore, it is critical to work with your mentor and advisor/chair to ensure you are making appropriate decisions on the best use of time, energy, and commitments during the program. The program is scaffolded for your success.

This program is designed for you to begin conceptualizing and building your dissertation from the very beginning. While this may vary slightly depending on whether you are enrolled in the 3-year or 4-year program, know that mentorship toward successful completion of dissertation is present throughout your course of study. In Year 1, you are assigned a mentor, complete the PSYC 881 course that includes several dissertation building blocks, and follow with PSYC 609, inclusive of the foundations for developing a research proposal.

During the Fall of Year 2 (3-year track) or Fall of Year 3 (4-year track), you will select your dissertation chair and begin writing your conceptual article with the aid of coursework in PSYC 861 and incorporation of work from Year 1 in PSYC 609 and PSYC 881. During the Spring of Year 2 or 3, you will be working closely with your chair (a minimum of once every 2 weeks) to finalize your conceptual article and develop the research proposals for your quantitative and qualitative studies. Coursework in

PSYC 605 and PSYC 840 is geared toward elements of your research proposals and should greatly assist you in maintaining a healthy and achievable timeline.

By the end of Year 2 (3-year track) or Year 3 (4-year track), you must pass your comprehensive exam in order to move into doctoral candidacy and dissertation proposal.

During your final year, you will finalize the dissertation proposal and schedule a proposal defense meeting date early in the Fall semester. Upon approval of your proposal, you will submit IRB documents and move to data collection for your two studies. As you enter the Spring semester, you should be nearing the completion of your data collection, beginning your analysis, and preparing the final version of your dissertation for your committee. Defenses will typically be scheduled in late March or early April to meet Graduate School deadlines. You are expected to complete your Ph.D. dissertation by the end of year 3 or year 4 (depending on your program of study). You will qualify for a Ph.D. upon successful defense of your dissertation.

Our Progress Review process ensures that faculty are able to provide you with feedback on your progress in the program with regard to academics, research projects and collaborations, professional dispositions, and general progression toward graduation. You also actively engage in the process, reflect on your own progress, and identify ways to continue being successful. We conduct Progress Reviews each semester and address any concerns immediately. This is one additional layer of ensuring you are continually working toward a timely, supportive, and successful graduation. The program is built in a way that ensures delays in graduation should be a rare exception, resulting from unforeseen circumstances, rather than an option resulting from lack of progress.

We do recognize that students may occasionally encounter personal situations or crises that may result in a leave of absence or a substantial disruption of their course of study. In the event such a situation occurs, you should work closely with your advisor, mentor, or dissertation chair (depending on when this occurs in the program), to determine the best course of action, in accordance with the Graduate School's policies #1100 on [Continuous Enrollment](#) (p. 18) and #1410 pertaining to [Withdrawals from Courses](#) (p. 67). If this interrupts the ability to successfully complete the dissertation within the time identified, you may apply to the faculty, using the Graduate School's Request for Extension of Time, to request an additional year. (See also TGS policy on planned and unplanned leaves of absence).

**Extensions should be rare. And no extensions will be granted beyond the initial 1-year extension.**

As part of this extension process, your Chair may not be able to continue with you into the final year. In that event, program faculty will work closely with you to ensure proper support.

#### *Dissertation Completion Deadlines and Commencement*

1. Degrees are awarded based on the conferral dates for the semester in which a student completes all of their graduation requirements. In order to graduate in any given semester, the student must complete their dissertation and officially file the finalized dissertation approved by the dissertation committee to the Graduate School by the listed deadlines.
2. Students failing to submit their finalized dissertation to the Graduate School by the deadline will not be eligible to have their degree conferred that semester.
3. Students may still participate in commencement\* under the following conditions:
  - a. The student completed a dissertation defense meeting by the Graduate School deadline and the student's dissertation committee granted the student a conditional pass with pending edits.



- b. The finalized dissertation is filed to the Graduate School by the first day of exams for the given semester.
- c. The student's final grade for PSYC 900: Doctoral Dissertation has been submitted by the instructor.

\*Participating in commencement is independent of the degree conferral process.

### **13. Organizations**

As a doctoral student, it is essential that you join and actively participate in student and professional organizations in the field of counseling. These groups offer you tremendous opportunities for greater involvement in leadership and advocacy work. We have links to all these organizations on our website at: <http://psyc.jmu.edu/counseling/studentresources.html>

*Explore service, advocacy, and leadership opportunities in professional counseling organizations.* You already should be a member of most of the following: American Counseling Association, Virginia Counselors Association, Central Valley Counselors Association, Association for Counselor Education and Supervision, and the Southern Association for Counselor Education and Supervision. Many associations have relatively inexpensive student membership fees. Most professional organizations need members who are willing to serve on committees, to help with organizational tasks, and to serve as advocates for the association. Consider what experience, interests, and skills you bring to a professional organization, and then become involved! For example, many professional conferences need volunteers to help the organizers with such necessary tasks as registration and assisting presenters. As a volunteer, one bonus may be that your fees are reduced or even waived.

*Attend workshops and conferences.* Over the course of your time in the program, you will see countless announcements for training opportunities and professional meetings through professional organizations. Many internship sites also provide in-service training programs. Take advantage of these chances to enhance your knowledge and skills in counseling, teaching, and supervision.

#### **American Counseling Association (ACA)**

The national professional organization with which our programs affiliate is the American Counseling Association. In over sixty years of advocacy for the counseling profession, ACA has grown to nearly 50,000 members. The association's excellent website offers extensive information, materials and services. Apply online at <http://www.counseling.org/> or call 800-347-6647, ext. 222. The divisions of ACA include a wide range of professional interests:

- Association for Assessment in Counseling and Education (AACE)
- Association for Adult Development and Aging (AADA)
- Association for Creativity in Counseling (ACC)
- American College Counseling Association (ACCA)

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

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

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

### **State and Local Associations**

Our state associations are the Virginia Counselors Association (VCA) and its relevant divisions, including the Virginia 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.

## 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 email to Listserv@listserv.AMERICAN.EDU with the message: SUBSCRIBE DIVERSEGRAD-L (full name)





#### **14. Licensure, References, and Job Search**

If you are not already licensed when you begin your doctoral training, then you need to be pursuing it. You can review the LPC licensure requirements available at the Virginia Board of Counseling website, located at [https://www.dhp.virginia.gov/counseling/counseling\\_handbooks.htm](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. To assist you in the licensure process, we have developed detailed guidelines for you to follow. The guidelines are located on our website at:

<http://psyc.jmu.edu/counseling/documents/LPCGuidelinesForJMU.pdf>

The job search process can be a demanding and stressful one, especially in difficult economic times. To help you with this process, you can contact the Office of Career and Academic Planning. It has excellent resources to help you develop an effective curriculum vitae (CV), 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 Wilson 301. The telephone number is 540-568-6555.

The Counseling faculty members keep current on the job market, announce employment opportunities,

and write recommendation letters for students. You are responsible for preparing a CV, requesting references from faculty members, and carrying out an active job search. If you haven't done so already, you should begin developing your CV. Your resumé has been an important tool that has provided a necessary advertisement for yourself as you applied to graduate schools and sought employment. Now that you are exploring academic positions or applying for grants, you also will want to develop your CV. Of course, an effective CV does not automatically land you a job, but it can help you obtain an interview. Although we provide a sample in Appendix AA, keep in mind that there is no one correct way to do a CV.

We also provide a sample reference sheet in the Appendix AA. 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.

You also need to give faculty members a reasonable amount of time to write references for any fellowships, grants, and employment opportunities you are pursuing. Instead of waiting until the last minute before a deadline, contact faculty members at least two weeks in advance. Along with your request, please provide helpful details regarding the specific opportunity and a copy of your CV.

There are several differences between a CV and a resumé. A CV is much longer and provides more detailed information regarding your background and skills. Like a resumé, a CV should include your name, contact information, education, skills and experience. In addition to the basics, a CV includes counseling, research, and teaching experience. It lists your presentations, publications, grants and fellowships, professional associations, licenses, awards and other information. Make sure that you use APA style to list your presentations and publications. While the CV isn't a resumé, it still should be carefully targeted and organized to best represent you in the light of the position you are seeking.

Finally, we believe that your professional identity as a counselor educator and supervisor begins when you enter our training program. Your professional behavior is critically important in establishing your reputation. 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 post and share. Blogs and other forms of public discourse can reveal more than you intend and can diminish your professional reputation, so please be aware of the limitations and capabilities of these forms of communication.

## **15. Counseling Programs Committee and Faculty**

### **Faculty Members**

The Department of Graduate Psychology is composed of 29 full-time faculty members and over 25 adjunct and part-time faculty members. The five (5) core Counseling Programs and affiliated faculty members have a wide variety of interests and areas of expertise, but all share an intense dedication to training successful counselors and counselor educators. They include winners of national awards, leaders in counseling professional organizations, and recipients of teaching honors.

### **Counseling & Supervision Program Faculty**

The Counseling & Supervision Ph.D. program has outstanding core and affiliated faculty members. They 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 regional SACES award for Distinguished Teaching, State Council for Higher Education in Virginia Outstanding Faculty Award, Virginia Counselors Association Humanitarian and Caring Person Award, 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 many other recognitions.

#### **Core Faculty Members:**

**Stephanie Crockett** (Old Dominion University) Counselor preparation, professional counseling issues and trends, action/outcome research in counseling, evidence-based practice, gender issues in counseling and counselor education, ecological models, human development

**Debbie C. Sturm** (University of North Carolina at Charlotte) Trauma, community violence, social class, family systems, nature-connectedness, environmental justice, and impact of climate change on mental health.

#### **Affiliated Faculty Members:**

**Robin Anderson** (James Madison University) Integrated behavioral and primary health care in rural areas; student partnerships in learning and assessment; instrument development

**Kenson Hiatt** (College of William & Mary) Clinical mental health counseling, religion/spirituality in counseling, clinical supervision, compassion in counseling, addiction recovery, moral and ethical development.

**Cara Meixner** (University of Maryland-College Park) Crisis intervention for neurotrauma survivors, lived experiences of caregivers, neuroethics in brain injury; advancing critical, decolonial research methodologies

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

## **16. Doctoral Curriculum**

The Ph.D. in Counseling and Supervision offers a 48-credit-hour curriculum focused on counselor education, supervision strategies, leadership skills, counseling services, and research methods.

### **Program of Study**

Your program of study in the Ph.D. in Counseling and Supervision Program includes the following course requirements:

Required Courses	Credit Hours
PSYC 605. Intermediate Inferential Statistics	3
PSYC 609. Applied Research Methods	3
PSYC 810. Advanced Multicultural Issues	3
PSYC 840. Qualitative Research Design and Analysis	3
PSYC 853. Advanced Supervision in Counseling	3
PSYC 860. Advanced Counseling Theories	3
PSYC 861. Advanced Counseling Techniques	3
PSYC 862. Leadership and Advocacy in Counseling	3
PSYC 863. Counselor Education	3
PSYC 866. Crisis and Emergency Services for Counselors	3
PSYC 881. Issues and Techniques in Research and Evaluation	3
PSYC 892. Doctoral Intern. in Counseling, Supervision and Teaching	9
PSYC 900. Doctoral Dissertation	6
	48

*This document is provided as an advising resource only. Official curriculum requirements are listed in the JMU Graduate Catalog for grad programs. In the case of discrepancies, the University Catalog is the official curriculum students must follow. This document was reviewed by Stephanie Crockett the C&S Program Director on June 24, 2024.*

As you learned in Chapter 8, you need to complete a Planned Program of Doctoral Study (See [Appendix D.](#)) with your Doctoral Committee when you begin the program. You can follow the sample below in drafting your personal plan. Please note that the first summer and fall semesters include foundational courses that do not require placements.

Beginning in your first spring semester, you will also need to be working closely with your Doctoral Committee and the Counseling Programs Director to plan a course sequence that coordinates with the needs of the Counseling Programs and placement sites. Some courses, such as Doctoral Internship, are marked with an \* to indicate that they depend on availability during specific semesters. Your own circumstances may require that you have a course load that is heavier or lighter than this sample.



Sample Doctoral Course Sequence—Revised June 2024

Year 1

Summer

PSYC 862: Leadership and Advocacy in Counseling

Fall

PSYC 863: Counselor Education

PSYC 810: Advanced Multicultural Issues in Counseling

PSYC 881: Issues and Techniques in Research & Evaluation

Spring

PSYC 860: Advanced Counseling Theories

PSYC 609: Applied Research Methods

PSYC 892: Doctoral Internship (Counseling, Teaching and/or Supervision)

Year 2

Summer

PSYC 853: Advanced Supervision in Counseling

PSYC 892: Doctoral Internship (Counseling, Teaching and/or Supervision)

Fall

PSYC 605: Intermediate Inferential Stats

PSYC 861: Advanced Counseling Techniques

PSYC 892: Doctoral Internship (Counseling, Teaching and/or Supervision)

Spring

PSYC 840: Qualitative Research Design and Analysis

PSYC 866: Crisis & Emergency Services for Counselors

Year 3

Comprehensive Exams (Summer)

PSYC 900: Dissertation (Fall/Spring)

Students on a 4-year rotation will work with the doctoral committee to develop a plan of study (Appendix D) that meets program requirements while also providing an element of flexibility afforded by the 4-year program.

\*\* PSYC 605 Intermediate Statistics (PSYC 605) self-assessment can be found on JMU's Canvas titles Self Assessment. [Appendix E](#) provides the instructions and the override request form. Once you complete the assessment (and achieve a satisfactory score), please fill out the form, have your advisor sign it, and have it sent to the Program Director, who will then process the override and let you know when you may register.

\*\*\* This document is provided as an advising resource only. Official curriculum requirements are listed in the JMU Graduate Catalog for grad programs. In the case of discrepancies, the University Catalog is the official curriculum students must follow. This document was reviewed by Stephanie Crockett the C&S Program Director on June 24, 2024.



## 17. Doctoral 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 Ph.D. in Counseling and Supervision Program'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 in order 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
- Internship
- Comprehensive Examination
- Dissertation
- Graduation
- Follow-Up

Appendix F provides a detailed description of the courses that cover CACREP standards and student learning outcomes. The five areas are: supervision, teaching, research and scholarship, counseling, and

leadership and advocacy. The overall methodology involves using a variety of assessment tools and collecting data at various critical points throughout the training program and following graduation. The eight assessment tools are the following:

- Key Performance Indicators (KPIs)
- Progress Reviews with Doctoral Committee
- Teaching, Counseling, Supervision, Research, and/or Leadership and Advocacy Internships Assessment
- Comprehensive Examination
- Dissertation Assessment
- 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 of 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 doctoral program include the following (a complete illustration of the assessment plan is included as [Appendix F](#)):

PhD in Counseling & Supervision Key Performance Indicators	Alignment with JNU Counseling & Supervision Program Mission	Introductory	Reinforced	Mastery
<b>KPI1 Counseling: Knowledge and skills for effective, evidence-based, culturally competent counseling.</b> Demonstrates effective counseling skills including the ability to apply counseling theories and evidence-based methods, evaluate client progress, and demonstrate ethical and competent counseling practice	We encourage students to embrace training as advanced practitioners with expertise in the theory, research and practice of counseling.	PSYC 860 Advanced Theoretical Orientation Paper	PSYC 882 Counseling practicum performance assessment	PSYC 892 Counseling Internship performance assessment Comprehensive Exam
<b>KPI2 Supervision: Knowledge and skills for effective clinical supervision.</b> Demonstrates knowledge of theories and models of clinical supervision and the skills necessary to provide effective clinical supervision	We encourage students to embrace training as advanced clinical supervisors with expertise in the theory, research and practice of counseling.	PSYC 853 Case Conceptualization/Literature Review Assignment	PSYC 892 Supervision Internship Supervisor Conceptualization	Comprehensive Exam
<b>KPI3 Teaching: Knowledge and skills relevant to effective teaching.</b> Demonstrates knowledge of pedagogy and skills relevant to teaching including instructional development, implementation, and evaluation methods in counselor education	We encourage students to embrace training as counselor educators with expertise in the theory, research and practice of counseling.	PSYC 863 Teaching and Counselor Training	PSYC 892 Syllabus and Teaching Philosophy	PSYC 892 Teaching Performance Evaluation Comprehensive Exam
<b>KPI4 Research &amp; Scholarship: Knowledge and skills necessary for effective research and scholarship.</b> Demonstrates knowledge and skills necessary to engage in research and scholarship, including quantitative and qualitative research	We encourage students to support one another professionally in the task of becoming leaders who advance the counseling profession through research and innovation.	PSYC 840 Research Design Proposals	PSYC 881 Literature Review PSYC 881 Research Agenda	Dissertation Proposal Review Dissertation
<b>KPI5 Leadership &amp; Advocacy: Knowledge and skills for effective leadership and advocacy.</b> Demonstrates sufficient knowledge and skills to be effective in advocacy and leadership in the counseling profession	We encourage students to support one another as professionals in the task of becoming leaders who advance the counseling profession through service, innovation, and advocacy.	PSYC 862 Advocacy in Action Assignment	PSYC 850 Assignment: Education Session	Comprehensive Exam
<b>KPI 6 Crisis &amp; Disaster Response: Knowledge and skills for effective crisis, emergency and disaster response.</b> Demonstrates sufficient knowledge and skills of the impact of crisis and disaster on clients as well as knowledge and skill in responding to crisis and disasters clinically and systemically. (NOTE: This is an area we are still developing. At this point we have one class and are working to add to that with electives and KPIs in other courses.)	We encourage students to embrace training as advanced practitioners with expertise in the theory, research and practice of counseling as it relates to crisis and disaster response.	PSYC 866 Crisis Presentation	NEED SOMETHING HERE	NEED SOMETHING HERE
<b>KPI 7 Key Professional Competencies and Dispositions:</b> Progress reviews include faculty evaluations of students' Professional and Ethical Behavior and Academic Behavior. The specific domains are informed by counseling dispositions identified by our accrediting body and current research that define appropriate attitudes and capabilities that students bring to their counselor training.	We encourage students to embrace all aspects of professional development by becoming leaders who advance the counseling profession through service, research, innovation, advocacy, and training.	Progress Reviews & CV evidencing their professional development by becoming leaders who advance the counseling profession through service, research, innovation, advocacy, and training	Progress Reviews & CV evidencing their professional development by becoming leaders who advance the counseling profession through service, research, innovation, advocacy, and training	Progress Reviews & CV evidencing their professional development by becoming leaders who advance the counseling profession through service, research, innovation, advocacy, and training

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 Doctoral Committee

A second important component of the Doctoral 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 in teaching, supervision, research, leadership and advocacy, and counseling. 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 Ph.D. in Counseling and Supervision Program's relative effectiveness each semester.

## 3. Internships Assessment

As described in Chapter 10, the Ph.D. in Counseling and Supervision internships prepares doctoral students to embark on their professional careers as counselor educators, supervisors, and master counselors. The internships for doctoral students are divided into three, three-credit-hour

components that involve at least 200 clock hours. The three internship semesters, focus on teaching, supervising, counseling, research and/or leadership and advocacy.

Throughout the three terms, interns keep a log to document experiences that fulfill their teaching, supervising, and counseling learning outcomes. At the conclusion of each semester, the supervisor reviews the performance of the student by completing the Internship Learning Outcomes form for either the Teaching (See Appendix J.), Counseling (See Appendix M.), Supervision (See Appendix O.), Leadership & Advocacy (See Appendix Q.), or Research (See Appendix S.) internship.

#### 4. Comprehensive Examination

As described in Chapter 11, the overall procedure for the comprehensive examination of doctoral students includes the following components:

Students must receive at least a “meets expectations/at standard (3)” rating on every learning outcome in order to pass the comprehensive examination. Those who receive an unacceptable rating (2 or below) on any learning outcome will meet with faculty to develop a remediation plan. Remediation plans may include additional training experiences, such as retaking an internship or another course, engaging in independent studies, or addressing issues that impair their effectiveness. They are expected to participate in a remediation plan before retaking the comprehensive examination.

#### 5. Dissertation Assessment

The dissertation is the capstone of the training curriculum that prepares doctoral students to embark on their professional careers as counselor educators, supervisors, master counselors, and leaders in the counseling profession. As the final piece that links all previous courses, the dissertation is the culminating experience of the Ph.D. in Counseling and Supervision Program.

At the successful completion of the final meeting in which the student submits the completed dissertation, the Dissertation Chair and Committee members sign the approval page. They also collaborate to complete the Dissertation Learning Outcomes Assessment, focusing on scholarship and research. (See Appendix X.)

Consequently, by the conclusion of their training, all students in the Ph.D. in Counseling and Supervision Program are assessed on learning outcomes at different points throughout their training.

#### 6. Exit Survey

Before graduation, the students in the Ph.D. in Counseling and Supervision 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 Ph.D. in Counseling and Supervision Program.

#### 7. Alumni Follow-Up Survey and Employer Survey

The Counseling Programs faculty members survey the alumni of the Ph.D. in Counseling and Supervision regarding their training experiences. 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-doctorate careers of the graduates. Counseling Programs faculty members also survey the employers of alumni of the Ph.D. in Counseling and Supervision regarding their satisfaction with the alumni's knowledge, skills, and practices. (See Appendix DD)

#### **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 DOCTORAL APPLICANT SCREENING FORM

Applicant \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Directions: After reviewing the application materials (completed application form, transcripts, 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.

Scale: 5 (outstanding); 4 (good); 3 (neutral); 2 (below standard); 1 (unacceptable)

Academic aptitude for doctoral-level study	Score	Comments:
Previous professional experience		Comments:
Fitness for the profession, including self-awareness and emotional stability		Comments:
Oral and written communication skills		Comments:
Cultural sensitivity and awareness		Comments:
Potential for scholarship, professional leadership, and advocacy		Comments:
Readiness for the Ph.D. program		Comments:
Recommendation Definitely accept for interview _____ Possibly accept for interview _____ Reject for interview _____	Total	Comments:

Evaluator's Signature \_\_\_\_\_



## Appendix B

### DOCTORAL COURSE OFFERINGS BY SEMESTER

The purpose of this chart is to help you plan the sequence of your courses in the Doctoral Program. “X” indicates the semester that the course usually is offered.

The (\*\*) indicates these courses are available during the academic year; however, in specific cases and at certain sites, we may be able to explore options for the summer. Please consult with the program director to see what options are available during a given year.

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
PSYC 605. Intermediate Inferential Statistics	X		
PSYC 609. Applied Research Methods		X	
PSYC 810. Advanced Multicultural Issues in Counseling	X		
PSYC 840. Qualitative Research Design and Analysis		X	
PSYC 853. Advanced Supervision in Counseling			X
PSYC 860. Advanced Counseling Theories		X	
PSYC 861. Advanced Counseling Techniques	X		
PSYC 862. Leadership and Advocacy in Counseling			X
PSYC 863. Counselor Education	X		
PSYC 866. Crisis & Emergency Services for Counselors		X	
PSYC 881. Issues and Techniques in Research & Evaluation	X		
PSYC 892. Doctoral Internship in Coun, Teaching & Super**	X	X	X
PSYC 900. Dissertation in Counseling	X	X	

This document is provided as an advising resource only. Official curriculum requirements are listed in the JMU Graduate Catalog for grad programs. In the case of discrepancies, the University Catalog is the official curriculum students must follow. This document was reviewed by Stephanie Crockett the C&S Program Director on June 24, 2024.

**Appendix C**  
**DOCTORAL COURSE CHECKLIST**

- \_\_\_\_\_ PSYC 605. Intermediate Inferential Statistics
- \_\_\_\_\_ PSYC 609. Applied Research Methods
- \_\_\_\_\_ PSYC 810. Advanced Multicultural Issues in Counseling
- \_\_\_\_\_ PSYC 840. Mixed Methods Research Design
- \_\_\_\_\_ PSYC 853. Advanced Supervision in Counseling
- \_\_\_\_\_ PSYC 860. Advanced Counseling Theories
- \_\_\_\_\_ PSYC 861. Advanced Counseling Techniques
- \_\_\_\_\_ PSYC 862. Leadership and Advocacy in Counseling
- \_\_\_\_\_ PSYC 863. Counselor Education
- \_\_\_\_\_ PSYC 866. Crisis & Emergency Services for Counselors
- \_\_\_\_\_ PSYC 881. Issues and Techniques in Research & Evaluation
- \_\_\_\_\_ PSYC 892 Doctoral Internship In Counseling
- \_\_\_\_\_ PSYC 900. Dissertation in Counseling

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## Appendix D PLANNED PROGRAM OF DOCTORAL STUDY

Student \_\_\_\_\_ Catalog Year \_\_\_\_\_

Year \_\_\_\_ - \_\_\_\_

Summer Semester

Fall Semester

Spring Semester

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\_\_\_\_\_  
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Year \_\_\_\_ - \_\_\_\_

Summer Semester.

Fall Semester

Spring Semester

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\_\_\_\_\_  
\_\_\_\_\_

Year \_\_\_\_ - \_\_\_\_

Summer Semester

Fall Semester

Spring Semester

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Planned Comprehensive Examination \_\_\_\_\_

Planned Graduation \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Advisor Signature \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

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## Appendix E

### PSYC 605 OVERRIDE REQUEST FORM

This form was developed for you, the student, to help you determine whether you are prepared for PSYC 605 or if you should first obtain additional training. That is, in order to foster success in PSYC 605 and facilitate students mastering the concepts presented in the course, we ask that students assess their preparedness for the PSYC 605 course.

Step 1: Read this form

Step 2: Complete the *Statistics Self Assessment*: Call 568-6439 (Carl Guerin) to request the Self-Assessment.

Step 3: If necessary, obtain additional training

Step 4: Complete this form and turn into your program director prior to the first day of class

### **PSYC 605: Intermediate Inferential Statistics**

This course provides an understanding of types of research, inferential statistics, and research report development. Special emphasis is placed on experimental designs, power analysis, analysis of variance, multiple comparisons, and effect sizes.

To register for this course, you must have taken an Introductory Statistics Course (research methods, evaluation, or measurement courses are *not* appropriate pre-requisites). It is expected that you already have knowledge of descriptive statistics, sampling distributions, hypothesis testing, correlation, simple linear regression, t-tests, and chi-square. These prerequisites skills ensure that students enter the course with adequate preparation so that they can be successful. To succeed in this course, you need to have a *strong* understanding of the following fundamental concepts and be able to *easily* answer the following questions:

- What is the difference between descriptive and inferential statistics?
- What is a standard deviation?
- What is a standard error?
- What is the relationship between a sampling distribution and a standard error?
- How does one interpret a  $p$  value?
- How does  $p$  value relate to null hypothesis significance testing?
- What is the link between significance testing and effect sizes?
- Describe the  $z$  and  $t$  distributions and their relationships.
- What is the relationship between correlation and causation?
- When does one compute a correlation?
- What is the difference between a correlation coefficient and a regression coefficient?
- What are Type I and Type II errors?

As an example of the depth of understanding needed, this is the quality of answer a student is expected to provide the first day of class if asked this question.

*What is a standard error?*

*The concept of standard error reflects that when we use a sample statistic to estimate a population parameter, we do so with error. The most typical application is the Standard Error of*

*the Mean (SEM). For example, perhaps we are interested in estimating the mean height of men in the United States. To estimate this population mean, we could theoretically take an infinite number of samples (say 40 persons each time). We could plot the means of each of these samples to create a distribution of sample means. The mean of this distribution would represent the population mean and the standard deviation (of sample means) would represent the standard error of the mean. Of course in real life, we cannot sample infinitely. However, because of this theoretical framework, the SEM allows us to generate confidence intervals around a particular sample mean connoting the probability associated with the population mean falling within a given interval. The sample size and standard deviation of the sample directly influence the SEM. All other things being equal, sample size decreases SEM (i.e., smaller error), and a larger standard deviation increases SEM (larger error). The following formula represents SEM:*

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If you can't answer all of these questions, you need to either complete Introductory Statistics PSYC 505 (not PSYC 600) or prepare independently prior to enrolling in PSYC 605 (a good introductory textbook: Gravetter, F. J & Wallnau, L B. (2009). *Statistics for the Behavioral Sciences* (8<sup>th</sup> ed). Belmont, CA; Wadsworth). If you prepare independently, complete the 605 Self Assessment again *after* your preparation to ensure you are ready for PSYC 605. Make sure to note your Self Assessment score below.

---

(turn over)

I have a strong mastery of all the concepts listed above, and would like to request permission to register for PSYC 605.

Student ID: \_\_\_\_\_ Printed Name: \_\_\_\_\_

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

Course Equivalent: \_\_\_\_\_ Institution: \_\_\_\_\_ Date \_\_\_\_\_  
completed:

\*Score on Statistics Self Assessment \_\_\_\_\_  
Date Self Assessment was completed \_\_\_\_\_

1<sup>st</sup> Choice of 605 Section: \_\_\_\_\_

2<sup>nd</sup> Choice: \_\_\_\_\_

3<sup>rd</sup> Choice: \_\_\_\_\_

Advisor's Signature#

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\* Students scoring less than 70% on this self-assessment (less than 17 correct) are advised to complete Introductory Statistics (PSYC 505) to bolster their skills in this domain prior to enrolling in Psyc 605. Students scoring between 17 and 20 points should *seriously* consider enrolling in PSYC 505 or at the very least engaging in rigorous individual preparation prior to PSYC 605. For those scoring above 20 on the self-assessment, we recommend a brief review of introductory statistics concepts before the start of PSYC 605.

# If you are a Special Student, you will need the instructor's signature of the course section you wish to take.

*To request permission to register for PSYC 605, complete this form, have it signed, and return to your Program Director prior to class start. Your Program Director will send all forms from your program to the Graduate Psychology Dept. (Carl Guerin at MSC 7401 in Johnston Hall, 102). Please do not email the instructors of this course this form or a request for an override from the instructor, unless you are a Special Student (see second note above #).*

## Appendix F

### COMPREHENSIVE ASSESSMENT PLAN

The following table illustrates the PhD in Counseling & Supervision Key Performance Indicators (KPIs) as they align with the JMU Counseling & Supervision Mission (see Mission following the table). Each KPI is measured at the introductory, reinforcement, and mastery level through specific course assignments, comprehensive exams, dissertation proposal and defense, and semesterly progress reviews.

PhD in Counseling & Supervision Key Performance Indicators	Alignment with JMU Counseling & Supervision Program Mission	Introductory	Reinforced	Mastery
<i>KPI1 Counseling: Knowledge and skills for effective, evidence-based, culturally competent counseling. Demonstrates effective counseling skills including the ability to apply counseling theories and evidence-based methods, evaluate client progress, and demonstrate ethical and multiculturally competent counseling practice</i>	We encourage students to embrace training as advanced practitioners with expertise in the theory, research and practice of counseling.	PSYC 860 Advanced Theoretical Orientation Paper	PSYC 882 Counseling practicum performance assessment	PSYC 892 Counseling Internship performance assessment Comprehensive Exam
<i>KPI2 Supervision: Knowledge and skills for effective clinical supervision. Demonstrates knowledge of theories and models of clinical supervision and the skills necessary to provide effective clinical supervision</i>	We encourage students to embrace training as advanced clinical supervisors with expertise in the theory, research and practice of counseling.	PSYC 853 Case Conceptualization/Literature Review Assignment	PSYC 892 Supervision internship Supervisee Conceptualization	Comprehensive Exam
<i>KPI3 Teaching: Knowledge and skills relevant to effective teaching. Demonstrates knowledge of pedagogy and skills relevant to teaching including instructional development, implementation, and evaluation methods in counselor education</i>	We encourage students to embrace training as counselor educators with expertise in the theory, research and practice of counseling.	PSYC 863 Teaching and Counselor Training	PSYC 892 Syllabus and Teaching Philosophy	PSYC 892 Teaching Performance Evaluation Comprehensive Exam
<i>KPI4 Research &amp; Scholarship: Knowledge and skills necessary for effective research and scholarship.</i>	We encourage students to support one another professionally in the task of becoming leaders	PSYC 840 Research Design Proposals	PSYC 881 Literature Review	Dissertation Proposal Dissertation

Demonstrates knowledge and skills necessary to engage in research and scholarship, including quantitative and qualitative research	who advance the counseling profession through research and innovation.		PSYC 881 Research Agenda	
<i>KPI5 Leadership &amp; Advocacy: Knowledge and skills for effective leadership and advocacy.</i> Demonstrates sufficient knowledge and skills to be effective in advocacy and leadership in the counseling profession	We encourage students to support one another as professionals in the task of becoming leaders who advance the counseling profession through service, innovation, and advocacy.	PSYC 862 Advocacy in Action Assignment	PSYC 810 Assignment: Education Session	Comprehensive Exam
<i>KPI 6 Crisis &amp; Disaster Response: Knowledge and skills for effective crisis, emergency and disaster response.</i> Demonstrates sufficient knowledge and skills of the impact of crisis and disaster on clients as well as knowledge and skill in responding to crisis and disasters clinically and systemically. (NOTE: This is an area we are still developing. At this point we have one class and are working to add to that with electives and KPIs in other courses.)	We encourage students to embrace training as advanced practitioners with expertise in the theory, research and practice of counseling as it relates to crisis and disaster response.	PSYC 866 Crisis Presentation	TBD	TBD
<i>KPI 7 Key Professional Competencies and Dispositions:</i> Progress reviews include faculty evaluations of students' Professional and Ethical Behavior and Academic Behavior. The specific domains are informed by counseling dispositions identified by our accrediting body and current research that define appropriate attitudes and capabilities that students bring to their counselor training.	We encourage students to embrace all aspects of professional development by becoming leaders who advance the counseling profession through service, research, innovation, advocacy, and training.	Progress Reviews & CV evidencing their professional development by becoming leaders who advance the counseling profession through service, research, innovation, advocacy, and training	Progress Reviews & CV evidencing their professional development by becoming leaders who advance the counseling profession through service, research, innovation, advocacy, and training	Progress Reviews & CV evidencing their professional development by becoming leaders who advance the counseling profession through service, research, innovation, advocacy, and training



# Mission Statement

The Ph.D. in Counseling and Supervision is a program committed to training counselor educators, supervisors, and advanced practitioners with expertise in the theory, research and practice of counseling. Our mission is to create dynamic and innovative leaders who will serve as catalysts for progress in addressing the tremendous counseling needs of individuals, families, institutions, and communities.

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

## *Timeline of Assessment Activities for PhD in Counseling & Supervision KPIs*

	First Year			Second Year			Third Year		
	<i>Summer</i>	<i>Fall</i>	<i>Spring</i>	<i>Summer</i>	<i>Fall</i>	<i>Spring</i>	<i>Summer</i>	<i>Fall</i>	<i>Spring</i>
KPI 1		I	R		M		M		
KPI 2			I		R		M		
KPI 3		I	R/M				M		
KPI 4					I	R	M		M
KPI 5	I			R			M		
KPI 6		I							
KPI 7		C	C		C	C		C	C

**Note. I = Introductory, P = Practice, M = Mastery Level, C= Continuous Assessment.**

The following rubrics illustrate how each KPI Assignment is rated for inclusion in the Canvas PhD Assessment database.

## Rubric for KPIs

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (3)
<p><b><i>KPI1 Counseling: Knowledge and skills for effective, evidence-based, culturally competent counseling.</i></b>  <b>Demonstrates effective counseling skills including the ability to apply counseling theories and evidence-based methods, evaluate client progress, and demonstrate ethical and multiculturally competent counseling practice</b></p>	<p>Does not meet expectations for level of training and experience when: (a) applying appropriate counseling theories to client situations (b) establishing relationships with clients, (c) establishing relationships with colleagues, (d) entering partnerships with community agencies, and/or (e) providing evidence-based and culturally competent practice. Does not demonstrate understanding of ethical standards. Does not demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Is approaching expectations for level of training and experience when: (a) applying appropriate counseling theories to client situations (b) establishing relationships with clients, (c) establishing relationships with colleagues, (d) entering partnerships with community agencies, and/or (e) providing evidence-based and culturally competent practice. Demonstrates understanding of ethical standards. Demonstrates synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Meets expectations for level of training and experience when: (a) applying appropriate counseling theories to client situations (b) establishing relationships with clients, (c) establishing relationships with colleagues, (d) entering partnerships with community agencies, and/or (e) providing evidence-based and culturally competent practice. Demonstrates understanding of ethical standards. Demonstrates synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Surpasses expectations for level of training and experience when: (a) applying appropriate counseling theories to client situations (b) establishing relationships with clients, (c) establishing relationships with colleagues, (d) entering partnerships with community agencies, and/or (e) providing evidence-based and culturally competent practice. Surpasses expectations for demonstrating understanding of ethical standards. Surpasses expectations for demonstrating synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>
	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (3)
<p><b><i>KPI2 Supervision: Knowledge and skills for effective clinical supervision.</i></b>  <b>Demonstrates knowledge of theories and models of clinical supervision and the skills necessary to provide effective clinical supervision</b></p>	<p>Does not meet expectations for level of training and experience when: (a) applying appropriate supervision theories and models (b) establishing supervisory relationships with supervisees, (c) providing evidence-based and culturally competent supervision.</p>	<p>Is approaching expectations for level of training and experience when: (a) applying appropriate supervision theories and models (b) establishing supervisory relationships with supervisees, (c) providing evidence-based and culturally competent supervision.</p>	<p>Meets expectations for level of training and experience when: (a) applying appropriate supervision theories and models (b) establishing supervisory relationships with supervisees, (c) providing evidence-based and culturally competent supervision.</p>	<p>Surpasses expectations for level of training and experience when: (a) applying appropriate supervision theories and models (b) establishing supervisory relationships with supervisees, (c) providing evidence-based and culturally competent supervision.</p>
	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (3)

<p><b>KPI3 Teaching: Knowledge and skills relevant to effective teaching.</b> Demonstrates knowledge of pedagogy and skills relevant to teaching including instructional development, implementation, and evaluation methods in counselor education</p>	<p>Does not meet expectations for level of training and experience when: (a) applying pedagogical skills relevant to counselor education (b) demonstrating instructional development knowledge (c) implementing and evaluation methods of counselor education</p>	<p>Is approaching expectations for level of training and experience when: (a) applying pedagogical skills relevant to counselor education (b) demonstrating instructional development knowledge (c) implementing and evaluation methods of counselor education</p>	<p>Meets expectations for level of training and experience when: (a) applying pedagogical skills relevant to counselor education (b) demonstrating instructional development knowledge (c) implementing and evaluation methods of counselor education</p>	<p>Surpasses expectations for level of training and experience when: (a) applying pedagogical skills relevant to counselor education (b) demonstrating instructional development knowledge (c) implementing and evaluation methods of counselor education</p>
	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (3)
<p><b>KPI4 Research &amp; Scholarship: Knowledge and skills necessary for effective research and scholarship.</b> Demonstrates knowledge and skills necessary to engage in research and scholarship, including quantitative and qualitative research.</p>	<p>Does not meet expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and qualitative research.</p>	<p>Is approaching expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and qualitative research.</p>	<p>Meets expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and qualitative research.</p>	<p>Surpasses expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and qualitative research.</p>
	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (3)
<p><b>KPI5 Leadership &amp; Advocacy: Knowledge and skills for effective leadership and advocacy.</b> Demonstrates sufficient knowledge and skills to be effective in advocacy and leadership in the counseling profession.</p>	<p>Does not meet expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession.</p>	<p>Is approaching expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession.</p>	<p>Meets expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession.</p>	<p>Surpasses expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession.</p>
	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (3)

<p><b>KPI 6 Crisis &amp; Disaster Response: Knowledge and skills for effective crisis, emergency and disaster response.</b>  <b>Demonstrates sufficient knowledge and skills of the impact of crisis and disaster on clients as well as knowledge and skill in responding to crisis and disasters clinically and systemically. (NOTE: This is an area we are still developing. At this point we have one class and are working to add to that with electives and KPIs in other courses.)</b></p>	<p>Does not meet expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective crisis, emergency, and disaster response (b) applying knowledge and skills in counseling clients in crisis (c) demonstrating knowledge of responding to crisis clinically and systemically</p>	<p>Is approaching expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective crisis, emergency, and disaster response (b) applying knowledge and skills in counseling clients in crisis (c) demonstrating knowledge of responding to crisis clinically and systemically</p>	<p>Meets expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective crisis, emergency, and disaster response (b) applying knowledge and skills in counseling clients in crisis (c) demonstrating knowledge of responding to crisis clinically and systemically</p>	<p>Surpasses expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective crisis, emergency, and disaster response (b) applying knowledge and skills in counseling clients in crisis (c) demonstrating knowledge of responding to crisis clinically and systemically</p>
	<p>Below Standard (1)</p>	<p>Approaching Standard (2)</p>	<p>At Standard (3)</p>	<p>Exceeds Standard (3)</p>
<p><b>KPI 7 Key Professional Competencies and Dispositions: Progress reviews include faculty evaluations of students' Professional and Ethical Behavior and Academic Behavior. The specific domains are informed by counseling dispositions identified by our accrediting body and current research that define appropriate attitudes and capabilities that students bring to their counselor training.</b></p>	<p>Does not meet expectations for level of training and experience as demonstrated through (a) faculty evaluations of students' professional and ethical behavior and academic behavior (b) semester progress reviews (c) teaching evaluations (d) practicum supervisor evaluation (e) internships supervisor evaluation</p>	<p>Is approaching expectations for level of training and experience as demonstrated through (a) faculty evaluations of students' professional and ethical behavior and academic behavior (b) semester progress reviews (c) teaching evaluations (d) practicum supervisor evaluation (e) internships supervisor evaluation</p>	<p>Meets expectations for level of training and experience as demonstrated through (a) faculty evaluations of students' professional and ethical behavior and academic behavior (b) semester progress reviews (c) teaching evaluations (d) practicum supervisor evaluation (e) internships supervisor evaluation</p>	<p>Surpasses expectations for level of training and experience as demonstrated through (a) faculty evaluations of students' professional and ethical behavior and academic behavior (b) semester progress reviews (c) teaching evaluations (d) practicum supervisor evaluation (e) internships supervisor evaluation</p>

## **Appendix G**

### **PROGRESS REVIEW WITH DOCTORAL COMMITTEE**

#### **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.

**DOCTORAL STUDENTS ARE ALSO EXPECTED TO DEMONSTRATE**

- **Program of Study:** Follows the program of study developed with the doctoral committee.
- **Counseling:** Counseling theories, conceptualization of clients, and counseling practices.
- **Supervision:** Models, roles, skills, and responsibilities of clinical supervision.
- **Teaching:** Roles, methods, curriculum design, and assessment of counselor education.
- **Research and Scholarship:** Practices, processes, ongoing projects, and ethics.
- **Leadership and Advocacy:** Theories, models, practices, skills, and strategies of leadership and advocacy.

**JMU Doctoral Student Required Student Dispositions Rubric**

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Professional and Ethical Behavior	Does not meet expectations for level of training and experience regarding the range of professional and ethical dispositions and behaviors expected of JMU Counseling students. Specific concerns for remediation will be provided in writing, and	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	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.

	a consultation session will be scheduled.	a consultation session will be scheduled.		
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.
<i>KPI 7 Key Professional Competencies and Dispositions:</i> Progress reviews include faculty evaluations of students' Professional and Ethical Behavior and Academic Behavior. The specific domains are informed by counseling dispositions identified by our accrediting body and current research that define appropriate attitudes and capabilities that students bring to their counselor training.	Does not meet expectations for level of training and experience as demonstrated through (a) faculty evaluations of students' professional and ethical behavior and academic behavior (b) semester progress reviews (c) teaching evaluations (d) practicum supervisor evaluation (e) internships supervisor evaluation	Is approaching expectations for level of training and experience as demonstrated through (a) faculty evaluations of students' professional and ethical behavior and academic behavior (b) semester progress reviews (c) teaching evaluations (d) practicum supervisor evaluation (e) internships supervisor evaluation	Meets expectations for level of training and experience as demonstrated through (a) faculty evaluations of students' professional and ethical behavior and academic behavior (b) semester progress reviews (c) teaching evaluations (d) practicum supervisor evaluation (e) internships supervisor evaluation	Surpasses expectations for level of training and experience as demonstrated through (a) faculty evaluations of students' professional and ethical behavior and academic behavior (b) semester progress reviews (c) teaching evaluations (d) practicum supervisor evaluation (e) internships supervisor evaluation

**PHD IN COUNSELING & SUPERVISION: PROGRESS REVIEW**

**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!

<b>PROFESSIONAL AND ETHICAL BEHAVIOR</b> (Adapted from a document created by Southwest Texas State University Counseling Program.)	<b>Self Rating</b>	<b>Committee Rating</b>
<b>Ethical Behavior:</b> 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
<b>Professional Behavior:</b> 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
<b>Integrity:</b> 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
<b>Awareness of Limitations:</b> 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
<b>Self-Awareness:</b> 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
<b>Self-Control:</b> 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
<b>Avoidance of Imposing Values:</b> 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
<b>Use of Feedback:</b> 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
<b>Honoring Rights:</b> 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
<b>Respect for Diversity:</b> Demonstrates respect for cultural and individual differences in professional interactions. Recognizes the personal and professional	<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



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"/> Exceeds Standard	<input type="checkbox"/> Exceeds Standard
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<b>ACADEMIC BEHAVIOR</b>	<b>Self Rating</b>	<b>Committee Rating</b>
<b>Class Attendance:</b> 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
<b>Punctuality:</b> Demonstrates responsibility by arriving on time and prepared for class, appointments, sessions and other meetings.	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard	<input type="checkbox"/> Below Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> At Standard <input type="checkbox"/> Exceeds Standard
<b>Active Participation:</b> 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
<b>Promptness:</b> 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
<b>Commitment to Learning:</b> Displays curiosity and passion for gaining knowledge. Refrains from using technology, including cell phones, 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
<b>Collaboration:</b> 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
<b>Honor:</b> 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
<b>Diligence:</b> 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
<b>Contributions to the Learning Environment:</b> 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
<b>Openness to Suggestions and New Ideas:</b> 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

<b>DOCTORAL PROFESSIONAL IDENTITY</b>	<b>Self Rating</b>	<b>Committee Rating</b>
<b>Program of Study:</b> Follows the program of study developed with doctoral committee. (A.7.)	<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
<b>Counseling:</b> Counseling theories, conceptualization of clients, and counseling practices. (B.1.)	<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
<b>Supervision:</b> Models, roles, skills, and responsibilities of clinical supervision. (B.2.)	<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
<b>Teaching:</b> Roles, methods, curriculum design, and assessment of counselor education. (B.3.)	<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
Research and Scholarship: Practices, processes, ongoing projects, and ethics. (B.4.)	<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
Leadership and Advocacy: Theories, models, practices, skills, and strategies of leadership and advocacy. (B.5.)	<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

<b>DOCTORAL DISSERTATION</b>	<b>Self Rating</b>	<b>Committee Rating</b>
<b>Dissertation chair:</b> Identified a dissertation chair, schedule and attend regular meetings with chair	<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
<b>Conceptual Manuscript Draft:</b> Title page, abstract, Thorough introduction, main body, conclusion, references	<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
<b>Quantitative Manuscript Draft:</b> Title page, abstract, introduction, literature review, purpose statement and research questions, detailed overview of research methods, plan for data analysis, references, appendices	<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
<b>Qualitative Manuscript Draft:</b> Title page, abstract, introduction, literature review, purpose statement and research questions, detailed overview of research methods, plan for data analysis, references, appendices	<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

<b>Comprehensive Examination:</b> Applied for, took, and successfully passed all four areas of the comprehensive examination	<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
<b>Dissertation Committee:</b> Have a dissertation committee that is comprised of three faculty members; two of the members must be core faculty in the C&S program; the Committee Approval form has been completed and submitted to TGS	<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
<b>Dissertation Proposal Defense Meeting:</b> Completed and successfully passed dissertation proposal defense meeting; Chair approved all proposal defense meeting edits from dissertation committee members; Applied for and received IRB approval for dissertation studies		
<b>Dissertation Defense Meeting:</b> Successfully defended dissertation; Chair approved edits from dissertation committee members; Final dissertation document and all additional required documents have been submitted to TGS		

**My Reflections on the Progress I Have Made This Semester** (Please be sure to speak to the progress you have made on your dissertation.)

**My Plan for Enhancing Expertise in Teaching, Supervision, Research, Advocacy, and Counseling** (Please submit your current CV and highlight any and all contributions to these areas since your last Progress Review).

**Doctoral Committee’s Recommendations for Continued Progress**

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Doctoral Committee Chair Signature** \_\_\_\_\_ **Date** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Doctoral Committee Member Signature** \_\_\_\_\_ **Date** \_\_\_\_/\_\_\_\_/\_\_\_\_

## Appendix H

### PSYC 892 DOCTORAL INTERNSHIP PLAN

Student Name:

Semester:

Brief Summary of your Internship Experiences for this Semester:

Please review each of the five (5) categories of internship experiences below. Under each, complete the required information on your site and site supervisor. Detail the specific duties and expectations. Provide an estimate of your goal direct and indirect hours. For each semester, your hours goal should be a minimum of 200 hours. For counseling and a minimum of two other areas, direct hours over the course of your 3 internships must total 80 (each).

Contract templates for each of the five (5) areas are attached here. On the final page of this Internship Plan, you'll have an opportunity to track the number of planned and actual hours for each category and semester.

Acknowledgement:

I acknowledge having received the Internship Handbook, reviewed it in detail, consulted with my mentor, and confirmed with the clinical coordinator my plans for internship. I also acknowledge it is my responsibility to plan for my internship placements and site supervision and submit signed contracts prior to the first day of class. Finally, I acknowledge the importance of consulting with the internship instructor, my mentor, and the doctoral clinical coordinator as to any changes or difficulties I encounter.

Student: \_\_\_\_\_

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

#### PSYC 892 Tracking Hours

Semester	Domain	Planned Direct	Actual Direct	Planned Indirect	Actual Direct
Ex: FA 24	Counseling				
	Teaching				
	Supervision				

	Leadership & Advocacy				
	Research				

\*Add rows as necessary to account for multiple semesters in any of the domains.

**Appendix I**  
**TEACHING INTERNSHIP PLAN & SUPERVISOR AGREEMENT**

The prerequisite for enrolling in the Doctoral Internship in Supervision is completion of PSYC 853 Advanced Supervision in Counseling.

I have successfully completed PSYC 863 Counselor Education.

Please provide information on your teaching internship below. Be specific as to the course, supervisor, and duties. Include your site supervisor's signature as an acknowledgement of their role.

Course Title & Institution:

Supervisor name, title & affiliation:

Specific duties and expectations (describe here):

My personal/professional goals for this teaching assignment are as follows:

Estimated Direct Hours:

Estimated Indirect Hours:

Estimated Total Hours:

Teaching Internship Supervisor Agreement

I, \_\_\_\_\_, have contracted the following activities with \_\_\_\_\_, a doctoral student at James Madison University, as part of his/her internship requirement:

The Intern will be co-teaching with me/teaching under my supervision \_\_\_\_\_ (name of the course) from \_\_\_\_\_ to \_\_\_\_\_. The Intern will also be responsible for with: (a) \_\_\_\_\_, (b) \_\_\_\_\_ (c) \_\_\_\_\_

I have clearly discussed this arrangement and the Intern has provided me the name and contact information of the Internship Instructor at James Madison University who will be responsible to provide weekly group and individual/triadic supervision to the Intern.

I further agree to the following:

- I will provide the Intern necessary mentoring and supervision.
- I will certify the hours the Intern reports to his/her James Madison University Internship Instructor at the end of the semester.
- I will contact the Intern's instructor at James Madison University, \_\_\_\_\_, at email or phone, should there be any concerns with regard to the Intern's performance that may put anyone at the site at risk.
- I will provide informal feedback and evaluation regarding the Intern's performance if and when requested by the Internship Instructor at James Madison University.

Supervisor Signature and Date: \_\_\_\_\_

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## Appendix J

### KPI3 Teaching: Internship Assessment (M)

Student \_\_\_\_\_ Faculty/Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Below is an assessment of this student's learning outcomes at the conclusion of the teaching internship. It is focused on the student's performance in teaching, as evidenced by the syllabus, instructional materials, classroom observations, recordings, logs, and internship meetings throughout the semester.

**KPI Teaching Rubric (M)**

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (3)
<i>KPI3 Teaching: Knowledge and skills relevant to effective teaching.</i> Demonstrates knowledge of pedagogy and skills relevant to teaching including instructional development, implementation, and evaluation methods in counselor education	Does not meet expectations for level of training and experience when: (a) applying pedagogical skills relevant to counselor education (b) demonstrating instructional development knowledge (c) implementing and evaluation methods of counselor education	Is approaching expectations for level of training and experience when: (a) applying pedagogical skills relevant to counselor education (b) demonstrating instructional development knowledge (c) implementing and evaluation methods of counselor education	Meets expectations for level of training and experience when: (a) applying pedagogical skills relevant to counselor education (b) demonstrating instructional development knowledge (c) implementing and evaluation methods of counselor education	Surpasses expectations for level of training and experience when: (a) applying pedagogical skills relevant to counselor education (b) demonstrating instructional development knowledge (c) implementing and evaluation methods of counselor education
B.3.a. roles and responsibilities related to educating counselors				
B.3.b. pedagogy and teaching methods relevant to counselor education				
B.3.c. models of adult development and learning				
B.3.d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education				
B.3.e. effective approaches for online instruction				
B.3.f. screening, remediation, and gatekeeping functions relevant to teaching				
B.3.g. assessment of learning				
B.3.h. ethical and culturally relevant strategies used in counselor preparation				
B.3.i. the role of mentoring in counselor education				
Overall Assessment of KPI3				



## Appendix K

### JMU Faculty Evaluation of Doctoral Teaching Intern

This is to be completed by your faculty professor(s) with whom you worked during this semester.

Professor of Record:

Course:

Semester:

Please write a short narrative about the work of the doctoral student you supervised for the teaching internship. You may use the categories below or create your own.

**Context**

**Instructional Method**

**Presentation**

**Management of Assignments**

**General Interaction with Students**

**Additional Effective Behaviors**

\_\_\_\_\_ Signature of Instructor of Record

\_\_\_\_\_ Course

## **Appendix L**

### **PSYC 892 COUNSELING INTERNSHIP PLAN & SUPERVISOR AGREEMENT**

#### **Counseling Internship Plan**

Please provide information on your clinical internship below. Be specific as to the site, supervisor, and duties. Include your site supervisor's signature as an acknowledgement of their role.

Note: It is important this represents new learning for you. Please indicate that in your personal and professional goals.

Clinical Internship Site:

Supervisor name, title & affiliation:

Specific duties and expectations (describe here):

My personal/professional goals for this teaching assignment are as follows: \_

## Clinical Internship Site Supervisor Agreement

I, \_\_\_\_\_, have contracted the following activities with \_\_\_\_\_, a doctoral student at James Madison University, as part of his/her internship requirement:

The Intern will provide counseling services to \_\_\_\_\_ (describe clients/setting/modality) from \_\_\_\_\_ to \_\_\_\_\_.

I have clearly discussed this arrangement and the Intern has provided me the name and contact information of the Internship Instructor at James Madison University who will be responsible to provide weekly group and individual/triadic supervision to the Intern.

I further agree to the following:

- I will provide the Intern necessary mentoring and supervision.
- I will certify the hours the Intern reports to his/her James Madison University Internship Instructor at the end of the semester.
- I will contact the Intern's instructor at James Madison University, \_\_\_\_\_, at email or phone, should there be any concerns with regard to the Intern's performance that may put anyone at the site at risk.
- I will provide informal feedback and evaluation regarding the Intern's performance if and when requested by the Internship Instructor at James Madison University.

Supervisor Signature and Date: \_\_\_\_\_

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## Appendix M

### KPI1 Counseling: Internship Assessment (M)

Student \_\_\_\_\_ Faculty/Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Below is an assessment of this student's learning outcomes at the conclusion of the counseling internship. It is focused on the student's performance in counseling, as evidenced by the recordings, logs, and internship meetings throughout the semester.

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (3)
<p><i>KPI1 Counseling: Knowledge and skills for effective, evidence-based, culturally competent counseling.</i> Demonstrates effective counseling skills including the ability to apply counseling theories and evidence-based methods, evaluate client progress, and demonstrate ethical and multiculturally competent counseling practice</p>	<p>Does not meet expectations for level of training and experience when: (a) applying appropriate counseling theories to client situations (b) establishing relationships with clients, (c) establishing relationships with colleagues, (d) entering partnerships with community agencies, and/or (e) providing evidence-based and culturally competent practice. Does not demonstrate understanding of ethical standards. Does not demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Is approaching expectations for level of training and experience when: (a) applying appropriate counseling theories to client situations (b) establishing relationships with clients, (c) establishing relationships with colleagues, (d) entering partnerships with community agencies, and/or (e) providing evidence-based and culturally competent practice. Demonstrates understanding of ethical standards. Demonstrates synthesis of professional ethical standards into decision making when establishing new</p>	<p>Meets expectations for level of training and experience when: (a) applying appropriate counseling theories to client situations (b) establishing relationships with clients, (c) establishing relationships with colleagues, (d) entering partnerships with community agencies, and/or (e) providing evidence-based and culturally competent practice. Demonstrates understanding of ethical standards. Demonstrates synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Surpasses expectations for level of training and experience when: (a) applying appropriate counseling theories to client situations (b) establishing relationships with clients, (c) establishing relationships with colleagues, (d) entering partnerships with community agencies, and/or (e) providing evidence-based and culturally competent practice. Surpasses expectations for demonstrating understanding of ethical standards. Surpasses expectations for demonstrating synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>

		professional relationships.		
B.1.a. scholarly examination of theories relevant to counseling				
B.1.b. integration of theories relevant to counseling				
B.1.c. conceptualization of clients from multiple theoretical perspectives				
B.1.d. evidence-based counseling practices				
B.1.e. methods for evaluating counseling effectiveness				
B1.f. ethical and culturally relevant counseling in multiple settings				
Overall Assessment of KPI1				
Comments				

**APPENDIX N**  
**PSYC 892 SUPERVISION INTERNSHIP PLAN AND SUPERVISOR AGREEMENT**

Supervision Internship Plan

The prerequisite for enrolling in the Doctoral Internship in Supervision is completion of PSYC 853 Advanced Supervision in Counseling.

- I have successfully completed PSYC 853 Advanced Supervision.

Please provide information on your supervision internship below. Be specific as to the site, supervisor, and duties. Include your site supervisor's signature as an acknowledgement of their role.

Note: It is important this represents new learning for you. Please indicate that in your personal and professional goals.

Supervision Site:

Supervisor name, title & affiliation:

Specific duties and expectations (describe here):

My personal/professional goals for this supervision assignment are as follows:

Estimated Direct Hours:

Estimated Indirect Hours:

Estimated Total Hours:

## Supervision Internship Site Supervisor Agreement

I, \_\_\_\_\_, have contracted the following activities with \_\_\_\_\_, a doctoral student at James Madison University, as part of his/her internship requirement:

The Intern will provide supervision services to \_\_\_\_\_ (describe clients/setting/types of supervision) from \_\_\_\_\_ to \_\_\_\_\_.

I have clearly discussed this arrangement and the Intern has provided me the name and contact information of the Internship Instructor at James Madison University who will be responsible to provide weekly group and individual/triadic supervision to the Intern.

I further agree to the following:

- I will provide the Intern necessary mentoring and supervision.
- I will certify the hours the Intern reports to his/her James Madison University Internship Instructor at the end of the semester.
- I will contact the Intern's instructor at James Madison University, \_\_\_\_\_, at email or phone, should there be any concerns with regard to the Intern's performance that may put anyone at the site at risk.
- I will provide informal feedback and evaluation regarding the Intern's performance if and when requested by the Internship Instructor at James Madison University.

Supervisor Signature and Date: \_\_\_\_\_

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## Appendix O

### KPI2 SUPERVISION INTERNSHIP ASSESSMENT (M)

Student \_\_\_\_\_ Faculty/Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Below is an assessment of this student's learning outcomes at the conclusion of the supervision internship. It is focused on the student's performance in supervision, as evidenced by the recordings, logs, and internship meetings throughout the semester.

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (3)
<i>KPI2 Supervision: Knowledge and skills for effective clinical supervision. Demonstrates knowledge of theories and models of clinical supervision and the skills necessary to provide effective clinical supervision</i>	Does not meet expectations for level of training and experience when: (a) applying appropriate supervision theories and models (b) establishing supervisory relationships with supervisees, (c) providing evidence-based and culturally competent supervision.	Is approaching expectations for level of training and experience when: (a) applying appropriate supervision theories and models (b) establishing supervisory relationships with supervisees, (c) providing evidence-based and culturally competent supervision.	Meets expectations for level of training and experience when: (a) applying appropriate supervision theories and models (b) establishing supervisory relationships with supervisees, (c) providing evidence-based and culturally competent supervision.	Surpasses expectations for level of training and experience when: (a) applying appropriate supervision theories and models (b) establishing supervisory relationships with supervisees, (c) providing evidence-based and culturally competent supervision.
B.2.a. purposes of clinical supervision				
B.2.b. theoretical frameworks and models of clinical supervision				
B.2.b. theoretical frameworks and models of clinical supervision				
B.2.d. skills of clinical supervision				
B.2.e. opportunities for developing a personal style of clinical supervision				
B.2.f. assessment of supervisees' developmental level and other relevant characteristics				
B.2.g. modalities of clinical supervision and the use of technology				
B.2.h. administrative procedures and responsibilities related to clinical supervision				
B.2.i. evaluation, remediation, and gatekeeping in clinical supervision				
B.2.j. legal and ethical issues and responsibilities in clinical supervision				
B.2.k. culturally relevant strategies for conducting clinical supervision				
Overall Assessment of KPI2				
Comments				



**Appendix P**  
**PSYC 892 LEADERSHIP & ADVOCACY INTERNSHIP PLAN & SUPERVISOR**  
**AGREEMENT**

Leadership & Advocacy Internship Plan

The prerequisite for enrolling in the Doctoral Internship in Supervision is completion of PSYC 862 Leadership & Advocacy.

I have successfully completed PSYC 862 Leadership & Advocacy.

Please provide information on your leadership & advocacy internship below. Be specific as to the site, supervisor, and duties. Include your site supervisor's signature as an acknowledgement of their role.

Leadership & Advocacy Internship Site:

Supervisor name, title & affiliation:

Specific duties and expectations (describe here and include alignment with CACREP standards):

My personal/professional goals for this leadership & advocacy assignment are as follows:

Estimated Direct Hours:

Estimated Indirect Hours:

Estimated Total Hours:

Leadership & Advocacy Internship Site Supervisor Agreement

I, \_\_\_\_\_, have contracted the following activities with \_\_\_\_\_, a doctoral student at James Madison University, as part of his/her internship requirement:

The Intern will provide counseling services to \_\_\_\_\_ (describe site & project) from \_\_\_\_\_ to \_\_\_\_\_.

I have clearly discussed this arrangement and the Intern has provided me the name and contact information of the Internship Instructor at James Madison University who will be responsible to provide weekly group and individual/triadic supervision to the Intern.

I further agree to the following:

- I will provide the Intern necessary mentoring and supervision.
- I will certify the hours the Intern reports to his/her James Madison University Internship Instructor at the end of the semester.
- I will contact the Intern's instructor at James Madison University, \_\_\_\_\_, at email or phone, should there be any concerns with regard to the Intern's performance that may put anyone at the site at risk.
- I will provide informal feedback and evaluation regarding the Intern's performance if and when requested by the Internship Instructor at James Madison University.

Supervisor Signature and Date: \_\_\_\_\_

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## Appendix Q

### KPI5 LEADERSHIP & ADVOCACY INTERNSHIP ASSESSMENT (M)

Student \_\_\_\_\_ Faculty/Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Below is an assessment of this student's learning outcomes at the conclusion of the supervision internship. It is focused on the student's performance in supervision, as evidenced by the recordings, logs, and internship meetings throughout the semester.

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (3)
KPI5 Leadership & Advocacy: Knowledge and skills for effective leadership and advocacy. Demonstrates sufficient knowledge and skills to be effective in advocacy and leadership in the counseling profession.	Does not meet expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession.	Is approaching expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession	Meets expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession.	Surpasses expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession.
B.5.a. theories and skills of leadership				
B.5.b. leadership and leadership development in professional organizations				
B.5.c. leadership in counselor education programs				
B.5.d. knowledge of accreditation standards and processes				
B.5.e. leadership, management, and administration in counseling organizations and other institutions				

B.5.f. leadership roles and strategies for responding to crises and disasters				
B.5.g. strategies of leadership in consultation				
B.5.h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession				
B.5.i. role of counselors and counselor educators advocating on behalf of the profession and professional identity				
B.5.j. models and competencies for advocating for clients at the individual, system, and policy levels				
B.5.k. strategies of leadership in relation to current multicultural and social justice issues				
B.5.l. ethical and culturally relevant leadership and advocacy practices				
Overall Assessment of KPI5				
Comments				

**Appendix R**  
**PSYC 892 RESEARCH INTERNSHIP PLAN & SUPERVISION CONTRACT**

Research Internship Plan

The prerequisite for enrolling in the Doctoral Internship in Supervision is completion of PSYC 881 and PSYC 609.

- I have successfully completed PSYC 881 and/or PSYC 609.

Please provide information on your research internship below. Be specific as to the project, supervisor, and deliverables. Include your site supervisor's signature as an acknowledgement of their role.

Research Site & Project:

Supervisor name, title & affiliation:

Specific duties and expectations (describe here):

My personal/professional goals for this research internship assignment are as follows:

Estimated Direct Hours:

Estimated Indirect Hours:

Estimated Total Hours:

## Research Internship Site Supervisor Agreement

I, \_\_\_\_\_, have contracted the following activities with \_\_\_\_\_, a doctoral student at James Madison University, as part of his/her internship requirement:

The Intern will engage in a research project to \_\_\_\_\_ (describe site & project) from \_\_\_\_\_ to \_\_\_\_\_.

I have clearly discussed this arrangement and the Intern has provided me the name and contact information of the Internship Instructor at James Madison University who will be responsible to provide weekly group and individual/triadic supervision to the Intern.

I further agree to the following:

- I will provide the Intern necessary mentoring and supervision.
- I will certify the hours the Intern reports to his/her James Madison University Internship Instructor at the end of the semester.
- I will contact the Intern's instructor at James Madison University, \_\_\_\_\_, at email or phone, should there be any concerns with regard to the Intern's performance that may put anyone at the site at risk.
- I will provide informal feedback and evaluation regarding the Intern's performance if and when requested by the Internship Instructor at James Madison University.

Supervisor Signature and Date: \_\_\_\_\_

### Roles & Expectations of Doctoral Internship: Students & Supervisors

#### Doctoral Student Counselor's Responsibilities:

- Regardless of prior clinical experience, students will approach both clinical practicum and clinical internship with a stance of openness, flexibility, and studentship.
- Students will complete the case notes forms and client consent forms used by the site. All consent forms must be presented at the time the students make their class presentations.
- The students will read, understand and adhere to the latest Code of Ethics of the American Counseling Association (ACA).
- Students must present valid professional liability insurance to the site supervisor and the faculty supervisor prior to interacting with any clients or client information.
- The students will demonstrate the applicable competencies.
- The students will keep on-site supervisor informed regarding the issues and activities of the site placement.
- The students will act in accordance with the rules and regulations that govern the placement site.
- The students will document time and activities at the site.
- The students will be fully prepared for supervisory sessions and classes.

- The students will spend a minimum of the following clock hours per semester at their sites: 200 hours for Internship.
- The students will begin their site placement during the first week of the academic term and continue through the last week of regular class.

JMU Instructor's Responsibilities:

- The JMU faculty internship instructor will be the responsible link between the clinical site and the counseling programs for the purposes of internship.
- The JMU faculty internship instructor will conduct a virtual visit the site at least one time during the semester.
- The JMU faculty internship instructor will initiate contact with the on-site supervisor for consultation during the site placement.
- The JMU faculty internship instructor will conduct regular counseling seminars concurrently with the site placement. Instruction and group supervision will be provided in the seminar.
- The JMU faculty instructor will conduct individual or triadic supervision with students.
- The JMU faculty internship will have the responsibility for terminating any field placement that is not satisfactory for the student.
- The JMU faculty internship instructor will issue a Satisfactory/Unsatisfactory grade for the students after receiving input from the on-site supervisor.
- The JMU faculty internship instructor will seek site supervisor feedback for Progress Reviews.

Site Supervisor's Responsibilities:

- The site supervisor agrees to provide an orientation of the site to clarify the roles and functions of the student intern and explain relevant policies and procedures of the site.
- The site supervisor agrees to provide regular supervision of the student's work and performance feedback. Supervision activities will be determined by the on-site supervisor, including activities such as utilizing taped interactions, written case reports, direct observations, and verbal consultations.
- The site supervisor agrees to consult with the JMU faculty internship instructor concerning the student counselor's performance.
- The site supervisor agrees to contact the JMU faculty internship instructor at any time during the site placement when the student's knowledge, attitudes or skills are not acceptable for the missions of the placement site.
- The site supervisor agrees to provide a summative evaluation of the student's competencies. An evaluation form will be provided by the JMU faculty internship instructor occur at mid-term and the conclusion of the semester. The JMU faculty internship instructor will also consult with the site supervisor with regard to Progress Reviews.

I understand and agree to the conditions stated in this contract:

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(Student/Date)

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(On-Site Supervisor/Date)

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Faculty Supervisor/Date)



## Appendix S

### KPI4 RESEARCH INTERNSHIP ASSESSMENT (M)

Student \_\_\_\_\_ Faculty/Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Below is an assessment of this student's learning outcomes at the conclusion of the supervision internship. It is focused on the student's performance in supervision, as evidenced by the recordings, logs, and internship meetings throughout the semester.

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (3)
KPI4 Research & Scholarship: Knowledge and skills necessary for effective research and scholarship.	Does not meet expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and qualitative research.	Is approaching expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and qualitative research.	Meets expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and qualitative research.	Surpasses expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and qualitative research.
B.4.a. research designs appropriate to quantitative and qualitative research questions				
B.4.b. univariate and multivariate research designs and data analysis methods				
B.4.c. qualitative designs and approaches to qualitative data analysis				
B.4.d. emergent research practices and processes				
B.4.e. models and methods of instrument design				
B.4.f. models and methods of program evaluation				
B.4.g. research questions appropriate for professional research and publication				
B.4.h.				

professional writing for journal and newsletter publication				
B.4.i. professional conference proposal preparation				
B.4.j. design and evaluation of research proposals for a human subjects/institutional review board review				
B.4.k. grant proposals and other sources of funding				
B.4.l. ethical and culturally relevant strategies for conducting research				
Overall Assessment of KPI5				
Comments				

## Appendix T

### WORK SITE ACKNOWLEDGEMENT: PERMISSION FOR INTERNSHIP

This form is to be completed to indicate that interns have received support and permission from their place of employment to use the activities they perform in there to fulfill the internship requirements.

Submit a completed copy of this form to the Internship Instructor by Week 1 of the quarter.

Between Counseling Program at James Madison University and the  
John Doe State University/XYZ Counseling Services Center

I, \_\_\_\_\_, in my capacity as \_\_\_\_\_ at \_\_\_\_\_  
\_\_\_\_\_, attest that we are aware and agree to allow \_\_\_\_\_ (the Intern) to the use  
the following activities at our site as part of his/her doctoral internship experience at James Madison  
University's PhD in Counseling & Supervision Program:

1. The Intern will be teaching \_\_\_\_\_ (name of the course) from  
\_\_\_\_\_ to \_\_\_\_\_.
2. The Intern will be supervising master's level interns at \_\_\_\_\_ (name of the  
site).
3. The Intern will be providing counseling services to clients at \_\_\_\_\_ (name of the  
site).
4. \_\_\_\_\_  
\_\_\_\_\_

(Delineate relevant activities.)

I further attest that the Intern and I have clearly discussed this arrangement and the Intern has provided me the name and contact information of the Internship Instructor at James Madison University who will be responsible to provide weekly group and individual/triadic supervision to the Intern.

I further agree to the following:

1. I will certify the hours the Intern reports to his/her James Madison University Internship Instructor at the end of the term.
2. I will contact the Intern's instructor at James Madison University, \_\_\_\_\_, at \_\_\_\_\_ or 540-XXX-XXXX, should there be any concerns with regard to the Intern's performance that may put anyone at the site at risk.
3. I will provide informal feedback and evaluation regarding the Intern's performance if and when requested by the Internship Instructor at James Madison University.

Name of Site Mentor/Supervisor/Administrator: \_\_\_\_\_

Signature of Site Mentor/Supervisor/Administrator: \_\_\_\_\_

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

Name of Intern: \_\_\_\_\_

Signature of Intern: \_\_\_\_\_

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

## Appendix U



### **Supervisee Release Form Counselor Education James Madison University**

I \_\_\_\_\_ agree to be supervised by a doctoral supervision internship student in the PhD in Counseling & Supervision program in the Department of Graduate Psychology. I understand that all information will be kept in strictest confidence.

I realize that my supervisor is a doctoral student being trained in supervision skills and that he/she is receiving supervision from a faculty member in the counseling program.

I understand that my supervisor will be recording our sessions for his/her educational purposes. I give permission for sessions to be recorded and for other supervisors-in-training to listen to those supervision sessions only when used as a part of their supervisor training program.

Supervisee's signature \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's signature \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix V

### Doctoral Comprehensive Examination Application

Name \_\_\_\_\_

I request to take the Comprehensive Examinations to be given on \_\_\_ [insert dates] \_\_\_\_\_. I understand that the comprehensive examination will be in written form, with 4 comprehensive questions to be answered electronically over a period of two days. I also understand that the questions will cover four curricular areas listed below, with research method application or design incorporated into some questions:

- Counseling Theories & Practice
- Counseling Supervision
- Multicultural Counseling, Leadership, & Advocacy
- Pedagogy

As set out in my Program Plan, I will have completed--or will be enrolled in during the semester of the examination--all of the following required courses:

**PSYC 605, PSYC 609, PSYC 810, PSYC 840, PSYC 853, PSYC 860, PSYC 861, PSYC 862,  
PSYC 863, PSYC 866, PSYC 881, PSYC 882**

I have attached my current unofficial transcript to this form for review by the Doctoral Program Director.

Signed \_\_\_\_\_

Date \_\_\_\_\_

Student

## Appendix W

### DOCTORAL COMPREHENSIVE EXAMINATION SUMMARY ASSESSMENT

Student \_\_\_\_\_ Examiners \_\_\_\_\_ Date \_\_\_\_\_

The following assessment of student learning outcomes is based on submitted essays, recorded work samples, transcripts, CV, portfolio, dissertation proposal, and oral examination. The comprehensive examination covers the following areas: counseling, supervision, teaching, research and scholarship, and advocacy and leadership.

#### KPI1 Counseling Rubric (M)

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (3)
<p><i>KPI1 Counseling: Knowledge and skills for effective, evidence-based, culturally competent counseling.</i> Demonstrates effective counseling skills including the ability to apply counseling theories and evidence-based methods, evaluate client progress, and demonstrate ethical and multiculturally competent counseling practice</p>	<p>Does not meet expectations for level of training and experience when: (a) applying appropriate counseling theories to client situations (b) establishing relationships with clients, (c) establishing relationships with colleagues, (d) entering partnerships with community agencies, and/or (e) providing evidence-based and culturally competent practice. Does not demonstrate understanding of ethical standards. Does not demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Is approaching expectations for level of training and experience when: (a) applying appropriate counseling theories to client situations (b) establishing relationships with clients, (c) establishing relationships with colleagues, (d) entering partnerships with community agencies, and/or (e) providing evidence-based and culturally competent practice. Demonstrates understanding of ethical standards. Demonstrates synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Meets expectations for level of training and experience when: (a) applying appropriate counseling theories to client situations (b) establishing relationships with clients, (c) establishing relationships with colleagues, (d) entering partnerships with community agencies, and/or (e) providing evidence-based and culturally competent practice. Demonstrates understanding of ethical standards. Demonstrates synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Surpasses expectations for level of training and experience when: (a) applying appropriate counseling theories to client situations (b) establishing relationships with clients, (c) establishing relationships with colleagues, (d) entering partnerships with community agencies, and/or (e) providing evidence-based and culturally competent practice. Surpasses expectations for demonstrating understanding of ethical standards. Surpasses expectations for demonstrating synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>

B.1.a. scholarly examination of theories relevant to counseling				
B.1.b. integration of theories relevant to counseling				
B.1.c. conceptualization of clients from multiple theoretical perspectives				
B.1.d. evidence-based counseling practices				
B.1.e. methods for evaluating counseling effectiveness				
B1.f. ethical and culturally relevant counseling in multiple settings				
Overall Assessment of KPI1				
Comments				

KPI2 Supervision Rubric (M)

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (3)
<i>KPI2 Supervision: Knowledge and skills for effective clinical supervision. Demonstrates knowledge of theories and models of clinical supervision and the skills necessary to provide effective clinical supervision</i>	Does not meet expectations for level of training and experience when: (a) applying appropriate supervision theories and models (b) establishing supervisory relationships with supervisees, (c) providing evidence-based and culturally competent supervision.	Is approaching expectations for level of training and experience when: (a) applying appropriate supervision theories and models (b) establishing supervisory relationships with supervisees, (c) providing evidence-based and culturally competent supervision.	Meets expectations for level of training and experience when: (a) applying appropriate supervision theories and models (b) establishing supervisory relationships with supervisees, (c) providing evidence-based and culturally competent supervision.	Surpasses expectations for level of training and experience when: (a) applying appropriate supervision theories and models (b) establishing supervisory relationships with supervisees, (c) providing evidence-based and culturally competent supervision.
B.2.a. purposes of clinical supervision				
B.2.b. theoretical frameworks and models of clinical supervision				
B.2.b. theoretical frameworks and models of clinical supervision				
B.2.d. skills of clinical supervision				
B.2.e. opportunities for developing a personal style of clinical supervision				
B.2.f. assessment of supervisees' developmental level and other relevant characteristics				
B.2.g. modalities of clinical supervision and the use of technology				
B.2.h. administrative procedures and responsibilities related to clinical supervision				
B.2.i. evaluation, remediation, and gatekeeping in clinical supervision				



B.2.j. legal and ethical issues and responsibilities in clinical supervision				
B.2.k. culturally relevant strategies for conducting clinical supervision				
Overall Assessment of KPI2				
Comments				

KPI Teaching Rubric (M)

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (3)
<i>KPI3 Teaching: Knowledge and skills relevant to effective teaching.</i> Demonstrates knowledge of pedagogy and skills relevant to teaching including instructional development, implementation, and evaluation methods in counselor education	Does not meet expectations for level of training and experience when: (a) applying pedagogical skills relevant to counselor education (b) demonstrating instructional development knowledge (c) implementing and evaluation methods of counselor education	Is approaching expectations for level of training and experience when: (a) applying pedagogical skills relevant to counselor education (b) demonstrating instructional development knowledge (c) implementing and evaluation methods of counselor education	Meets expectations for level of training and experience when: (a) applying pedagogical skills relevant to counselor education (b) demonstrating instructional development knowledge (c) implementing and evaluation methods of counselor education	Surpasses expectations for level of training and experience when: (a) applying pedagogical skills relevant to counselor education (b) demonstrating instructional development knowledge (c) implementing and evaluation methods of counselor education
B.3.a. roles and responsibilities related to educating counselors				
B.3.b. pedagogy and teaching methods relevant to counselor education				
B.3.c. models of adult development and learning				
B.3.d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education				
B.3.e. effective approaches for online instruction				
B.3.f. screening, remediation, and gatekeeping functions relevant to teaching				
B.3.g. assessment of learning				
B.3.h. ethical and culturally relevant strategies used in counselor preparation				
B.3.i. the role of mentoring in counselor education				
Overall Assessment of KPI3				

Comments	
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KPI4 Research and Scholarship Rubric (M)

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (3)
<i>KPI4 Research &amp; Scholarship: Knowledge and skills necessary for effective research and scholarship. Demonstrates knowledge and skills necessary to engage in research and scholarship, including quantitative and qualitative research.</i>	Does not meet expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and qualitative research.	Is approaching expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and qualitative research.	Meets expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and qualitative research.	Surpasses expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and qualitative research.
B.4.a. research designs appropriate to quantitative and qualitative research questions				
B.4.b. univariate and multivariate research designs and data analysis methods				
B.4.c. qualitative designs and approaches to qualitative data analysis				
B.4.d. emergent research practices and processes				
B.4.e. models and methods of instrument design				
B.4.f. models and methods of program evaluation				
B.4.g. research questions appropriate for professional research and publication				
B.4.h. professional writing for journal and newsletter publication				
B.4.i. professional conference proposal preparation				
B.4.j. design and evaluation of research proposals for a human subjects/institutional review board review				
B.4.k. grant proposals and other sources of funding				
B.4.l. ethical and culturally relevant strategies for conducting research				

Overall Assessment of KPI2				
Comments				

KPI5 Leadership & Advocacy Rubric (M)

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (3)
<p><i>KPI5 Leadership &amp; Advocacy: Knowledge and skills for effective leadership and advocacy.</i>            Demonstrates sufficient knowledge and skills to be effective in advocacy and leadership in the counseling profession.</p>	Does not meet expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession.	Is approaching expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession.	Meets expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession.	Surpasses expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession.
B.5.a. theories and skills of leadership development in professional organizations and other institutions				
B.5.b. leadership and leadership development in professional organizations				
B.5.c. leadership in counselor education programs				
B.5.d. knowledge of accreditation standards and processes				
B.5.e. leadership, management, and administration in counseling organizations				
B.5.f. leadership roles and strategies for responding to crises and disasters				

B.5.g. strategies of leadership in consultation				
B.5.h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession				
B.5.i. role of counselors and counselor educators advocating on behalf of the profession and professional identity				
B.5.j. models and competencies for advocating for clients at the individual, system, and policy levels				
B.5.k. strategies of leadership in relation to current multicultural and social justice issues				
B.5.l. ethical and culturally relevant leadership and advocacy practices				
Overall Assessment of KPI5				
Comments				

OVERALL COMPREHENSIVE EXAMINATION ASSESSMENT		
Recommendation – Based on essays, recorded sessions, CV, portfolio, dissertation proposal, and oral examination	Fail	Pass

Summative Feedback:

**Appendix X**  
DISSERTATION LEARNING OUTCOMES ASSESSMENT

Student \_\_\_\_\_ Chair \_\_\_\_\_ Date \_\_\_\_\_

Below is an assessment of this student’s learning outcomes at the completion of the dissertation. It is focused on the student’s performance in research and scholarship, as evidenced by the design, implementation, and analysis of the dissertation project.

KPI4 Research and Scholarship Rubric for Dissertation (M)

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (3)
<i>KPI4 Research &amp; Scholarship: Knowledge and skills necessary for effective research and scholarship. Demonstrates knowledge and skills necessary to engage in research and scholarship, including quantitative and qualitative research.</i>	Does not meet expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and qualitative research.	Is approaching expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and qualitative research.	Meets expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and qualitative research.	Surpasses expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and qualitative research.
B.4.a. research designs appropriate to quantitative and qualitative research questions				
B.4.b. univariate and multivariate research designs and data analysis methods				
B.4.c. qualitative designs and approaches to qualitative data analysis				
B.4.d. emergent research practices and processes				
B.4.e. models and methods of instrument design				
B.4.f. models and methods of program evaluation				
B.4.g. research questions appropriate for professional research and publication				
B.4.h. professional writing for journal and newsletter publication				
B.4.i. professional conference proposal preparation				
B.4.j. design and evaluation of research proposals for a human subjects/institutional review board review				

B.4.k. grant proposals and other sources of funding				
B.4.l. ethical and culturally relevant strategies for conducting research				
Overall Assessment of KPI2				
Comments				

## **APPENDIX Y**

### **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. For doctoral students, the awards do not exceed \$200, and many are for lesser amounts. Doctoral students may apply for more than one award/grant per year, but priority may be given to those 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.

## Professional Development Travel Award Application

INSTRUCTIONS: In addition to the information requested below, you must include a completed JMU Travel Authorization at least two weeks before you travel. 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

Please be aware of the travel procedures for your program, as they vary. Also, each program varies in the amount of funds provided and Andee Henriques will work with the Program Directors and you on this. Also note that the Graduate School offers funding for conference travel several times each year and often at a higher rate than we can reimburse. In addition, many GA positions have funding for student travel. We strongly recommended pursuing these options. For department funding, please follow these steps:

1. Complete a pre-authorization travel form and submit it to your Program Director. The Program Director will review the request and indicate an amount up to which you can be reimburses.
2. Fill out a Travel Worksheet form and return it to Andee ([henriqas@jmu.edu](mailto:henriqas@jmu.edu)). Students, please list which program you are from. As soon as you anticipate a trip, you may fill out a form, up to a year in advance. A TA is flexible and items on it may change. This just gives you permission to travel and needs to be done before a trip, so please plan ahead. 2-3 weeks is a good suggested minimum for getting one signed. If you change your mind and don't travel, there is no harm done.
3. A Travel Authorization (TA) will be completed. You will review the TA and approve it with your signature.
4. The TA will then be processed (signed by Dept. Head and Dean).

**\*\* For international travel, the University President's signature must also be obtained. A letter of justification must be attached as well. Please allow at least 4-6 weeks for this process.**

### Travel Expense Reimbursement Voucher After Travel

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

### Things to Remember When Traveling

- Try to carpool when possible. Accounts payable does not like to pay mileage to everybody going. Please indicate to me who did drive or who you rode with.
- Share rooms when possible. If you do share a room, **each person must pay for part of the room each night**. Hotels will do this, but you must ask. I will need to know who you shared a room with. This can change from your TA, but I need to know the final roommate set up. Also, **the per diem is per room, not per person when sharing a room**.
- When you get your bill for the hotel, **it must be in your name and show a \$0 balance**. You need to check out to get this. The receipt they put under the door will not show this.
- JMU provides daily meal per diems so **you do not need to save receipts for food**.

- We have **30 days after you travel to process the paperwork**. This does not mean I need your paperwork 30 days after you get back, but that it has to be at accounts payable 30 days after you travel. I like to have 2 weeks to get this done, so please try to turn things in soon after you return. If we miss the 30 day deadline, I will need a letter stating why things are late in order to get you your money (I can help you with this since there are valid reasons, like people live out of town and we mail things, holiday breaks, etc...)
- **The budget year ends in June**. This means if you plan on attending a conference in late May, you must get me all receipts as soon as you get back or it will not hit this year and you may not get your money.
- **We want you to get your money!** This sounds like a lot, but we are here to help and if you have any questions or forget something, just email or call and we will figure it out the best we can. ☺

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

## Appendix Z

### APPLICATION FOR POSTER PRINTING

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

#### Important points:

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

Name: \_\_\_\_\_ Email: \_\_\_\_\_ @jmu.edu

Title of Poster: \_\_\_\_\_

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

Location and date of conference: \_\_\_\_\_

Name of faculty supervisor(s) for this work: \_\_\_\_\_

8/2012

**APPENDIX AA**  
**EMMA PATHIC**  
**(A Sample CV)**

437 East Genuine Street  
Harrisonburg, Virginia 22801  
(540) 555-8593 (Home)  
(540) 555-6522 (Office)  
emmapathic@gmail.com

Academic Training

James Madison University, Ph.D., May 2016  
Counseling and Supervision  
James Madison University, M.A., Ed.S., May 2009  
Clinical Mental Health Counseling  
Rockhurst University, B.A., May 2005  
Psychology Major, Sociology Minor

Professional Qualifications

Commonwealth of Virginia Licensed Professional Counselor (LPC)  
Commonwealth of Virginia Supervisor for LPC Residency

Experience

2015-2016 Adjunct Instructor  
Counseling Programs  
James Madison University  
Harrisonburg, VA 22807  
Taught master's-level courses, including Clinical Mental Health Counseling and Career Development in a CACREP-accredited program.

2012-Present Part-Time Private Practitioner  
Harrisonburg, VA 22801  
Offer individual, marital, family, and group counseling; consultation with social services.  
Conduct workshops on family communication. Participate in an outreach crisis intervention program for victims of sexual assault.

2009-2012 Resident in Counseling  
Harrisonburg-Rockingham Community Services Board  
1241 North Main Street  
Harrisonburg, VA 22801

Offered outpatient counseling services to children, adolescents and adults; provided consultation services on mindfulness to schools, churches, and agencies; implemented outreach programs in rural areas.

2008-2009 Intern in Clinical Mental Health Counseling  
Harrisonburg-Rockingham Community Services Board  
1241 North Main Street  
Harrisonburg, VA 22801

Performed a variety of outpatient counseling services as part of a 900-hour internship experience. Provided individual, group and family counseling to children, adolescents, and adults.

#### Publications

Psych, O., & Pathic, E. (in press). Using acupuncture in counseling: A job well done. In I. M. A. Shrink (Ed.) *Putting back pain behind you* (2nd ed.). New York, NY: Wiley & Sons.

Pathic, E. (2016). The velveeta rabbit: Compulsive cheese eating among bunnies. *Animal Behavior*, 8, 146-155.

Pathic, E. (2015). Nature or nurture: Either way, it's your parents' fault. *Counselor Education and Supervision*, 49, 175-181.

Pathic, E. (2014). Bouncing back from a bungee cord accident. *Counselor Education and Supervision*, 49, 146-155.

#### Papers Presented

Pathic, E. (2016, November). *Does the name Pavlov ring a bell? Learning theories in counseling*. A presentation at the meeting of the Virginia Counselors Association, Williamsburg, VA.

Pathic, E. (2016, March). *When your ego ain't your amigo: Counseling people with poor self-concepts*. A presentation at the annual conference of the American Counseling Association, San Francisco, CA.

Pathic, E. (2015, November). *When your client has more issues than Time magazine*. A presentation at the meeting of the Virginia Counselors Association, Homestead, VA.

Pathic, E. (2014, November). *If you're passive aggressive and you know it, make other people feel guilty until they clap their hands*. A presentation at the meeting of the Virginia Counselors Association, Williamsburg, VA.

Pathic, E. (2013, October). *Kentucky Freud chicken: The favorite food of psychodynamic counselors*. A presentation at the conference of the Association for Counselor Education and Supervision, Nashville, TN.

#### Community and Professional Organization Service Activities

Volunteer telephone helper at Don't Call Us –We'll Call You Hotline, November, 2012, to July, 2014.

Member, Crisis Counseling Team following the shootings at Virginia Tech. Participated in the crisis response, April, 2007.

#### Professional Organizations

American Counseling Association

Association for Counselor Education and Supervision

Central Valley Counselors Association

Chi Sigma Iota, James Madison Chapter (Treasurer, 2014-2016)

Southern Association for Counselor Education and Supervision

Virginia Association for Counselor Education and Supervision

Virginia Counselors Association

#### Honors

Recipient of the Carl Swanson Award for Distinguished Contributions to the Counseling Profession, 2016.

#### References

Available on request.

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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

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## Appendix BB

### REVIEW OF STUDENT PROGRESS, RETENTION, AND DISMISSAL

*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 practicum, 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



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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:

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- 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

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program faculty to a) the student and b) the Department Head and Deans specifying the outcome of this process.

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

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

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

#### Due Process and Appeals Procedure

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

1. The Department of Graduate Psychology and Counseling Appeals Committee is made up of all program directors with the exception of any who have been involved in the process to this point (e.g. the student's program director) and any who may be involved at a later stage (e.g., a Program Director who also serves as University Ombudsman). The Department Head appoints one of the committee members as chair. The Department Head may meet with the student to act as a guide to the process and procedures. The head also ensures that due process is followed, and that the process is fair.
2. If a student decides to appeal a decision taken by faculty in the steps above, he or she must notify the chair of the Department Appeals Committee of his or her intention to appeal within two days of receiving notification of the decision. The time and date of this deadline and the name of the appeals committee chair will be included in the letter.
3. After notifying the chair of the Appeals Committee of his or her intent to appeal, the student then has up to one week to write a letter explaining the grounds of the appeal. The date that this letter is due and the name of the Appeals Committee chair will be specified in the letter from the faculty given to the student.

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4. The Appeals Committee may consider the fairness of the decision, possible flaws in the process, and/or additional evidence. The committee may request a copy of the letter presented to the student and documents such as semester performance evaluations. The committee may also choose to meet with the student. The committee's decision will be given to the student in writing as soon as possible, but in all cases within one week of the receipt of the appeal letter or meeting with the student, whichever is later.
  5. In the event that a student concern emerges for which the procedures described here are inadequate or otherwise unsuited, perhaps because the concern is unusual or unique, the Graduate Coordinating Council of the Department will be convened by the Department Head and an appropriate procedure will be developed.
  6. Students are advised that the Office of the University Ombudsman is committed to providing students with impartial, independent and confidential support regarding university policies, procedures and regulations. See <http://www.jmu.edu/stulife>.

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

#### *Students Experiencing Financial, Health, or Emotional Difficulties*

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

#### *Student Rights and Program Grievance Procedures*

In addition to other relevant information provided in the individual program handbooks, information regarding student rights appears in the University Student Handbook and the Graduate Catalog. As indicated in steps above, students are encouraged to present any concerns directly to their Program Director and/or their advisor. If the concern cannot be resolved at the Program Director or advisor level, the Program Director or advisor may bring the complaint to the Program Committee for discussion and decision. Following this discussion, the Program Director will provide a written

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response to the student no later than two weeks after discussion of the grievance by the Program Committee.

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

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

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## **Appendix CC**

### **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

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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

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## Appendix DD

### SURVEY OF EMPLOYERS

Thank you for your willingness to complete this brief survey regarding your experience as the employer of a graduate of the JMU Counseling and Supervision Ph.D. program. As an employer, you have the potential to provide vital information for us in our ongoing attempts to offer comprehensive, relevant, and effective training. In addition to completing this survey, please feel free to contact Stephanie Crockett, Director of the PhD program, [crockesa@jmu.edu](mailto:crockesa@jmu.edu), or any of the JMU Counseling Program faculty members (contact information below) if you have questions or additional feedback:

- Debbie Sturm: [sturm@jmu.edu](mailto:sturm@jmu.edu)
- Renee Staton: [statonar@jmu.edu](mailto:statonar@jmu.edu)

Please check all that apply to the position of the graduate you employ:

- Counselor Educator
- School Counseling Program Director or Supervisor
- Agency Director or Supervisor
- Counselor
- Group Practice Director or Supervisor
- Other:

In general, how satisfied have you been with the knowledge, skills/practices of this graduate in the following areas?

1. Counselor Education
  - (A) Very Satisfied
  - (B) Satisfied
  - (C) Dissatisfied
  - (D) Very Dissatisfied
  - (E) Not applicable
2. Clinical Supervision
  - (A) Very Satisfied
  - (B) Satisfied
  - (C) Dissatisfied
  - (D) Very Dissatisfied
  - (E) Not applicable



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3. Counseling

- (A) Very Satisfied
- (B) Satisfied
- (C) Dissatisfied
- (D) Very Dissatisfied
- (E) Not applicable

4. Leadership and Advocacy

- (A) Very Satisfied
- (B) Satisfied
- (C) Dissatisfied
- (D) Very Dissatisfied
- (E) Not applicable

5. Scholarship

- (A) Very Satisfied
- (B) Satisfied
- (C) Dissatisfied
- (D) Very Dissatisfied
- (E) Not applicable

6. Professionalism and Ethics

- (A) Very Satisfied
- (B) Satisfied
- (C) Dissatisfied
- (D) Very Dissatisfied
- (E) Not applicable

7. Multicultural Competence

- (A) Very Satisfied
- (B) Satisfied
- (C) Dissatisfied
- (D) Very Dissatisfied
- (E) Not applicable

8. Overall Performance

- (A) Very Satisfied
- (B) Satisfied
- (C) Dissatisfied
- (D) Very Dissatisfied
- (E) Not applicable

What are the particular strengths that the graduate demonstrates in this position?

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What suggestions do you have for improving our training?

Would you recommend graduates of JMU's Counseling and Supervision Ph.D. Program to another employer?

Thank you for taking time to complete the survey. Your timely response is greatly appreciated.

