

Student Handbook for the Counselor Education Program



**WILLIAM
& MARY**

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The Student Handbook for the Counselor Education Program provides information specific to the Masters and Doctoral Programs in Counselor Education, and is to be read and understood by all students. Specifically, the Student Handbook provides information on:

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OVERVIEW OF PROGRAM

Program Mission and Goals

The Counselor Education Program at William & Mary prepares professional counselors and counselor educators who represent diverse identities; serve local, national, and global communities; advocate for social justice and antiracist policies; and demonstrate exemplary practices.

The goals of the Counseling Program at William & Mary are:

1. To facilitate the development of counselors who are clinically skilled, ethical, and committed to the delivery of effective services to clients.
2. To prepare students at the Masters-level for professional counseling positions.
3. To prepare students at the Doctoral level for university faculty positions in counselor education through an individualized course sequence with advanced clinical and administration leadership experiences.
4. To provide opportunities for Doctoral-level researcher skill development, publishing presentations, and funding.
5. To advance to the scope of knowledge and practice within the counseling profession through research and scholarly activity.
6. To provide mentorship and community building experiences within and outside of the classroom.
7. To prepare professional counselors and counselor educators who exemplify a cultural orientation that includes culturally humility and culturally responsiveness.
8. To prepare professional counselors who are social justice advocates and promote antiracist policies and practices.
9. To train students in ethical and effective use of technology within the counseling profession.
10. To respond to societal and professional shifts in training and counseling needs.
11. To promote professional self-care and a wellness orientation.
12. To prepare counselors who are self-reflective and who are committed to continued personal and professional growth.
13. To provide leadership to the counseling profession through faculty and student involvement.
14. To develop future leaders in the counseling profession.
15. To provide service to the local, national, and global community.
16. To promote the mission of William & Mary.

Racial Justice Stance

The W&M Counselor Education program takes a strong and immutable stance on Racial Justice, and passionately endorses anti-racism as an attitude, a mindset, and as part of our commitment to justice. This position is not only in [keeping with the values, mission, and vision of the American Counseling Association](#) and our accreditation standards, it is also foundational to the practice of professional counseling. Professional counselors are dedicated to honoring, protecting, and promoting the human dignity of all people. Thus, we cannot, and will not, stand idly by as individuals in this country are marginalized, oppressed, and disenfranchised. In the United States racism and racial injustice continues to be a significant plague on the wellbeing of our society. Black, Brown, and Indigenous peoples have been unfairly marginalized and oppressed. As a program, we hold our students and faculty to this anti-racism commitment and expect them to speak out against racism and racial injustice, and advocate for all without exception.

Program Faculty

The following is an alphabetized list of the core faculty within the Counselor Education program. To learn more about our core faculty, visit the W&M School of Education [faculty page webpage](#).

- **Bianca Augustine, Ph.D.**, Clinical Assistant Professor
- **Elizabeth Burgin, Ph.D.**, Assistant Professor
 - Military & Veterans Counseling Program Coordinator
- **Craig Cashwell, Ph.D.**, Professor
 - Counselor Education Doctoral Program Coordinator
- **Stephanie Dorais, Ph.D.**, Clinical Assistant Professor
- **Pamela Harris, Ph.D.**, Clinical Assistant Professor
- **Jaimie Stickl Haugen, Ph.D.**, Clinical Assistant Professor
- **Denita N. Hudson, Ph.D.**, Clinical Assistant Professor
- **Jessica Martin, Ph.D.**, Clinical Assistant Professor
 - Online Program Coordinator
- **Patrick R. Mullen, Ph.D.**, Associate Professor
 - Counselor Education Program Coordinator
 - Interim Flanagan Counselor Education Clinic Director
 - School Counseling Program Coordinator
- **Spencer Niles, Ed.D.**, Professor
 - Clinical Mental Health Counseling Program Coordinator
 - Faculty Advisor for Chi Sigma Iota
- **Amber Pope, Ph.D.**, Assistant Professor
 - Couples, Marriage, and Family Counseling Program Coordinator
- **Coralis Solomon, Ph.D.**, Clinical Assistant Professor
- **Noelle St. Germain-Sehr, Ph.D.**, Clinical Associate Professor
 - Counseling Clinical Field Experience Director for Online Program

Description of the Program

The [Counselor Education program](#) includes CACREP-Accredited master and doctoral programs in Clinical Mental Health Counseling (MEd), Counselor Education and Supervision (PhD), and School Counseling (MEd). Under the umbrella of the Clinical Mental Health Counseling track, the program offers specializations in Addictions Counseling; Military Counseling; and Marriage, Family, and Couples Counseling. We offer both part-time online and full-time on-campus learning options for the master-level programs while the doctoral program is face-to-face.

The curricula for the Counselor Education program has been shaped over the years by former and current Counselor Education faculty. The counseling faculty are tasked with creating, facilitating, and updating program policy and procedures within the operational guidance of the School of Education. The programs are guided by the standards for state and national accreditation organizations and regulatory boards, along with the ethical code of the American Counseling Association. The Counselor Education program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling program is approved by the Virginia Department of Education for School Counselor Licensure. The program also houses the Omega Mu Chapter of the Chi Sigma Iota International Honor Society.

Faculty in the Counselor Education program oversees several research and clinical centers within the School of Education.

- **Flanagan Counselor Education Clinic:** The Flanagan Counselor Education Clinic is located within the William & Mary School of Education and is designed for the clinical training of Counselor Education students. The Flanagan Counselor Education Clinic also provides services to the local Williamsburg Community along with various satellite campuses in the Tidewater Area. The Flanagan Counselor Education Clinic is the home for the New Horizons Family Counseling Center (NHFCC) and other community-based partnership initiatives.
- **THRIVE Research and Intervention Center:** The THRIVE Research and Intervention Center seeks to advance the understanding of factors that communities recover from adverse life and social circumstances and promote the use of evidence-based tools that support thriving. The center partners with various agencies locally and abroad to advance research in this area.
- **Project Empower:** Project Empower is a W&M mentoring program focused on helping students thrive and preventing substance use. Graduate students are trained in evidence-based approaches and assigned to local schools identified as being at-risk or in need. Students receive supervision from faculty and doctoral students in the counselor education program at W&M.

Further information about William & Mary, the School of Education, and the Counselor Education programs can be found at the following website: <http://education.wm.edu>.

CACREP Accreditation

The Clinical Mental Health Counseling (including Addictions; Couples, Marriage and Family; Military & Veterans), School Counseling, and Doctoral programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Accreditation

signifies that the curricula and instructional methods adhere to a rigorous set of national standards for excellence. More and more employers and doctoral programs are giving preference to candidates graduating from CACREP accredited programs. Research shows CACREP graduates perform better on the National Counselor Examination for Licensure and Certification (NCE) and in Virginia, graduation from a CACREP program can streamline the Professional Licensure process. Students should be aware that because the curriculum is governed by CACREP standards, the faculty might not be at liberty to alter its content and sequence.

For more information on CACREP: www.cacrep.org

WILLIAM & MARY HONOR CODE

The Honor Code is an enduring tradition at the University with documented history that originates as far back as 1736. The essence of the honor system is individual responsibility in all matters relating to a student's honor. The honor system is based on the premise that a person's honor is their most cherished attribute, and that the University is a community of trust. The Code stipulates that students shall not lie, cheat, or steal. All students are encouraged to become familiar with the Honor Code. Students should take and live out the Pledge:

As a member of the William & Mary community, I pledge on my honor not to lie, cheat, or steal, either in my academic or personal life. I understand that such acts violate the Honor Code and undermine the community of trust, of which we are all stewards.

William & Mary students administer the Code through six honor councils and an Honor System Advisory Committee. Students can report violations of the Code by completing an online form. To read about the Honor Code and the Honor Councils, visit the following website: <https://www.wm.edu/offices/deanofstudents/services/communityvalues/honorcodeandcouncils/index.php>

POLICIES AND PROCEDURES

Academic Advising

Each student is assigned an academic advisor at the time of admission. The role of the academic advisor is to assist students in planning and successfully implementing their individual program of study. Students on campus are responsible for meeting with their academic advisor as soon as possible during their first semester to review their course sequence, and at least one "check-in" meeting with the academic advisor each subsequent semester is recommended for all students. Students in the online program will participate in group advising but still have an individual advisor with whom to consult. Students will retain the same academic advisor throughout their degree program unless a change is recommended.

Academic Calendar

Important information regarding each academic term and year is provided in the Academic Calendar, including registration periods, add/drop periods, first and last class dates, and holidays. Students are responsible for familiarizing themselves with the current Academic Calendar; it can be viewed online at: <http://education.wm.edu/academics/calendar/index.php>

Degree Works and Course Sequences

The Degree Works is an online interface that outlines students' current, completed, and upcoming courses and program requirements. Students can audit their current status to evaluate what courses they have completed along with any upcoming courses and program requirements. Degree Works can be accessed through Banner at my.wm.edu. Students can also view their anticipated course sequence by viewing the graduate catalog at the following link: <https://catalog.wm.edu/content.php?catoid=27&navoid=4303>

Students should become familiar with their course sequence and meet with their advisor to plan out their schedule for their time in the program. It is also advised that students become familiar with the Academic Policies for the School of Education, which can be found in the graduate catalog at the following site:

<https://catalog.wm.edu/content.php?catoid=27&navoid=4241>

Course sequences for all students in the online programs are fixed upon admission to the online programs, and students are expected to follow their respective curricula as listed. In the event that students must, for any reason, interrupt their trajectory through the fixed online curriculum, they should contact their advisor in advance of the interruption and develop a plan for reentry to the curriculum upon their return. All changes to the listed curricula for the online programs must have advance approval from the academic advisor.

Change of Concentration (Masters Level)

Admissions to each area of emphasis within the Counseling Program at the Masters level (School, Clinical Mental Health, Clinical Mental Health & Addictions, Clinical Mental Health & Military and Veterans, and Marriage, Couples & Family) are carefully regulated each year in order to achieve required faculty-to-student ratios, optimal student-to-program "fit", and beneficial class sizes. In most cases, multiple qualified applicants are denied admission for each student admitted to an emphasis. Thus, to maintain program integrity and ensure fairness in the admissions process, a change from one emphasis to another during an ongoing program of study will not be permitted unless the change is determined by the faculty to be in the best interest of both the student and the Counseling Program.

Students admitted to a campus delivered counseling program cannot transfer into an online delivered counseling concentration. Students admitted to the online counseling program cannot change concentrations within the online program or to concentrations delivered on campus. As noted in the graduate catalog, a change of emphasis will require approval from the student's Faculty Advisor as well as the Faculty Coordinators for both the current and requested emphasis areas. Information about changing concentration can be found in the policy section of the School of Education graduate catalog:

https://catalog.wm.edu/content.php?catoid=27&navoid=4241#transfer_between_departments

William & Mary E-Mail

Important announcements from the University and the School of Education are sent periodically to students' campus e-mail addresses and students are responsible for all information sent to their campus e-mail addresses. Those using a personal (non-campus) e-mail address should check their campus address daily or have all campus messages forwarded to their personal e-mail address.

LiveText

Assignments throughout the program will be administered and uploaded through LiveText. LiveText is a web-based assessment and eFolio system that allows students the ability to create and selectively share electronic portfolios with prospective employers. In addition, the college will use LiveText to collect data regarding student practicum/internship experiences, including feedback from site supervisor and collection of time spent in a clinical placement. It also allows the college to measure program and individual growth through centralized formative and summative measurements. Before tasks requiring LiveText are assigned, training in the basic use of LiveText will be offered during one of your School of Education classes. The School of Education will offer additional training opportunities at your convenience. If you have any questions about the LiveText system, you can email Jake Joseph at jdjoseph@wm.edu for more information.

Doctoral Student Supervisors

Doctoral-level student responsibilities regularly include the provision of clinical supervision and instruction to students in the masters-level programs. Doctoral students assigned to those responsibilities shall hereafter be referred to as “student supervisors”. The following standards shall apply to all student supervisors:

1. All students assigned as student supervisors shall have previously completed clinical instruction experiences that are equivalent to those experiences that they are assigned to supervise.
2. All students assigned as student supervisors shall have previously completed the EDUC 639: Theory and Practice of Counseling Supervision course. The faculty supervisor may authorize some students who are currently licensed as a Professional Counselor or who have appropriate prior training and experience in counselor supervision (as assessed by faculty) to take the EDUD 639 course and serve as a student supervisor concurrently.
3. Student supervisors shall have supervisory responsibility for no more than five (5) supervisees at any given time.
4. All students assigned as student supervisors shall be expected to participate in weekly scheduled supervision with a designated faculty supervisor. The ratio of faculty supervision to student supervisors shall at no time exceed that of one (1) faculty member to five (5) student supervisors.
5. Doctoral student supervisors are designated representatives of the faculty. As such, students under the supervision of student supervisors are expected to be responsive to their supervision and guidance.

Multiple Relationships Between Doctoral and Masters Students

Section F3.B of the ACA (2014) Ethical Guidelines specifies that romantic/sexual relationships are prohibited with current supervisees/students. Section F7.G specifies that student supervisors have the same ethical obligations as counselor educators, supervisors, and trainers. In view of the role of doctoral students as counseling supervisors in training in the Counselor Education Program, sexual, romantic, or otherwise unethical multiple relationships with current master’s students are

prohibited. This rule applies regardless of whether doctoral students are serving currently as a direct supervisor/instructor for master's students, because at any given time during their program of study, doctoral students may be called upon to either directly or indirectly supervise or assess a master's student performance.

There are numerous types of working relationships that can be anticipated between doctoral and master's students attending the same class, serving or being a member of the same professional organization, or attending the same school-sponsored social function. However, any relationship with master's students that could jeopardize a doctoral student's objectivity as current or future supervisor is considered to be unethical and is to be avoided. It is each doctoral student's responsibility to seek advance guidance from his or her faculty advisor about the appropriateness participation in non-academic or social relationships with master's students.

If prior to entering into the doctoral program, a pre-existing multiple relationship (e.g., romantic/sexual, family member) exists between a current doctoral and master's student, it shall be the responsibility of both students to immediately inform their respective academic advisors in order to implement measures to ensure the avoidance of ethical violations.

Adherence to the above standard regarding ethicality in multiple relationships between doctoral and master's students in the Counselor Education Program is a matter of professional performance. Violations will be handled in accordance with the Program's established Professional Performance Review policy.

Students Expressing Concerns

From time to time, students may have a concern about a colleague, fellow student, supervisor, or faculty member (concerns about clients/students at a clinical placement should be shared with the clinical supervisor). Similarly, the Counselor Education program is committed to creating a welcoming and inclusive environment that includes making sure that students feel safe and supported — physically, mentally, culturally, and emotionally. In order to maintain the highest level of professionalism, as well as to ensure that concerns are heard and attended to in a timely manner, students should share their concerns in the following manner – starting with the first step and moving on to the subsequent steps based on the nature of the concern and/or persons involved:

1. When possible, share the concern directly with the individual. Based on the nature of concern, students may need to start with step 2;
2. Share the concern with your Faculty Advisor, who in consultation with the Faculty will help determine next steps. Based on the nature of concern, students may need to start with step 3;
3. Share the concern with the Program Coordinator, who in consultation with the Faculty, will help determine next steps. Based on the nature of concern, students may need to start with step 4;
4. Share the concern with the Department Chair, who in consultation with the Program Coordinator, will help determine next steps. Based on the nature of concern, students may need to start with step 5;
5. Share the concern with the Senior Associate Dean for Academic Programs, who in consultation with the Department Chair, will help determine next steps.

Students are encouraged to obtain support from a colleague (i.e., a fellow student) and/or a faculty member (e.g., any faculty member, the Faculty Advisor, the Program Coordinator) to aid them

through this process. Students should *not share the concern in social media* (i.e., Facebook, Instagram, Reddit, Snapchat, Twitter, GroupMe, etc.) and should avoid any form of gossip as that can negatively affect the concern-sharing process as well as reflect poorly on the person with the concern.

Students can also contact the W&M Care Support Services at any point in time in the process to seek assistance with safety and/or misconduct. The link for this service is

<https://www.wm.edu/offices/deanofstudents/services/caresupportservices/index.php>

Syllabus Civility Statement

Every individual's identities in this class is respected, to include but not limited to: background/experiences, sex, gender/gender identity/gender expression, sexual orientation, race, ethnicity/national origin/national identity/region, class, political affiliation/ideology, age, intellectual and physical ability, income/socio-economic class, religion/ faith and non-faith perspectives, military experience/military or veteran status, primary language, education, family status, cognitive style, communication style, genetic information. Our differences are celebrated and recognized as enhancing the academic experiences of every student. Numerous identities and intersections of identities influence our students, faculty, and staff on campus. Consequently, we endeavor to live our values of diversity, equity, and inclusion, towards a respectful, safe, and inclusive community.

However, we also know that there are times when situations involving discrimination and marginalization, whether intended or not, do occur. These situations wear away at the respect, community, and safety, which prevents all students from having an equitable educational experience. When this does occur towards you or you witness it, we encourage you to say something immediately or through the following channels below:

- The Instructor (if appropriate)
- The School of Education Office of Diversity, Equity, and Inclusion: SOEDEI@wm.edu (if you need general DEI support or support in the reporting discrimination)
- Dean of Students: contact their office at 757-221-3146 or reportconcern@wm.edu
- See the [Compliance & Equity Office website](#) for detailed reporting procedures

Irrespective of type of incident, the School of Education will consider all experiences as opportunities to transform our school climate toward equity and justice.

PROGRESS THROUGH THE PROGRAM

Students are encouraged to keep track of their progress through the program using Degree Works. In addition, students should become familiar with the School of Education [Academic Policies](#) described in the [Graduate Catalog](#). Below are the academic policies (with links to the graduate catalog) students should be familiar with to ensure proper progress through the program.

- ❖ [Academic Continuance & Standards](#)
- ❖ [Academic Dismissal](#)
- ❖ [Academic Holds](#)
- ❖ [Add/Drop and Withdrawal](#)
- ❖ [Advisement](#)
- ❖ [Candidacy for Graduation](#)
- ❖ [Definition of Graduate Credit/Courses](#)

- ❖ [Doctoral Student Policies](#)
- ❖ [Evaluation System](#)
- ❖ [Grade Appeal](#)
- ❖ [Independent Study](#)
- ❖ [Leave of Absence](#)
- ❖ [Requests for Exceptions to Academic Policies](#)
- ❖ [Transfer Credit, Course Substitution, and Course Exemption](#)
- ❖ [Transfers Between Departments and Within Departments](#)

Personal Support

The faculty believes that participating as a client in individual or group therapy can be both a growth experience for the graduate student and a significant educational aspect of a program to prepare mental health professionals. Therefore, experience as a client in personal therapy is supported (though not required) for students in the program. During implementation of the Professional Performance Review process, the faculty may require personal counseling for a student as a condition of their continuation in the program. In all cases, the student has the right to choose an appropriately credentialed therapist. Counseling services are available at no cost to students on campus through the William & Mary Counseling Center.

Care Support Services

William & Mary offers the Care Support Services through the Dean of Students office. This is a service that provides outreach, advocacy, and support services for all students that may be struggling with an interpersonal, academic, and wellness concern. Care Support Services helps to connect students to resources across campus to help address these different concerns. If you or you know of some who could benefit from support, check out their website at www.wm.edu/offices/deanofstudents/services/caresupportservices/index.php

Professional Performance Review Process

In addition to meeting the academic standards set forth in the Counseling Program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of and always adhere to the general standards of professional ethics and practice set forth by the American Counseling Association (ACA) as well as the additional standards set forth for counseling practice in specific settings (e.g., the International Association of Marriage and Family Counselors, Association for Specialists in Group Work (ASGW, etc.). The general and specific ACA standards for ethical practice are listed on the ACA web site at <http://www.counseling.org>. At the outset of their academic program, students are directed to review these standards and seek any clarification needed from their respective advisors.

As future professional counselors, the faculty expects students to be concerned about other people, to be stable and psychologically well adjusted (personally and professionally), to be capable of effective interpersonal relationships, to be able to receive and apply feedback willingly, and to give feedback constructively. Further, students are expected to behave generally in a manner that demonstrates fitness for a role in the counseling profession. Finally, we expect students to be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. The faculty believes that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do in theirs.

For all the reasons cited above, the faculty will regularly monitor not only students' academic progress but also professional dispositions that will affect their performance in the field. Professional dispositions represent “the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues (CACREP, 2015, p. 43). The purpose of monitoring professional dispositions is to ensure that all graduates of the William & Mary Counseling Program possess those characteristics sufficiently that they do not interfere with their professionalism or helping capacity.

The Professional Performance Standards:

The counseling faculty evaluate students’ professional dispositions through the successful display of the 15 professional performance standards listed below. Students' fulfillment of the professional performance standards is reviewed by counseling faculty during each class and by the faculty on an annual basis. The professional performance standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Orientation to multiculturalism and social justice advocacy
12. Professional wellness and selfcare
13. Humility
14. Professionalism
15. Willingness to seek help

The Professional Performance Review Process:

Students are evaluated regularly across the Professional Performance Standards. Each Professional Performance Standard is rated on a scale of 1 = Unacceptable, 2 = Acceptable, or 3 = Optimal, as defined in the Criteria for Professional Performance Standards Evaluation (see Appendix A). Students receiving a rating below 2 on one or more of the Professional Performance standards will be considered deficient in professional performance and subject to the following procedure:

1. The student and the issuing faculty* will meet to discuss the Professional Performance concern(s). The student will be presented with a Notification of Professional Performance Concern form (Appendix B), on which will be listed the deficient rating(s), the issuing faculty's explanation for the ratings, and descriptions of remedial actions that will be required. Signatures of both the issuing faculty and the student will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. Both the student and issuing faculty will retain copies of the signed Notification of Professional Performance Concern, and a copy shall be forwarded to the student's academic advisor.

* Note: “issuing faculty” refers either to the individual professor who issues the Notification of Professional Performance Concern or to the academic advisor if the Notification is issued by the combined faculty.

2. If a student receives *more than one* Notification of Professional Performance Concern during their Program of Study or *fails to show reasonable progress* in remediation of deficiencies previously cited, they will be required to meet with the issuing faculty and their academic advisor in accordance with the procedure described in #1 above. Depending upon the nature of new performance concerns and/or the reasons for the student's failure to comply with previously determined remedial action plans, the issuing faculty and academic advisor will consult the full Counseling faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the Program. The issuing faculty, the student, and the academic advisor will retain a signed copy of any revision made to the Notification of Professional Performance Concern.
3. Faculty will initiate the Professional Performance Review protocol at any time for students who knowingly engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well being of others. In such cases and depending upon the level of perceived threat, the combined faculty may recommend discontinuation in the Program without opportunity for student remediation.
4. Note: All faculty recommendations for denial of a student's continuance in the Counseling Program will be forwarded to (and will be the ultimate decision of) the Dean of the School of Education.

Comprehensive Counselor Education Examination

All masters students will complete a Comprehensive Counselor Education Examination during their final semester of the program. The exam will include multiple-choice questions and cover a wide range of topics taught throughout the program. The test aligns with many national credentialing and licensure exams; thus, students' preparation for and completion of this exam will help prepare for these tests. The score students receive on this test will not impact the grades in any of their courses nor will it impact their standing in the program. However, students should prepare for the exam and perform their best as to gain an accurate understanding of their strengths and weaknesses regarding their integrated knowledge from across all counseling courses. Results from this test will be shared with students to help them prepare for future credentialing/licensure exams.

PROFESSIONAL LIABILITY INSURANCE

All Masters or Doctoral students involved in Practicum or Internship experiences or otherwise providing clinical services in any capacity during their degree program at William & Mary are required to secure professional liability insurance coverage in addition to that which they are afforded by the University. Masters students receive this coverage as part of their ACA membership. School Counseling students also receive coverage as part of their American School Counselor Association membership. For doctoral students, very affordable professional liability coverage for clinical activities conducted as a part of degree responsibilities is available through the ACA. Information and applications can be obtained online <http://www.counseling.org/knowledge-center>

AWARDS AND SCHOLARSHIPS

As a form of financial assistance, the School of Education provides various scholarships and awards. Students enrolled in Counselor Education programs must follow the procedures detailed here (which differ from other programs in the SOE). To be equitable and efficient, the Counselor Education faculty meet to formulate departmental nominations for awards and scholarships. Submissions to the Office of Academic Programs come only from the combined Counseling faculty group, and therefore, no individual nominations and/or letters of recommendation are provided by individual Counselor Ed faculty members. Any Counselor Education student may request departmental consideration for an award or scholarship through their designated Faculty Advisor. Requests to the Faculty Advisor must be submitted in writing (which includes email) and must include (a) reference to the award/scholarship, (a) explanation of how the student meets the specific criteria for the award/scholarship and (c) a statement describing financial need. The list of Scholarships and Awards, including criteria, can found at <http://education.wm.edu/admissions/financialaid/soeawards/index.php>

LICENSURE POLICIES, PROCEDURES, AND INFORMATION

Professional Counselor Licensure in Virginia

Currently, Virginia licensure as a Professional Counselor (LPC) requires 60 hours of graduate course work in 13 specified content areas and is among the more stringent licensure processes in the country. As such, students who plan to pursue their LPC in Virginia should not need to complete additional hours of coursework or internship after graduation if they follow the Program of Studies for each emphasis. Students who plan to pursue licensure in states other than Virginia should visit that state's counseling board website to determine its specific requirements and work with their academic advisors to ensure that all licensure requirements will be met during their academic program. Licensure standards, requirements, and application materials for Virginia licensure can be downloaded online at: <http://www.dhp.virginia.gov/counseling/>

School Counselor Licensure in Virginia

Completion of the School Counseling program leads to eligibility for the Pupil Personnel Services license in Virginia with an endorsement in School Counseling. The Director of Teacher Education can assist students with processing license applications in Virginia and other states. Virginia School Counseling Licensure standards and requirements can be found online at: http://www.doe.virginia.gov/support/school_counseling/index.shtml

In Virginia, graduates with two years of successful full-time teaching will receive a five-year renewable license. Graduates without the two years of teaching will receive the Virginia Department of Education's Letter of Eligibility; this allows graduates to be employed as a school counselor while accruing two years of school counseling experience in lieu of two years of full-time teaching. At the end of the two years, graduates will receive a renewable Pupil Personnel Services license. To be considered for a Pupil Personnel Services license in Virginia, students must also have a social security number.

Professional Licensure Outside of Virginia

Individual state licensure agencies have sole authority in determining whether credits earned and supervised field experiences are acceptable for licensure. William & Mary has not made a determination at this time as to whether our programs meet licensure requirements in any states

other than Virginia. Student who reside or plan to reside in states outside of Virginia should take time to review their specific licensure and licensure portability requirements. You can obtain more information about state licensure requirements through these links:

School Counseling:

<https://www.schoolcounselor.org/About-School-Counseling/State-Requirements-Programs/State-Licensure-Requirements>

Clinical Mental Health Counseling:

<https://www.nbcc.org/search/stateboarddirectory>

Students should work with an advisor to ensure that the coursework and field experiences included in William & Mary's programs meet the educational requirements of the state in which they intend to eventually seek licensure. In addition, students should be aware that states may have additional non-educational licensure requirements such as professional work experience.

PROFESSIONAL AND LOCAL ORGANIZATIONS

Counseling Organizations

Students at both the masters and doctoral levels are highly encouraged to join and participate in the activities of national, state, and local professional counseling organizations. Participation can include general membership, conference attendance, conference presentation, board membership, and elected office. Student membership fees typically make membership very affordable for current students. Two primary organizations that should be considered by all students in the Counseling Program include the American Counseling Association (ACA) at the national level and the Virginia Counselors Association (VCA) at the state level. A more complete listing of regional, state, national, and international counseling organizations and respective divisions or specialty groups follows.

Local Level

Peninsula Counselors Association (PCA): The Peninsula Counselors Association is the local branch of VCA. PCA provides area counselors with the opportunity to interact with and provide support to other community and school counselors in Williamsburg, Hampton, York, and Newport News. PCA meets four times during the year, providing presentations and an opportunity to discuss matters of importance to counselors. Contact any Counseling faculty for more information on PCA.

State/Virginia level

Virginia Counselors Association (VCA): The Virginia Counselors Association is the state division of the American Counselors Association. Membership in VCA supports the legislative and advocacy efforts in Virginia that are crucial to furthering the goals of counselors in this state. Members also receive the *Virginia Counselor*, the journal of VCA, quarterly online newsletters and the opportunity to attend the annual convention of the Virginia Counselors Association. Its divisions include the:

1. VA Clinical Counselors Alliance (VCCA)
2. VA Association of Counselor Educators and Supervisors (VACES)
3. VA Counseling Graduate Student Association (VCGSA)

4. VA Association of Multicultural Counseling and Development (VAMCD)
5. VA Alliance for School Counselors (VASC)
6. VA Association of Specialists in Group Work (VASGW)
7. VA Career Development Association (VCDA)
8. VA Association for Couples and Family Counselors (VACFC)
9. VA Association of Spiritual, Ethical, and Religious Values in Counseling (VA-ASERVIC)

For information or an application to join VCA, access its web site at: <http://www.vcacounselors.org> If students reside or plan to reside outside of Virginia, they can consult the following website for information about their state counseling association <https://www.counseling.org/about-us/divisions-regions-and-branches/branches>

Virginia School Counselor Association (VSCA): The Virginia School Counselor Association (VSCA) is the state branch for the American School Counselor Association. VSCA is a significant force for legislative advocacy in Virginia and holds annual trips to Richmond to advocate on behalf of the profession. In addition, they have an annual conference specific to school counselors that offers opportunities to learn and network with a number of school counseling professionals. There are a number of additional resources and information about VSCA available at the following website: <https://www.vsca.org/>

National Level

American Counseling Association (ACA): The American Counseling Association is a not-for-profit professional and educational organization that is dedicated to the growth and enhancement of the counseling profession on a national scale. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings. Members may affiliate with one or more of the following divisions:

- Association for Assessment in Research in Counseling (AARC)
- Association for Adult Development and Aging (AADA)
- Association for Child and Adolescent Counseling (ACAC)
- Association for Creativity in Counseling (ACC)
- American College Counseling Association (ACCA)
- Association for Counselor Education and Supervision (ACES)
- The Association for Humanistic Counseling (AHC)
- Association for Multicultural Counseling and Development (AMCD)
- American Mental Health Counselors Association (AMHCA)
- American Rehabilitation Counseling Association (ARCA)
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
- Association for Specialists in Group Work (ASGW)
- Counselors for Social Justice (CSJ)
- International Association of Addictions and Offender Counselors (IAAOC)
- International Association of Marriage and Family Counselors (IAMFC)
- Military and Government Counseling Association (MGCA)
- National Career Development Association (NCDA)
- National Employment Counseling Association (NECA)
- Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE)

For information or an application to join ACA, access its web site at: <http://www.counseling.org>

International Counseling Associations

In addition to engaging with local, state, or national counseling organizations, students are encouraged to explore international organizations. Below are a few organization students can learn about to become familiar with international counseling associations.

European Branch of the American Counseling Association (EB-ACA)

International Association for Counselling (IAC)

International Society for Policy Research and Evaluation in School-Based Counseling (ISPRES)

National Board for Certified Counselors

The National Board for Certified Counselors, Inc., an independent not-for-profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national counselor certification system, to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors. The NBCC's certification program recognizes counselors who have met predetermined standards in their training, experience and performance on the National Counselor Examination (NCE). NBCC has over 63,000 certified counselors. These counselors live and work in the US and over 50 countries. Because the Counselor Education Program at William and Mary is accredited by CACREP, students are eligible to take the NCE and/or the National Clinical Mental Health Counselors Examination (NCMHCE) in their final semester and, if they pass, will become a National Certified Counselor (NCC) upon graduation. Virginia currently uses the NCMHCE as its licensure exam. For more information, go to http://www.dhp.virginia.gov/Forms/counseling/LPC/LPC_Licensure_Process_Handbook.pdf and <http://www.nbcc.org>

School of Education Organizations

The William & Mary School of Education has several organizations that serve to support the needs of students. These organizations include Chi Sigma Iota, the Graduate Education Association, and Kappa Delta Pi. The School of Education also hosts the William & Mary Educational Review and Social Justice and Diversity Graduate Research Fellows. Below are descriptions of these groups.

Chi Sigma Iota

The Omega Mu chapter of Chi Sigma Iota was founded at William and Mary in 1998. Chi Sigma Iota is a counseling honorary society that is open to students who have maintained a 3.5 average or better in their graduate program. Chi Sigma Iota chapters are active in providing opportunities for professional and social gatherings as well as engaging in activities that promote professionalism among counselors. Members of Chi Sigma Iota also have the opportunity to be involved in society activities at the national level. Dr. Niles and Dr. Mullen are the Faculty Advisors. To learn more about the Omega Mu Chapter, <https://education.wm.edu/currentstudents/studorgs/csi/index.php>

The Graduate Education Association

The Graduate Education Association (GEA) strives to disseminate information regarding different programs in the School of Education and in other units of the University; promotes better communication among graduate students, faculty, and administration of the School of Education; represents the graduate students of the School of Education at official functions and on committees of William & Mary; assists graduate students with such matters as the provision of a limited number of mini-grants which provide reimbursements to cover transportation, lodging, and conference registration fees; provides for an exchange of ideas among scholars of various fields;

promotes social activities for its members; and adjudicates student honor code infractions. All graduate students in the School of Education who have been admitted to a program and/or are enrolled in one or more classes are automatic members. Current students will receive notice of upcoming GEA activities and opportunities via email throughout the year. To learn more about the Graduate Education Association, visit the following website: <https://education.wm.edu/currentstudents/studorgs/gea/index.php>

William & Mary Educational Review: The *William & Mary Educational Review* is a peer-review education-based journal housed with the School of Education and managed by students. The journal provides opportunities for students and faculty to publish their scholarly works and be a part of the journal review process. Masters and doctoral students can apply to serve on their journal as an editorial board member. For more information, see the *William & Mary Educational Review* website at <https://scholarworks.wm.edu/wmer/>

Social Justice and Diversity Graduate Research Fellows: The Social Justice and Diversity Graduate Research Fellows program offers opportunities for master-level and doctoral-level students to connect with scholars and other students to engage in research and learning in the area of social justice and diversity. The program creates opportunities to interaction with people from a variety of disciplines and offers a space for feedback and mentoring to creating and promote meaning scholarship. To learn more about the Social Justice and Diversity Graduate Research Fellows program, visit the program website at <https://education.wm.edu/research/student-resources/sjd-fellows/index.php>

CAMPUS SERVICES

Counseling Center

The Counseling Center at William & Mary offers a multitude of mental health services to students seeking help with personal concerns. The counseling center focuses on short-term, time-limited counseling, in order to offer services to as many students as possible. The Counseling Center also offers workshops and events throughout the school year that aim to enhance the wellness of William & Mary students. For more information about the Counseling Center, visit the following website: <https://www.wm.edu/offices/wellness/counselingcenter/>

Office of Career Development & Professional Engagement

The Office of Career Development & Professional Engagement offers career counseling and employment support services for students. The Office of Career Development & Professional Engagement can help students prepare for the job search process as they near graduation, which can include resume development and interview support. Counseling faculty provide additional support with students as they search for their counseling or faculty positions post-graduation. To learn more about the Office of Career Development & Professional Engagement, visit the following website: <https://www.wm.edu/offices/career/index.php>

Writing Resources Center

Students are expected to write at the graduate level, which includes adherence to the American Psychological Association's (APA) Publication Manual (2019). The *Writing Resources Center*, located on the first floor of Swem Library, is a free service provided to William & Mary students. Trained consultants will give individual assistance with writing, presentation, and other communication assignments at any stage, from generating ideas to polishing a final product, and

across disciplines. To make an appointment or learn more, visit the Writing Resources Center website at www.wm.edu/wrc

Student Accessibility Services

William & Mary accommodates students with disabilities in accordance with federal laws and university policy. Any student who feels they may need an accommodation based on the impact of a learning, psychiatric, physical, or chronic health diagnosis should contact Student Accessibility Services staff at 757-221-2512 or at sas@wm.edu to determine if accommodations are warranted and to obtain an official letter of accommodation. For more information, visit the following link www.wm.edu/sas.

Office of Compliance & Equity

The Office of Compliance & Equity serves to help students, staff, and faculty if they witness or experience discrimination, harassment or stereotyping of any kind. This office strives to create a culture of compliance and ethics, and represents the University's responsibility to foster equitable working and learning environments. The Office of Compliance & Equity includes resources for ethical practice, equity and discrimination, Title IX, and accessibility issues. Title IX is a federal law that prohibits discrimination based on the sex (gender) of employees and students of educational institutions that receive federal financial assistance. Title IX's prohibition of sex discrimination includes prohibition of sexual harassment and sexual misconduct. You can email this office at reportconcern@wm.edu or learn more about it by visiting their website: <https://www.wm.edu/offices/compliance/index.php>

William & Mary Library Services

The William & Mary Libraries offer tremendous resources to students as they engage in writing and research during their time in the Counselor Education program. Librarians offers support in searching for hard-to-find topics and can help students learn strategies for completing comprehensive searches within the literature. In the School of Education, we have a dedicated library and staff in the [Learning Resource Center](#). To learn more about the William & Mary Libraires, visit the following link <https://libraries.wm.edu/>

Office of Student Veteran Engagement

The Office of Student Veteran Engagement serves military and veteran students at William & Mary. This office offers information and resources for those who are military and veteran students. To learn more about these resources, visit the following website: <https://www.wm.edu/sites/veterans/>

APPENDIX

Criteria for Professional Performance Evaluation

Rating: 1 = Unacceptable; 2 = Acceptable; 3 = Optimal

1. Openness to new ideas

Demonstrates an openness to learn, grow, and change behavior based on hearing about new concepts and ideas, including openness to learning about bias, power, and privilege. This also includes a willingness to receive and integrate new ideas into thinking and behaviors (cognitive flexibility).

- | 1 | 2 | 3 |
|---|---|--|
| <ul style="list-style-type: none">• Was dogmatic about own perspective and ideas.• Ignored or was defensive about constructive feedback.• Showed little or no evidence of incorporating constructive feedback received or willingness to change own behavior. | <ul style="list-style-type: none">• Was amenable to a discussion of perspectives other than own.• Accepts constructive feedback without defensiveness.• Evidence of an effort to incorporate relevant feedback received to change own behavior. | <ul style="list-style-type: none">• Solicited others' opinions and perspectives about their own work.• Invited constructive feedback and demonstrated interest in others' perspectives.• Strong evidence of incorporation of feedback received to change own behavior. |

2. Flexibility and adaptability

Demonstrates an ability to respond to environmental demands independently, including showing adaptability to unforeseen events or changes, and an acceptance of encountering challenging unexpected circumstances. This disposition also includes the ability to assess and adapt to demands accordingly and a demonstrated tolerance to ambiguity

- | 1 | 2 | 3 |
|---|---|--|
| <ul style="list-style-type: none">• Showed little or no effort to recognize changing demands in the professional & interpersonal environment.• Showed little or no effort to flex own response to changing environmental demands.• Refused to flex own response to changing environmental demands despite knowledge of the need for change.• Was intolerant of unforeseeable or necessary changes in established schedule or protocol. | <ul style="list-style-type: none">• Effort to recognize changing demands in the professional and interpersonal environment was evident but sometimes inaccurate.• Effort to flex own response to new environmental demands was evident but sometimes inaccurate.• Flexed own response to changing environmental demands when directed to do so.• Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them. | <ul style="list-style-type: none">• Showed accurate effort to recognize changing demands in the professional and interpersonal environment.• Showed accurate effort to flex own response to changing environmental demands as needed.• Independently monitored the environment for changing demands and flexed own response accordingly.• Works to understand needs behind unexpected changes in established process, schedule, or protocol to avoid resentment.• Accepted necessary changes in established schedule and attempted to discover the reasons for them. |

3. Cooperativeness with others

Demonstrates an ability to collaborate with classmates, faculty, colleagues, and supervisors in the pursuit of a shared goal and understanding. This disposition includes the willingness to compromise when the situation demands.

- | 1 | 2 | 3 |
|---|--|---|
| <ul style="list-style-type: none">• Showed little or no engagement in collaborative activities.• Undermined goal achievement in collaborative activities.• Was unwilling to compromise in collaborative activities. | <ul style="list-style-type: none">• Engaged in collaborative activities but with minimum allowable input.• Accepted but rarely initiated compromise in collaborative activities.• Was concerned mainly with their own part in collaborative activities but demonstrated some assistance to others. | <ul style="list-style-type: none">• Worked actively toward reaching consensus in collaborative activities.• Was willing to initiate compromise to reach group consensus.• Showed concern for the group as well as individual goals in collaborative activities. |

4. Willingness to accept and use feedback

Demonstrates the ability to listen to reflect on, and integrate feedback into future thinking and actions. This disposition includes showing an openness to hear feedback and acknowledging that it was received. This disposition also includes engaging in self-reflection and integrates feedback from the program faculty with self-awareness to support professional growth.

- | 1 | 2 | 3 |
|---|--|---|
| <ul style="list-style-type: none">• Discouraged feedback from others through defensiveness and anger.• Showed little or no evidence of incorporation of feedback.• Took feedback contrary to own position as a personal affront.• Demonstrated greater willingness to give feedback than receive it. | <ul style="list-style-type: none">• Was generally receptive to supervisory feedback.• Showed evidence of incorporating feedback into own views and behaviors.• Showed minimal defensiveness to critique as evidenced by over explanation of own actions with appropriate affect.• Demonstrated greater willingness to receive feedback than to give it. | <ul style="list-style-type: none">• Invited feedback by direct request and positive acknowledgment when received.• Showed evidence of active incorporation of supervisory feedback into own views and behaviors.• Demonstrated a balanced willingness to give and receive supervisory feedback. |

5. Awareness of own impact on others

Demonstrates insight into how one's words and actions can positively and negatively affect the people around them. This disposition includes an active pursuit to learn about how one's words and actions are affecting others and the incorporation of feedback to create positive change.

- | 1 | 2 | 3 |
|--|---|---|
| <ul style="list-style-type: none">• Words and actions reflected little or no concern for how others were impacted by them.• Ignored feedback about how words and actions negatively affected others.• Used physical presence (demeanor, interactions, and behaviors) in a way that negatively affected others. | <ul style="list-style-type: none">• An effort to determine how their own words and actions impacted others was attempted but sometimes inaccurate.• Responded as necessary to feedback regarding the negative impact of own words and actions on others.• Used physical presence (demeanor, interactions, and behaviors) appropriately. | <ul style="list-style-type: none">• Made effort toward recognition of how own words and actions impacted others.• Initiates feedback from others regarding the impact of own words and behaviors.• Incorporates feedback regarding the impact of own words and behaviors to effect positive change.• Used physical presence (demeanor, interactions, and behaviors) to positive impact others. |

6. Ability to deal with conflict

Demonstrates willingness and ability to take others' perspectives and recognize one's role in a challenging or conflictual situation. This disposition includes the active pursuit of approaches to resolving the conflict and a willingness to use strategies to actively resolve the problem.

- | 1 | 2 | 3 |
|---|--|---|
| <ul style="list-style-type: none">• Provoked conflict with peers or others.• Showed little to no willingness to examine own role in a conflict.• Ignored advice that did not agree with own position.• Showed little to no effort at problem solving.• Displayed hostility when conflicts were addressed. | <ul style="list-style-type: none">• Attempted but sometimes had difficulty grasping conflicting points of view.• Would examine own role in a conflict when directed to do so.• Was responsive to supervision in a conflict if it was offered.• Participated in problem solving when directed.• Avoided unnecessary conflict. | <ul style="list-style-type: none">• Was consistently willing and able to consider others' points of view.• Regularly examined own role in a conflict.• Was always open to supervisory critique about own role in a conflict.• Initiated and participated in problem-solving efforts in conflicts.• Anticipated and prevented unwanted conflict. |

7. Ability to accept personal responsibility

Demonstrates the willingness and ability to take responsibility for own role in a problem or challenging situation, including an accurate appraisal of the situation that is genuine and truthful regarding the events that transpired. This disposition also includes being able to accept mistakes and avoid placing blame on others.

- | 1 | 2 | 3 |
|--|--|---|
| <ul style="list-style-type: none">• Refused to admit mistakes or examine own contribution to problems.• Minimized or embellished the truth to extricate themselves from problems.• Overestimated role in problems.• Consistently blamed others for problems without self-examination.• Unable to receive feedback from peers, instructors, or supervisors. | <ul style="list-style-type: none">• Was willing to examine own role in problems when informed of the need to do so.• Was accurate and honest in describing own and others' roles in problems.• Might blame initially, but was open to self-examination about own role in problems• Accepted feedback from peers, instructors, or supervisors. | <ul style="list-style-type: none">• Monitored own level of responsibility in professional performance.• Invited constructive critique from others and applied it toward professional growth.• Accepted own mistakes and responded to them as an opportunity for self-improvement.• Avoided blame in favor of self-examination. |

8. Effective and appropriate expression of feelings

Demonstrates the ability to recognize and manage feelings in oneself effectively and control emotional reactivity. This includes the ability to communicate and respond to emotions in an appropriate manner for the setting and situation. This disposition also includes an openness to discuss feelings genuinely with the aim of improving reflectivity and self-awareness.

- | 1 | 2 | 3 |
|---|--|--|
| <ul style="list-style-type: none">• Showed little evidence of willingness and ability to articulate own feelings.• Showed little to no evidence of willingness and ability to recognize and acknowledge the feelings of others.• Acted out negative feelings (via unhealthy behaviors) rather than talking about them.• Expressions of feeling were inappropriate given professional setting/situation.• Was unable to control emotional reactions.• Was resistant to a discussion of feelings in supervision and/or faculty interactions. | <ul style="list-style-type: none">• Showed evidence of willingness and ability to express own feelings, but with limited range.• Showed evidence of willingness and ability to acknowledge others' feelings, sometimes in an inaccurate way.• Expressions of feeling usually appropriate to the setting, responsive to feedback when not.• Willing to discuss own feelings in supervision and faculty interactions when directed. | <ul style="list-style-type: none">• Showed consistent willingness and ability to articulate the full range of own feelings.• Showed evidence of willingness and accurate ability to acknowledge others' feelings.• Expression of own feelings was consistently appropriate to the setting.• Initiated appropriate discussion of own feelings in supervision and faculty interactions.• Consistently able to control emotional reactions. |

9. Attention to ethical and legal considerations

Demonstrates adherence to ethical guidelines (ACA Code of Ethics) and legal mandates for the counseling profession, including sensitivity to ethical concerns, seeking supervision when experiencing an ethical or legal concern and following appropriate site procedures and policies. This disposition also includes managing professional boundaries, sensitivity to diversity, ensuring client welfare, and maintaining confidentiality.

- | 1 | 2 | 3 |
|--|---|---|
| <ul style="list-style-type: none">Engaged in behaviors that violated applicable ethical codes or laws.Engaged in inappropriate or unethical dual relationships.Acted with prejudice toward those of different race, culture, religion, gender, sexual orientation/affection, and other areas of difference than self.Endangered the safety and the wellbeing of clients, peers, faculty, and supervisors.Breached established rules or procedures regarding confidentiality. | <ul style="list-style-type: none">Behaved ethically and used sound ethical decision-making processes.Was responsive to supervision for occasional personal-professional boundary confusion.Was responsive to feedback on occasional insensitivity to diversity in professional interactions.Used judgment that could have put client, peer, faculty, or supervisor safety and wellbeing at risk.Used judgment that could have put client confidentiality at risk. | <ul style="list-style-type: none">Led ethical decision-making processes and taught others appropriate ethical behavior.Maintained clear boundaries with clients, peers, and supervisors.Demonstrated consistent sensitivity to diversity.Satisfactorily ensured client, peer, faculty, or supervisor safety and wellbeing.Appropriately safeguarded the confidentiality of clients. |

10. Initiative and motivation

Demonstrates engagement in the learning process and development of counseling skills and knowledge. This includes completing assignments by scheduled due dates and meeting class expectations. This disposition also includes taking initiative in the program, classes, and extracurricular activities.

- | 1 | 2 | 3 |
|--|---|---|
| <ul style="list-style-type: none">Often missed deadlines and classes.Rarely participated in class activities.Often failed to meet minimal expectations in assignments.Displayed little or no initiative and creativity in assignments or supervision. | <ul style="list-style-type: none">Missed no more than the allowable number of classes or deadlines.Usually participated in class activities.Met only the minimal expectations in assigned work.Showed some initiative and creativity in assignments. | <ul style="list-style-type: none">Met all attendance requirements and deadlines.Regularly participated in class activities.Exceeded expectations in assigned work.Consistently displayed initiative and creativity in assigned work. |

11. Orientation to multiculturalism and social justice advocacy

Demonstrates a way of being with classmates, faculty, supervisors, and clients that attends to issues related to culture and social justice. This disposition includes an ability to remain objective about clients and to develop one's self-awareness with regards to multiculturalism. The disposition also includes striving to understand and respect the worldviews of clients, colleagues, and other stakeholders. This also includes being attentive to social justice issues and use of advocacy interventions.

- | 1 | 2 | 3 |
|--|---|--|
| <ul style="list-style-type: none">Showed little to no willingness to increase cultural self-awareness.Unable to remain objective about client needs and values.Little to no effort to understand the cultural worldview of others.Rarely, if ever, demonstrated a social justice perspective.Refused to acknowledge marginalization and racism affecting people in our society and community.Engaged in active or passive perpetuation of social privilege. | <ul style="list-style-type: none">Expressed willingness to increase cultural self-awareness.Responded to clients' need separate from personal views.Tried to understand the cultural worldview of others and applied it to counseling sessions, conceptualization, or other interactions.Communicated a social justice perspective and engaged in social justice advocacy activities.Acknowledged marginalization and racism affecting people in our society and community. | <ul style="list-style-type: none">Actively pursued opportunities to increase cultural self-awareness.Regularly evaluated personal views to ensure they were not impacting client needs.Consistently tried to understand the cultural worldview of others and apply it to counseling sessions, client conceptualization, or other interactions.Engaged actively in social justice activities and encouraged others to do the same.Recognized and acted often to help those impacted by marginalization and racism in our society and community. |

12. Professional wellness and self-care

Demonstrates the ability to implement strategies to prevent burnout related impairment that may impact clients and counselor competency. This includes using professional self-care strategies to limit the impact of stress on one's professional wellness, and making choices that promote balanced school-life-work interactions.

- | 1 | 2 | 3 |
|---|---|---|
| <ul style="list-style-type: none">Showed problematic stress or burnout resulting from limited use of self-care strategies.Demonstrated lack of school-life-work balance or took on too much work.Acted in an inappropriate manner in class, during clinical experiences, or in other interactions due to unmanaged stress or signs of burnout.Did not demonstrate the use of self-care strategies. | <ul style="list-style-type: none">Did not show problematic stress or burnout.Usually exhibited a school-life-work balance.Stress and burnout did not negatively impact behavior in class, during clinical experiences, or in other interactions.Demonstrated the use of some self-care strategies to maintain professional wellness. | <ul style="list-style-type: none">Maintained a high rate of professional wellness, and supported the professional wellness of others in the program.Exhibited a good school-life-work balance and took on an appropriate workload.Modeled for others ways to promote professional wellness.Actively used self-care strategies to maintain professional wellness and encouraged others to use them. |

13. Humility

Demonstrates a sense of humility related to own knowledge and expertise, including a modest perspective regarding own counseling skills, ability, and understanding of the profession. This disposition also includes an effort to engage in cultural humility regarding peers, faculty, supervisors, and clients.

1

- Conveyed messages that they did not need to learn new material or skills.
- Took a rigid perspective on whether new learning mattered.
- Claimed a sense of mastery or expertise in a situation where it was not the case.
- Assumed to know cultural factors or characteristics of a peer, faculty, supervisor, or student/client.

2

- Able to approach learning from a position of modesty.
- Showed a willingness to learn course topics.
- Admits to gaps in counseling knowledge, skills, or understanding.
- Held an openness to learn about the culture of peers, faculty, supervisors, and students/clients.

3

- Actively expressed the desire to learn and grow knowledge and skills.
- Constantly put aside prior experience to learn new topics.
- Acknowledged gaps in counseling knowledge and skills and pursued supervision or new learning.
- Actively pursued opportunities to learn about the culture of peers, faculty, supervisors, and students/clients.

14. Professionalism

Demonstrates professional behavior and integrity with supervisors, peers, and clients, including being respectful, honest, thoughtful, and appropriate within all professional interactions. This disposition also includes effective and appropriate communication verbally, electronically, and in writing with classmates, faculty, and supervisors.

1

- Acted in an unprofessional manner with an instructor, supervisor, or client.
- Was disrespectful or dishonest.
- Communicated in an unprofessional manner in verbal or nonverbal form.
- Reached out to faculty or supervisors abruptly, with short notice, repeatedly over a limited timeframe or in a demanding tone or reached out to multiple faculty/staff with the same issue/question.
- Regularly dressed inappropriately or unprofessional at clinical site or class.

2

- Interactions with faculty or supervisors were professional.
- Showed respect to peers, faculty, supervisors, and clients.
- Was honest in all interactions.
- Exhibited ability to be professional in verbal and/or written communication.
- Communication was responsive.
- The tone of communication was professional, welcoming, and timely.
- Dressed professionally at all times.

3

- Showed a high rate of professionalism and integrity in interactions.
- Held a high degree of respect for others and procedures.
- Communicated with faculty well ahead of pending events or concerns in an effective and appropriate tone.
- Demonstrated prompt and timely responses.
- Showed flexibility during challenging, lengthy, or delayed communications.

15. Willingness to seek help

Demonstrates the ability to seek out help from supervisors, instructors, or other stakeholders that can assist with personal, academic, or professional difficulties. This includes the active pursuit of help when career uncertainty, academic issues, or clinical challenges arise. This disposition also includes a willingness to seek personal counseling and consultation to manage mental health and personal concerns.

1

- Was unwilling to seek out assistance for help to resolve a deficit in understanding, knowledge, or skills.
- Refused to seek help when asked to by a site supervisor or course instructor.
- Unwilling to seek training to help with an identified deficit in knowledge or skills.
- Rejected the idea that personal counseling may help address a personal need.
- Articulated stigma towards help-seeking behavior.

2

- Demonstrated a willingness to get help regarding academic or clinical skill development after being prompted by a course instructor or supervisor.
- Sought out professional development for knowledge or clinical skills when prompted.
- Held open mind to getting help to support academic and personal needs.
- Articulated the benefits of seeking help in times of personal and professional need.

3

- Actively sought help for academic and clinical skill development without prompting.
- Frequently sought out professional development for knowledge or clinical skills on own without prompting.
- Regularly sought help when facing difficulties at their clinical site or during program courses.
- Engaged in personal counseling or mentorship to address a need to prevent potential concerns without prompting.

Notification of Professional Performance Concern

To (notified student): _____

From (issuing faculty): _____

- I. This is to notify you that your professional performance as defined in the Professional Performance Review Process section of the Student Handbook is deficient (rated below 2) in the following area(s):

	Criterion	Deficient Rating(s)
1.	Openness to new ideas	_____
2.	Flexibility and adaptability	_____
3.	Cooperativeness with others	_____
4.	Willingness to accept and use feedback	_____
5.	Awareness of own impact on others	_____
6.	Ability to deal with conflict	_____
7.	Ability to accept personal responsibility	_____
8.	Effective and appropriate expression of feelings	_____
9.	Attention to ethical and legal considerations	_____
10.	Initiative and motivation	_____
11.	Orientation to multiculturalism and social justice advocacy	_____
12.	Professional wellness and self-care	_____
13.	Humility	_____
14.	Professionalism	_____
15.	Willingness to seek help	_____

- II. Description of observed deficiency(s) (describes specific deficiency(s) observed in each performance area):

- III. Performance Changes Required (describes specific performance changes needed in each area cited as deficit in Section II above):

- IV. Remedial Plan (describes all necessary steps to be taken to assist the student in making the required changes specified in section III above, including a schedule for their formative and summative evaluation):

- V. Signatures (indicate that the student and issuing faculty have met to discuss this notification and that the student has received a completed copy):

Date: _____

Student: _____

Issuing Faculty: _____