



SCHOOL OF COUNSELING

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Doctor of Philosophy **Counselor Education and Supervision**

Student Program Handbook

2024-2025

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Ph.D. CES Program Handbook

PART I: ACADEMIC PROGRAM

Introduction and Welcome

Welcome to the School of Counseling (SOC) at Divine Mercy University (DMU). We are excited that you have chosen our institution to earn your Ph.D. in Counselor Education and Supervision. The doctoral degree in Counselor Education and Supervision is designed to prepare graduates to work within 5 core areas as professional counselors, counselor educators, counselor supervisors, researchers and scholars, and leaders and advocates in academic, clinical and community settings (possible careers are noted below).

Counselor Educators and Supervisors fill a unique role by using specialized knowledge, skill and training to serve as gatekeepers to the profession of counseling, conduct research and scholarly activities to advance the profession, and serve as thought leaders and advocates. The premier organization representing counselor educators and supervisors is the Association of Counselor Educators and Supervisors, or ACES.

“Graduate students play an especially important role in ACES. Students enrolled in their doctoral studies in counselor education and supervision programs will find opportunities to work with and learn from current faculty members and leaders in the counseling profession. In addition, the [ACES] conferences provide opportunities to network with other counseling professionals, and to present their research and experiences to professional colleagues” (ACES, 2024, ¶ 4).

“ACES members are counselors, supervisors, graduate students, and faculty members who strive to improve the education and supervision of counselors in training and in practice. ACES and the regional associations host conferences to highlight research and best practices in supervision and in the training of counselors”, (ACES, 2024, ¶ 6). Students in the DMU Ph.D. CES Programs are required to join this organization as well as either ACA or AMHCA.

Ph.D. in Counselor Education and Supervision Program

Overview

Divine Mercy University embraces the Catholic Christian vision of the flourishing person and educates students on core knowledge, skills and dispositions to be professional counselors, counselor educators, counseling supervisors, researchers, leaders and advocates in the professional counseling arena. The Ph.D. in Counselor Education and Supervision (Ph.D. CES) program is part of the DMU Global Campus' School of Counseling. The vision of the Ph.D. CES program is to train global, transformational educators, clinical supervisors, researchers / scholars, leaders and advocates who are passionate about their role in the overarching profession of counseling. Graduates are compassionate and ethical

in their work as trained professionals that honor and respect the innate dignity of every person in a global, diverse population.

School of Counseling Mission

The mission of the School of Counseling is to develop and maintain a world-wide educational community offering master's level degree programs in professional counseling in support of the DMU's integrative mission, that is inclusive of a culture of feedback wherein student voices are heard and respected.

Students will be prepared to:

1. Hear the rich and complex voices of clients in view of each person's flourishing, even in the midst of human difficulty and challenge;
2. Demonstrate compassionate and versatile interpersonal skills to develop healing relationships with clients in collaboration with other professionals;
3. Become professional counselors who, informed by a Catholic Christian vision of the flourishing person, inspire themselves and others to have courage to trust, hope, and love.

School of Counseling Vision

The vision of the School of Counseling (SOC) of Divine Mercy University is to inspire global training of transformational leaders and advocates who use counseling as an instrument of healing.

Counselor Education and Supervision Philosophy

This program is designed to prepare professionals for practice who will have the presence, knowledge, and skills to address a wide variety of circumstances within the context of the specialization of Counseling Education and Supervision.

Program Description

This 90-credit doctoral program builds on DMU's Master's in Counseling, Clinical Mental Health Counseling Program, as a foundation and incorporates 30 credits from the program for the 90-credit doctoral program. Students with graduate degrees in counseling or related fields from accredited institutions can transfer up to 30 credits into the Ph.D. program depending on courses taken in their prior graduate programs. The doctoral program requires an additional 60 credit hours of coursework addressing professional roles in 5 areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. Additionally, students are required to complete internship experiences in advanced counseling, supervision, and teaching, and a doctoral dissertation of original research. Students are also required to travel to complete three extended weekend residencies in the duration of the program. The residencies are designed as working residencies where students gather to encourage each other, practice skills they are learning, and focus on the completion of their dissertations.

State-of-the-art technology is used for both asynchronous (traditional online learning) with significant use of videotaping of various clinical and professional skills to be reviewed by peers and faculty, and synchronous learning where students will have virtual face-to-face interactions in their learning process.

Program Mission

The mission of the DMU – Ph.D. CES program is to teach and train graduates for community practice as competent, culturally sensitive, ethical, and morally sound professional counselor educators and supervisors prepared to be thought leaders in a global society in a range of potential occupational categories and career paths.

Possible Careers

The doctorate in Counselor Education and Supervision equips you with advanced knowledge and skills in counseling theory, research, and practice. This degree opens doors to a variety of fulfilling career paths. Here are some common career opportunities:

Academia

- **Professor/Faculty Member:** Teach graduate and undergraduate counseling courses, conduct research, and supervise students.
- **Department Chair or Program Director:** Lead counseling departments or programs, oversee curriculum development, and manage faculty.
- **Curriculum Developer:** Create and implement new counseling programs or curricula.

Clinical Practice and Supervision

- **Licensed Professional Counselor (LPC):** Provide direct counseling services to individuals, couples, families, or groups.
- **Clinical Supervisor:** Oversee and mentor other counselors, ensuring quality care and ethical practice.
- **Mental Health Administrator:** Lead mental health agencies or programs, developing policies and procedures.

Research and Evaluation

- **Research Scientist:** Conduct research to advance the field of counseling, publish findings in academic journals.
- **Program Evaluator:** Assess the effectiveness of counseling programs and interventions.
- **Grant Writer:** Develop and secure grants to support counseling research and programs.

Leadership and Administration

- **Higher Education Administrator:** Work in student affairs, academic advising, or counseling centers.
- **Nonprofit Administrator:** Lead counseling or mental health organizations, developing programs and services.
- **Government Agency Administrator:** Work in government agencies related to mental health or education.

Other Potential Roles

- **Consultant:** Provide expertise in counseling and supervision to organizations or individuals.
- **Author/Speaker:** Write books, articles, or develop workshops on counseling topics.

Program Goals (Aspirational)

Graduates of the DMU School of Counseling Ph.D. CES program will be able to:

1. Explore then generate new knowledge that will inform the practice of counselor education and supervision;
2. Engage in scholarly activities, scholarly inquiry, research, and to present and / or publish results of scholarly inquiry;
3. Plan and engage in leadership and advocacy;
4. Pursue and obtain credentialing as counselors and supervisors;
5. Become familiar with and knowledgeable about current trends and use of technology in the delivery of counseling services, counselor education, and counselor supervision ;
6. Embody a vision of the flourishing person that inspires them, as professional counselor educators and supervisors, and their colleagues to have courage to trust, hope and love.

Program Objectives (Student Learning Outcomes)

Graduates of the DMU School of Counseling Ph.D. CES program will be able to demonstrate proficiency in the areas of advanced counseling, counselor education, counselor supervision, research and scholarship, leadership and advocacy.

Advanced Counseling

- Conduct scholarly examinations of the evidence base for counseling processes and theories.
- Integrate theories relevant to counseling.
- Conceptualize clients from multiple theoretical perspectives.
- Conduct a scholarly examination of culturally sustaining counseling practice across multiple settings, contexts, and across service delivery modalities.
- Demonstrate understanding of methods of evaluating counseling practices.
- Demonstrate understanding of legal and ethical issues and responsibilities in counseling, counselor education, counselor supervision, research, leadership and advocacy across multiple settings and across service delivery modalities.

Counselor Supervision

- Demonstrate understanding of purposes of supervision through examination of theoretical frameworks and models of counseling supervision.
- Demonstrate skill in counseling supervision across multiple settings and across service delivery modalities.
- Develop a personal style of counseling supervision that is grounded in theory and research.
- Assess supervisees' developmental level and other relevant characteristics.

- Demonstrate skill in employing different modalities of counseling supervision including individual, triadic and group supervision.
- Demonstrate skill and knowledge in the use of technology in counseling supervision, and administrative procedures.
- Synthesize methods for evaluation, remediation, and gatekeeping in counselor supervision.
- Develop culturally sustaining strategies for conducting counselor education and counselor supervision.

Counselor Education

- Outline roles and responsibilities related to educating counselors.
- Discuss theory, practice and methods of educating adult learners.
- Describe basic components of curriculum design and instructional delivery methods that include the use of technology.
- Synthesize the importance of integration of diversity, equity, inclusion, and social justice principles and practices in the counselor education curriculum.
- Assess student learning and dispositions.
- Describe the role of mentoring in counselor education.

Research and Scholarship

- Demonstrate understanding and application of research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses.
- Analyze models and methods of sampling, instrument design, and program evaluation.
- Analyze quantitative data.
- Analyze qualitative approaches to gathering data.
- Demonstrate skill in developing research questions and hypotheses appropriate for professional research, publication and presentation at professional conferences.
- Construct grant proposals and funding source solicitations.
- Analyze strategies for conducting culturally relevant and culturally competent research.

Leadership and Advocacy

- Synthesize theories, models, competencies and skills in leadership and advocacy.
- Demonstrate understanding of accreditation standards and program accreditation processes, including self-studies and program reports.
- Outline leadership roles and strategies for responding to crises and disasters.
- Analyze current sociopolitical and social justice issues and how those issues affect the counseling profession.
- Outline strategies of leadership in relation to diversity, equity, inclusion, and social justice issues.
- Assess qualities of effective leadership and advocacy practices.
- Outline plans for self-care in the roles of leadership and advocacy.

Ph.D. CES Core Curriculum Content: Refer to the DMU Catalog Accreditation - Ph.D. Counselor Education and Supervision

Due to the regulatory nature of a professional degree program, students should be familiar with the aspects of educational accreditation.

Accreditation is a process of external quality review created and used by higher education to scrutinize colleges, universities and programs for quality assurance and quality improvement. In the United States, accreditation is carried out by private, nonprofit organizations designed for this specific purpose. External quality review of higher education is a nongovernmental enterprise (Council for Higher Education Accreditation, 2015, ¶ 1-2).

Accreditation is the responsibility of recognized accreditors. The Council for Higher Education Accreditation (2012, September), explains the significance and types of recognition of accreditors.

The United States Department of Education (USDE) and a private organization, the Council for Higher Education Accreditation (CHEA), both recognize over 80 institutional and programmatic accrediting organizations. The USDE process is governed by federal law and regulations. The CHEA process is private and is governed by policies adopted by a 17-member board of directors. The U.S. Department of Education, under the federal Higher Education Act (HEA) (p. 2). Only those institutions that are accredited by a USDE-recognized accrediting organization are eligible to receive federal financial assistance for their students (p. 3).

Essentially, two categories of educational accreditation are significant: 1) institutional and 2) programmatic accreditation.

Institutional Accreditation

Institutional accreditation applies to an entire institution, indicating that each of an institution's parts is contributing to the achievement of the institution's objectives. The regional and national accreditors perform institutional accreditation (U.S. Department of Education, 2016, June 15, ¶ 13).

Divine Mercy University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award master's and doctorate degrees. Questions about the accreditation of Divine Mercy University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Divine Mercy University is an approved institutional participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA). As an approved SARA participant, Divine Mercy University complies with established standards for offering postsecondary

distance education courses and programs among SARA member states, districts, and territories. SARA is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.

Divine Mercy University is authorized to operate in all SARA member states (<https://nc-sara.org/directory>), and is registered, authorized, or otherwise not subject to approval in all states not currently participating in SARA that require such authorization.

Programmatic Accreditation

The Ph.D. in Counselors Education and Supervision program and curriculum is aligned with premier industry programmatic standards. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), grants accreditation for master's and doctoral programs in professional counseling.

The Ph.D. in Counselors Education and Supervision program at DMU is not yet accredited by CACREP. DMU cannot hold any promise or guarantee of becoming CACREP accredited; however, DMU is committed to following the CACREP standards in the design, preparation, and deployment of the program and then applying for CACREP accreditation.

New Student Orientation

Students are acclimated to both the University and their specific program of study through three separate Orientations.

I. Upon admittance, applicants will be sent a registration form for the DMU Orientation. This is a 2 hour course that is held virtually via Zoom. It is designed to connect applicants to the learning management system (Canvas), to DMU resources, and to each other.

Applicants are able to complete all tasks within the Orientation with the exception of a homework assignment which is due 3 days after the orientation meeting.

Successful completion of the DMU Orientation is a requirement to be seated in the upcoming cohort.

II. Library Orientation is required for all entering students and provides an in-depth review of library organization, collections, services, and online resources; presents the methodologies of information searching, strategy development, and evaluation; and reviews the evaluation of information and information sources. This orientation has no course meetings and is completely asynchronous via the Canvas Course Management System.

III. Prior to the beginning of the term, new students are also required to attend a Ph.D. CES Program Orientation Meeting. This meeting introduces specific aspects of the Ph.D. CES program such as:

- The Program Catalog and Handbook
- Information on program requirements like professional liability insurance and

- travel to residencies
- Student Resources

Doctoral Graduate Study

Course work at the doctoral level requires a substantive commitment to independent study with active engagement in group work and professional development. Students are expected to demonstrate attitudes, knowledge, and skills appropriate to the study of and training in counseling, counselor education, and counselor supervision; it is more than just passing courses or simply complying with formal requirements. Doctoral students in CES are expected to exceed minimum requirements and assume responsibility in pursuing lifelong learning that will meet their professional goals, as well as the needs of the industry.

Upon completion of the Ph.D. CES program, graduates must be able to practice as professional counselors, counselor educators, counselor supervisors, researchers, scholars, leaders and advocates within the scope of a spiritually informed, multicultural and changing society; synthesize theoretical and empirical knowledge in the field of counseling; demonstrate the ability to engage in critical thinking, decision making, and independent judgment; conduct and evaluate research in counseling and its related disciplines for its applicability to counseling theory; practice leadership skills in collaboration with members of the counselor educator / supervisor profession; evaluate the impact of counseling theory and practice as it relates to assisting the client in achieving the optimal level of wellness; accept individual responsibility and accountability for personal and professional growth; and have the necessary academic and clinical skills to sustain them in this highly competitive arena.

In addition to the assimilation and synthesis of content, we expect students to develop and grow both emotionally and spiritually during their course of study at DMU. To that end, we encourage students to maintain balance of their own personal and spiritual life, and to participate in activities, events, and practices that renew and refresh their heart, soul and mind. In fact, developing a strategy for self-care is a requirement in the Ph.D. CES program. We strongly encourage students to seek counseling for personal issues that become evident during this training process; students are required to participate in group work processes. Our professors and counseling staff are available to answer questions or to provide direction, although they may not engage in professional counseling services with students.

Professional Identity and Association Membership

As part of the development as a professional counselor students are required to obtain student membership in either the American Counseling Association (ACA)

(<https://www.counseling.org/membership/aca-and-you/students>) or

the American Mental Health Counselors Association (AMHCA)

(<http://www.amhca.org/?page=studentbenefits>)

AND the Association for Counselor Education and Supervision (ACES)

(<https://acesonline.net/membership-information>)

Opportunities for Professional Development and Activities

Benefits of membership in a professional organization, as required, include subscription to

professional journals, access to professional webinars, and engaging in communities of counseling students. As student members, information regarding national, regional and state conferences may be provided via email to students' personal inbox. Students may be invited to develop proposals for presentations and journal articles. Ph.D. CES program residencies provide opportunities for students to develop conference-style presentations that may include research proposals, poster sessions, involvement in panel discussions and other activities that promote and enhance professional development. Students are required to engage in residency workshops, and encouraged to attend seminars, symposia, and additional activities that promote professional development and growth. Information regarding regional chapters of ACES can be found on the ACES website below.

Useful Links:

<https://acesonline.net/about-aces/>

<http://www.amhca.org/?page=chaptermap>

<https://www.counseling.org/about-us/divisions-regions-and-branches>

Financial Information

Financial Policies

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Financial Aid Resources: Refer to the DMU Catalog

Applying for Financial Aid: Refer to the DMU Catalog

Financial Aid Application Deadlines: Refer to the DMU Catalog

Financial Aid for International Student: Refer to the DMU Catalog

Award Letters: Refer to the DMU Catalog

Federal Loan Eligibility Policies: Refer to the DMU Catalog

Admission to the Ph.D. CES Program

Admission Requirements and Process

- A master's degree in counseling or a related mental health field from an institution accredited by an agency recognized by the US Department of Education.
 - Preference will be given to applicants who are professionally credentialed in a mental health occupation (clinical or school counseling, marriage and family therapy, social work, psychology, etc.). Those accepted without such credentials will need to take the necessary extra courses and internships for those credentials before graduating from the Ph.D. in CES.
- Graduate degree cumulative GPA:
 - Minimum overall 3.0 GPA on a 4.0 scale
- Complete the application process which includes:
 - Completed Application for Admission document

- One recommendation form from an academic reference – If you believe you may have trouble obtaining an academic reference, please contact the admissions office to discuss this requirement.
- Submission of official transcripts from all post-secondary institutions even if a degree was not awarded.
- Submission of essays as noted in application for admission document
- Current curriculum vitae or resume
- \$55 application fee
- Availability for two video conference interviews after submission of all application materials.
 - Individual interview with admissions
 - Group interview with other applicants and CES faculty
 - 20 minute video clips of clinical work (role play) and a teaching/presentation
- International applicants must have completed the equivalent of a U.S. master's level degree. Applicants holding degrees from outside the United States must submit any international transcript(s) to a NACES approved evaluation service for a course-by-course evaluation of their transcripts. For more information, please visit the NACES website at: www.naces.org.
- International students whose first language is not English or who have not completed a degree in which English was the medium of instruction must have taken the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the past two years, and the scores must be submitted directly to DMU by the testing agency. TOEFL scores must be at least 100 on the Internet-based version (IBT), 250 on the computer-based version (CBT), and 600 on the paper-based version (PBT). Academic IELTS scores must fall into the overall band of at least 7.0, with no individual band scores below 6.0.

NOTE: If an international applicant living abroad plans to complete the internship requirements outside of the US, it should be clearly noted on the application. The applicant must meet with the program director or designee to determine the viability of completing the internships abroad *prior* to being accepted into the program.

After all application materials have been completed and received by our admissions office, the applicant will be invited to schedule a video conference interview with admissions. Pending the outcome of the individual meeting with admissions, a group video conference interview with other applicants and the SOC faculty members will follow. If you are seeking admission to a program after the primary application deadline has passed, please contact Admissions for further assistance and to inquire if additional spaces may still be available. Note that seating is limited and cohorts may fill to capacity prior to published deadlines.

Please note that individuals seeking admission to multiple programs of study (i.e., Ph.D. Counselor Education and Supervision and Psy.D. Clinical Psychology), must submit separate applications specific to each individual program.

Successful participants in the Ph.D. in Counselor Education and Supervision program will demonstrate not only strong academic aptitude, exceptional research and writing skills, ability to gain knowledge that covers both a breadth of the field of professional counseling and depth in a specific area of the field, but also grit - the ability to persevere in the lengthy process of research and writing to complete the dissertation. In order to best support students in this endeavor, the Ph.D. in Counselor Education and Supervision at DMU uses a cohort model to create a learning community with three extended residencies on campus. The initial cohort requires a minimum number of applicants to ensure a cohort size that leads to an ideal learning environment.

Transfer Policies

Students may transfer up to 30 semester hours from their Master's degree into the 90 credits of the Ph.D. coursework. For a transferred course to replace a Ph.D. in Counselor Education and Supervision course, the following requirements must be met:

1. The school at which the course was taken must be appropriately accredited.
2. Each course credit must be equivalent to one semester hours or 1.67 quarter hours.
3. The student must have earned a grade of B or better in the course.
4. Courses with a recorded grade of B- or below will not be accepted.
5. The course must overlap with the Ph.D. in Counselor Education and Supervision course by at least 80%.
6. Transfer credits must have been completed as post-master's course work (700-900 level) within the previous seven (7) years to be accepted.

Correspondence studies or life experiences will not be accepted for transfer credit.

Course for Credit and Audit Description and Requirements

In general, courses in the Ph.D. program cannot be taken on a course-for-credit or audit basis unless special permission is received from the Program Director.

Ph.D. CES Program Requirements

Overview

The Ph.D. in Counselor Education and Supervision consists of 90-credit hours of coursework and a non-credit course in library and information use and research. The 90-credit program consists of 30 credit hours at the master's degree level and at the doctoral level:

- 7 core content courses (21 credits),
- 4 courses in internships (9 credits),
- 2 courses in integration (6 credits),
- 4 courses in research (12 credits), and
- 12 credits in dissertation research and writing.

Program Internship Requirements

There are 3 Internship courses in the program, 1 full semester each.

- **Internship I - Advanced Counseling:** Advanced Counseling provides students with advanced experiences in delivering counseling services to diverse individuals, couples, families, and groups. Students will participate in individual and group supervision in which they will review their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the middle and end of each of the internship courses to assess mastery of essential counseling techniques, evidence-based practice, and advanced clinical skills. Students will be able to demonstrate advanced clinical and ethical competencies in the areas of diagnostic interviewing, case conceptualization, diverse cultural contextualization, client-engaged goal setting, treatment planning, counseling intervention, and case management.

This course is divided into segments of study for specific evidence-based treatment modalities for addressing the unique needs of clients exhibiting personality pathology. The general practice model called Good Psychiatric Management for Borderline Personality Disorder (GPM) is one of the most practical for general practice professional counselors and will be studied in depth. In addition the treatment modalities of Schema Focused Therapy, Mentalization Based Therapy, Dialectical Behavior Therapy, and Transference Focused Psychotherapy will be explored. This course requires 200 hours of service. (3 hrs, 1 full semester) (Pass/Fail)

- **Internship II - Counseling Supervision:** The Counseling Supervision Internship is the internship course for CES 710 Clinical Supervision and Consultation. The internship course is a practical, hands-on experience designed to prepare students for a career as a clinical supervisor. Under the close guidance of experienced supervisors, students will develop the skills and knowledge necessary to effectively supervise counselors-in-training. This internship involves direct supervision of counseling students, as well as participation in group supervision and professional development activities. Interns will be expected to maintain detailed case notes, participate in regular supervision meetings, and complete required coursework. Upon successful completion of the internship, students will demonstrate competency in the core areas of supervision and be prepared to enter the field as qualified supervisors. This course requires 200 hours of individual, triadic and group supervision provided to supervisees. (2 credit hrs, 1 full semester) (Pass/Fail)
- **Internship III - Counselor Education / Teaching:** The Internship III: Counselor Education / Teaching is the internship course that accompanies or follows CES 820 Adult Learning Theory and Application and CES 828 Adult Teaching Theory and Application. The internship course is a practical, hands-on experience designed to prepare students for a career as a faculty member in a professional counseling program. Students will be involved in co-teaching, curriculum development, student engagement and assessment, and participation in faculty

meetings, committee work, and other academic responsibilities. Upon successful completion of the internship, students will demonstrate competency in the core areas of counselor education and be prepared to pursue a career in academia. This course requires 200 application / service hours as a counselor educator. (2 credit hrs, 1 full semester) (Pass/Fail)

Residency Requirements

The Ph.D. in Counselor Education and Supervision has 3 extended weekend residencies (3- or 4-Days, Wednesday evening through Sunday afternoon **OR** Thursday evening through Sunday afternoon **depending on the particular residency requirement as noted below**) that are designed as working residencies where students gather to encourage each other, practice skills they are learning, and focus on the completion of their dissertations. Participation in the entire residency is mandatory for all students. Since the residency includes group activities and missing parts would be disruptive for the overall learning environment, attending the entire time is obligatory to receive credit for the residency. If a student is not able to participate in the residency, they can attend the next scheduled residency. The student will receive an incomplete for the course connected with the residency until the residency is completed successfully.

The first residency is during the first course in the program and then the same term each following year for students in the program full time:

- CES 740 Advanced Seminar in Professional Identity: Legal & Ethical Issues in CES [3-Day Residency I in Week 4]
- CES 791 Internship II - Supervision [4-Day Residency II in Week 8]
- CES 899 Dissertation Research & Writing 5 [4-Day Residency III in Week 1]

Comprehensive Qualifying Assessment Portfolio

At the conclusion of content coursework, generally around the end of the second year of the program, and before moving to the dissertation candidacy component of the CES Ph.D. program, students must successfully pass the Comprehensive Qualifying Assessment Portfolio (CQAP). The CQAP consists of a collection of assessments to determine a student's readiness for the preparation, writing, and defense of the dissertation. On passing each of the described assessments, the student will be deemed a Candidate for the Ph.D., all but dissertation (ABD, see note below). * Each of the five core areas of the program must be assessed by the student's CQAP committee for determination of an appropriate / doctoral level of preparation, assimilation of required knowledge and skill, and a proficient level of competence to both complete the dissertation and to represent the institution and themselves in the professional world of counseling as doctorally prepared counselors, counselor educators, counseling supervisors, researchers / scholars, and thought leaders and advocates. The CQAP is a zero credit, PASS / FAIL program progression requirement. Students are required to solicit assistance from not less than 3 or more than 5 members to sit on their CQAP Committee. To pass, a voting average score of not less than 86% must be met as determined by rubrics completed by each committee member in each area.

NOTE: As a candidate for the doctorate, a student will be in the dissertation phase of the program with the acronym ABD used in general. Students may NOT use the ABD as a credential following their name in signatures and endorsements. Example, *Jimmy Joe Docstudent, ABD* is not permissible.

Counseling Skill and Knowledge Assessment

The assessment of a student's skill and knowledge of clinical mental health counseling requires the student's successful completion of the following:

1. Students must submit to their committee a 50-minute video of a counseling session with a *de facto* client of theirs who demonstrates complex symptoms denoted by personality traits and characteristics based on DSM-5 TR diagnostic criteria.
2. A Case Conceptualization clinical document of this client that incorporates integration ideology as presented in the CCMMP.
3. A 1000 -to -1500 word document outlining the counselor's history with the client, the rationale for the treatment methods employed, and an introspective, personalization section that includes a comprehensive overview of the counselor's internal responses to this client.

Counseling Supervision Skill and Knowledge Assessment

The assessment of a student's skill and knowledge in counseling supervision requires the student's successful completion of the following:

1. Students must submit to their committee a 50-minute video of a counseling supervision session with a *de facto* supervisee(s) (one or two) of theirs. The video must include demonstration of a personal style of supervision that encompasses established / recognized supervision theory.
2. Submission of supervision notes spanning supervision of the same supervisee for no less than 10 supervision sessions.
3. A 1000 -to -1500 word document outlining the counselor's history with the supervisee, the rationale for the supervision style and methods employed, and an introspective, personalization section that includes a comprehensive overview of the counselor's internal responses to the supervisee(s).

Counselor Educator / Teacher Skill and Knowledge Assessment

The assessment of a student's skill and knowledge in counselor education / teaching requires the student's successful completion of the following:

1. Students must submit to their committee a 50-minute video of a teaching session with a *de facto* counseling class. The video must demonstrate a personal style of teaching that encompasses established / recognized counselor education teaching and learning theory, includes the use of a PowerPoint presentation of not more than 8 slides, handouts, and supportive materials designed to enhance / address a range of student learning styles (i.e., visual, auditory, reading / writing preference, and kinesthetic).

2. Submission of a teaching / learning universal plan for the classroom demonstration video. Include all supportive materials used such as PowerPoints, handouts, and a bibliography.
3. A 1000 - to -1500 word document outlining the counselor's history with the class taught in the video demonstration, the rationale for the teaching style and methods employed, and an introspective, personalization section that includes a comprehensive overview of the counselor's internal responses to the classroom attendees / students.

Research / Scholarship Skill and Knowledge Assessment

The assessment of a student's skill and knowledge in counseling research and scholarship requires the student's successful completion of the following:

1. Students must submit the prospectus of their dissertation approved by their dissertation chair.
2. A 1000 - to -1500 word document outlining their introspective, personalization of the dissertation process to this point, a detailed timeline for finishing their dissertation, and particular barriers they are facing in completing the dissertation.

Leadership Style / Advocacy Skill and Knowledge Assessment

The assessment of a student's skill and knowledge in counseling leadership and advocacy requires the student's successful completion of the following:

1. A 1000 - to -1500 word document outlining a case study of your leadership style, strength, and areas of challenge.
2. A 1000 - to -1500 word document outlining a plan of advocacy for a particular population, group, and/or organization.

Doctoral Dissertation Portfolio

The dissertation topic is developed in close consultation with the student's dissertation chair and a dissertation committee. The student is supported throughout by an intentional process of scaffolding skills needed to be successful in the research and writing of the dissertation. This includes the support of the dissertation chair, research design and methodology courses, library resources, and three residencies that support the skills and work required for the completion of the dissertation. The dissertation proposal must be approved by the student's dissertation committee. The dissertation is expected to meet scholarly standards and be of publishable quality.

Once students have their dissertation chair appointed, they must be continuously enrolled and registered for CES 899 until all dissertation requirements are completed, or will be considered withdrawn from the program. To be successfully completed, the written dissertation must be approved by the dissertation committee and successfully defended orally before the dissertation committee.

Graduation Requirements (DMU)

In order to qualify for graduation, all coursework and curriculum requirements must be completed and all degree requirements met within the degree time-limit and by the

official graduation date. It is the responsibility of each student to successfully fulfill all of their degree requirements, as detailed in each respective program section of the catalog published at the time of their enrollment in the degree which they seek. In addition to the academic requirements, it is necessary for students to be cleared of all library obligations and to present a satisfactory clearance of financial accounts prior to graduation. Students who have not made satisfactory financial arrangements will not have access to any student services, including transcripts, diploma verifications, transfer credits, or enrollment in courses or for another program.

The University confers degrees upon the recommendation of the faculty and by the authority of the Board of Directors throughout the year. Please refer to the posted Academic Calendar for specific degree conferral dates. Students may walk in the annual May commencement when all their graduation requirements are completed or will be completed by the upcoming September conferral date. The graduation fee covers all aspects of the degree completion process and will be applied to all student accounts of degree candidates, regardless of participation in the commencement ceremony.

Students who are eligible for graduation (degree candidates) must submit an Application to Graduate form to the registrar, and pay the applicable graduation fee, at the time of registration for their final semester to obtain a final degree audit and receive the approval of their respective program director. Materials related to the commencement exercises, including orders of invitations and regalia, will be distributed approximately 90 days prior to the degree conferral date.

Participation in the commencement ceremony is allowed only if all coursework and degree requirements have been completed prior to the event.

Dissertation

Students of doctoral programs who have completed all other degree requirements prior to the annual May commencement, except for the final approval of the dissertation, may be eligible to walk at the commencement with the approval of the Program Director and registrar. This special participation does not signify degree conferral. Once all degree requirements have been completed including the successful completion of the dissertation, degree conferral will occur August / September.

Program Completion Requirements

Graduation with a Ph.D. in Counselor Education and Supervision from DMU, students must complete the following:

1. All courses must be completed successfully with a passing grade of B or better.
2. Students must attend all Residencies.
3. Students must complete the Comprehensive Qualifying Assessment Portfolio (CQAP) with an average grade of 86% or better on all rubrics as evaluated by the student - selected CQAP Committee. The CQAP Committee Chair will submit results of the committee's evaluation of the student to the Registrar.

4. Students must successfully complete with a passing grade Internships I - III.
5. Students must conduct research, prepare a Dissertation presenting the results of the research, and defend the Dissertation before the student-selected Dissertation Committee. The Dissertation Committee Chair will submit the results of the committee's evaluation to the Registrar.
6. Upon receipt of all required documents, evaluations and grades, the Registrar will submit the student for graduation from the Ph.D. CES program.

Time Limitation

- Full-time students may complete the program over a three - four -year period.
- The time limit for completion of all requirements is seven (7) years, measured from the date a student begins coursework in the program.

Academic Guidelines

Grading Policy

Grades are based on faculty formative and summative evaluation of student performance as described in each course. See the Catalog for the University grading policy and incomplete policy.

Course Completion Requirement

For the Ph.D. CES program any course receiving a grade lower than a B must be retaken. Consult the Catalog for more information.

Academic Good Standing

To remain in good academic standing, students must earn a minimum of a B in each course and maintain a minimum cumulative grade point average of 3.0. The status of all students will be reviewed at the end of each academic period by the registrar, who will update student status accordingly. Academic progress is also reviewed by the appropriate University offices for compliance with the distinct eligibility requirements for financial aid, veterans' benefits, and student visa status. See the respective sections for additional information. Students may be placed on a remediation plan for having a cumulative GPA below a 3.0

Academic Probation, Passing Grade Requirement and Retakes

In the event of failure to meet the above standard for academic good standing, students will be placed on academic probation and receive notification regarding their academic standing. The Registrar refers students on academic probation to the Program Director to develop a plan for remediation.

For the Ph.D. in Psychological Sciences program, any course receiving a grade of C+ or below must be retaken. Students may repeat a course 2 times (total of 3 attempts) before being placed on scholastic suspension.

See the specific academic program policy section for any additional criteria regarding minimum grades for successful course completion. Depending upon these requirements, students may be obliged to repeat and/or remediate a specific course.

Students may repeat certain courses in order to improve their cumulative grade point average. In such cases where a course is retaken both grades will be reported on their transcript, but the higher of the two will be used for the purpose of calculating the grade point average.

Incomplete Grades

A student may petition an instructor to be assigned an incomplete (INC), as a grade, when one or more course requirements have not been completed by the end of the course, due to extraordinary circumstances. The awarding of an incomplete is at the discretion of the instructor and the student must have completed academic assignments through the end of week 5 and passing the course. To be awarded an incomplete, the student and instructor must complete and sign the incomplete course agreement form and the instructor must deliver it to the registrar at the time that grades are due. The instructor is responsible for notifying the Office of the Registrar of the final grade assigned upon completion of all course requirements.

When a student has been assigned an incomplete the student must complete all outstanding course requirements within 28 days following the end of the term of registration for the course. Failure to complete all course requirements will result in the instructor awarding a grade based upon work completed and outstanding assignments.

Students who receive financial aid and who carry a grade of incomplete into a subsequent semester risk loss of financial aid for that semester. Carrying an incomplete course grade reduces the student's overall grade point average and lowers the credit hours attempted-to-completed ratio – either or both factors can create a failure to meet the financial aid requirements for Satisfactory Academic Progress. Students who have two incompletes are not eligible to begin the next term until the incomplete grades have been submitted.

Academic Dismissal

Students placed on academic probation for two semesters or who have received a grade of C+ or below must be retaken. Students may repeat a course 2 times (total of 3 attempts) before being placed on scholastic suspension. Students who fail to resolve their academic deficiency may face academic dismissal.

Add/Drop Policy: Refer to the DMU Catalog

Academic Integrity: Refer to the DMU Catalog

Plagiarism: Refer to the DMU Catalog

Late Assignment Policy

In an effort to develop high professional standards, no late work without deductions will be accepted unless prior arrangements have been made with the instructor. All requests and approvals for extensions must be documented via email at least one week prior to the due

date for the work. Requests must include an assignment completion plan to be approved by the instructor. Outside of this, no late work will be accepted without deductions unless the circumstances are dire and unusual (see Exceptions and Special Circumstance below), and explained fully in writing with the request for an exception emailed to the instructor. If a student misses an online course meeting, the student must notify the instructor as soon as possible and is then responsible for finding out from the course schedule/syllabus, or a classmate what material was covered and what homework was assigned. Students cannot submit assignments late because they missed the online course meeting when the assignment was given or when the assignment was due.

Unless otherwise noted, all online assigned work is due at 11:59 pm Eastern USA Time on the date due. NOTE: Initial discussion posts are due Saturday (3:00 pm EST) and response to peers Monday (11:59 pm EST). Without prior agreement with the instructor noted above, late assignments receive a 10% deduction for each day they are late if assignments are not posted by 11:59 pm Eastern time zone on the day they are due (or by 3:00 pm EST for initial discussion posts). Assignments more than 4 days late will not be accepted and will receive zero points unless prior approval has been granted and documented. This policy applies to all assignments including the primary discussion posts which are to be submitted in the Canvas online platform.

Technological issues are not considered valid grounds for late assignment submission. In the event of a DMU or personal server outage, students should submit assignments to the instructor via email, and when systems are restored, submit those assignments in the Canvas platform.

Assignments, Exams, Discussion Posts and Extra Credit

- No late work without deductions will be accepted (and no late work more than four days late will be accepted) unless prior arrangements have been made with the instructor and documented in an assignment completion plan.
- Assignments: (quiz, vignette, recordings, etc.): No make-ups, no late work accepted unless pre-arranged as noted above.
- Exams: Make-ups only when scheduled/approved in advance.
- Papers: Late work accepted only when scheduled/approved in advance.
- Extra credit: There are no extra credit options available in this program.
- Discussion posts: Weekly discussion posts with the required peer responses are valued at 50 possible points as follows:
 - Main Idea (up to 20 points)
 - Responses to Colleagues' Posts (up to 7.5 points each = total 15 points)
 - Personal Application to Discussion Prompt (up to 10 points)
 - Grammar, Coherent, Logical (5 points possible): mechanics, grammar, spelling, sentence and paragraph construction, and APA format and style.

Discussion responses must be substantive and between 250-300 words (plus references) as noted in the Discussion instructions, prepared in an academic format, and include supportive documentation (i.e., in APA format and style). Responses to peers must be substantive and between 200-350 words each, and prepared in a scholarly style as noted in the instructions. At the same time, overly lengthy posts are unnecessary and cumbersome

for the class (much like taking up too much class time in a regular classroom). Work to post concisely, per APA guidelines, and stay within the posted word-count limits. If the discussion instructions ask for 2 responses to colleagues' posts, only 2 responses will be graded; more is not necessarily better and will not increase a score. Think quality of posts versus quantity of posts. Be mindful of the late policy for discussion posts as stated above.

Posts must be focused, on topic, and avoid conjecture and/or opinion that is unsubstantiated unless an opinion is being solicited as part of the discussion topic as instructed. Anecdotal information (a personal story) is valuable as it pertains to the topic and is a part of an academic response that includes citation and references. Students should work to tie personal experiences to theory, when included, and remember to set appropriate boundaries on sharing personal information.

No discussion responses will be graded after the week they are due. If primary discussion posts are submitted after the due date, they will receive the 10% per day late deduction for up to four days.

Assignment Completion Plans

All agreements between faculty and student for acceptance of late assignments must be documented as an assignment completion plan. Acceptable documentation includes, email using DMU accounts, private email within the Canvas classroom where entry is available. Requests to faculty by students to post an assignment late must include, at the least, the following information:

- Reason for the request
- Date the assignment will be posted
- Acknowledgment of the late deductions

Instructors have the option of accepting an assignment completion plan with or without late deductions, or to not accept the plan at all.

All requests for assignments to be submitted beyond the end of the course must be approved by the Program Director.

Exceptions and Special Circumstances

An expectation for students to submit assignments by posted due dates is aligned professionally with clinical work. There are exceptions and special circumstances that warrant consideration. In these instances, contact the instructor immediately or as soon as reasonably possible. Examples include, but are not limited to:

- Death of an immediate or close family member requiring your full attention
- Serious illness (i.e., illness that would impede your ability to complete an assignment on time)
- Unexpected natural event (i.e., natural disaster, weather phenomenon, etc.)
- Accidental injury to yourself or a close family member that constrains your ability to complete assignments on time
- Military duty that impedes your ability to complete assignments on time

Retreats, Conferences, and Vacations

Students should notify faculty at the beginning of a course if there is a planned retreat, conference, or vacation occurring during the term, and request approval to post assignments in advance. Students are obligated to complete assignments, including initial discussion posts, prior to leaving. Students should anticipate the coursework required and prepare without expectation of special consideration. Posting to the cohort for discussions can still occur during most absences. Students should consider obligations and responsibilities within the course as one would in a clinical setting with clients. Vacation time should be planned per the course schedules. If traveling during a term, students should plan ahead and connect to the Internet to complete assignments during a trip. NOTE: Missing ANY residency session may result in a failing grade and a requirement to repeat the entire course.

Time Management

Graduate courses in this program are typically 8-week courses and on average require 18-20 hours per week, per course. While on-site courses typically have classroom lectures and several large assignments, often due at the middle and end of the course, online courses involve independent studying and multiple assignments each week. This requires studying and working on assignments at least a couple hours each day. Students should plan accordingly. Success is a function of planning and time management. A helpful practice is to block out a set amount of time each day to study.

Most of each course involves asynchronous learning wherein students read course texts and materials, prepare written assignments, and respond to discussions on their own time. In short, much of the time students are learning on their own with a mix of instruction styles that includes segments with live video conferencing, peer-to-peer group work, and working independently. As a professional graduate school program, students are expected to be self-driven, to hone individual critical thinking skills, and to study a large amount of reading material. While we provide ample and facilitative support systems, studying course texts, using the online library and other technological resources is necessary for student success.

Academic and Grade Appeals

DMU has a responsibility to protect the rights of students and to ensure compliance with its nondiscrimination policy by providing an appeal process for those who desire to file a grievance against the University, including any claim of discrimination. For non-academic grievances, refer to the student grievance policy in this program handbook.

Students disputing a grade received may contact the Dean of the Global Campus, or designee, who will assist with contacting the faculty member to discuss the grade dispute. The faculty member's decision is final. Grade disputes that are based on alleged discrimination are reviewed as non-grade related grievances. All grade disputes must be initiated within 2 weeks of the course end date.

Student Evaluation of Courses

As a process for continual and consistent improvement, students will be asked to complete evaluation surveys during a course (i.e., at week 3). This process provides students, instructors, and curriculum managers an opportunity to make effective adjustments along the way that will enhance the student learning experience.

Additionally, at the end of each term, students are expected to complete an evaluation of each course. All evaluations are confidential and privacy is maintained. Extensive precautions are taken to prevent student comments from being identified as coming from a particular student. It is an important responsibility of DMU students as citizens of DMU to participate in the instructor and course evaluation process. Students will be asked to reflect upon what they have learned in the course, the extent to which they have invested the necessary effort to maximize learning, and the role the instructor has played in the learning process. It is very important that students complete the online evaluations with thoughtful comments.

DMU takes instructor and course evaluations seriously as an important means of gathering information for the enhancement of learning opportunities for its students. Student honesty in evaluation of the courses is critical, since the results contribute to improving class design and presentation and are an integral component in the DMU programmatic assessment process.

General Policies

Non-Discrimination Policy: Refer to the DMU Catalog

Anti-Harassment Policy: Refer to the DMU Catalog

DMU recognizes and accepts its obligations under the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1974, prohibiting discrimination on the basis of a disability. Any grievances concerning University compliance with the mandates of these acts will be handled through the Student Grievance Policy described in this Handbook. In accordance with regulations, there will be no retaliation against those who bring complaints against the University. As noted in the 2014 ACA Code of Ethics, "The primary responsibility of the counselor is to respect the dignity and promote the welfare of clients" (ACA, 2014, Section A.1.a).

General SOC - Ph.D. CES Information

Contacts: School of Counseling

By Phone or Voice Mail Message

Main Number: (703) 416-1441

Dean of the Global Campus: Stephen Sharp, Ph.D.

Program Director: Stephen Sharp, Ph.D.

V.P. of Academic Affairs for Digital Learning: Harvey Payne, Psy.D.

Disability Support Services: Merita McCormack

By Mail

Divine Mercy University
School of Counseling
45154 Underwood Lane
Sterling, VA 20166

By Email

CES Program: ces@divinemercury.edu

Dr. Stephen Sharp: ssharp@divinemercury.edu

Disability Support Services: dss@divinemercury.edu

Website: www.divinemercury.edu.

Tech Support

Support for the Canvas Learning Management system is provided to students 7 days a week to ensure access to learning, teaching and research. Students and faculty may contact tech support via live chat or by phone:

Tech Support phone: 1-855-976-9659

Live Chat: Click on the Help link (question mark in circle) in the lower left-hand corner of the Canvas classroom to access a variety of help options, including a live chat function with Canvas support personnel.

studentsuccess@divinemercury.edu

Additional Email Addresses

Business Office: businessoffice@divinemercury.edu.

Financial Aid Office: financialaid@divinemercury.edu

Admissions Office: admissions@divinemercury.edu

Library: library@divinemercury.edu

Procedures for Disseminating Information

In addition to the DMU Policy for Distribution of Materials policy in the DMU Catalog, students in the Ph.D. CES program must be aligned with the dynamic nature of the professional counseling field. To ensure that students are aware of current professional and academic events, learning and research opportunities, and/or programmatic adjustments or changes, students may receive information through mass emails, faculty announcements in class, and in the electronic discussion forums within the online learning system. In addition, the Dean, Directors, DMU Administration, and/or Faculty Advisors may visit the online classroom and the residency activities to deliver information or to keep students abreast of DMU activities. The Student Program Handbook may experience periodic updates and revisions.

Notice to Student of Policy Changes: Refer to the DMU Catalog

Course Sequencing

Certain course schedules require specific sequencing of courses due to course offerings, faculty availability and prerequisites. Refer to the course descriptions in the DMU Catalog for prerequisites required for courses.

The Ph.D. Counselor Education and Supervision Program has 2 possible annual entry points, Spring Semester and Fall Semester, on a cohort basis. DMU reserves the right to delay a given starting point if there are less than 6 applicants qualified to begin at that

point.

Course Sequence: Spring Start

Full Time Schedule - Spring Start 1 Year 1					Semester Total	
Spring 1A	Credits	Spring 1B	Credits	Courses	Credits	
CES 740 Advanced Seminar in Professional Identity: Legal & Ethical Issues in CES [Residency I, Week 4]	3	CES 750 Advanced Evaluation of Mental & Emotional Disorders (Psychological Measurement)	3	2	6	
CES 890 Research Seminar I	1	PHT 608: The Catholic Christian Vision of Flourishing: Vocations and Virtues*	3	2	4	
*DMU MSC/MSP graduates who passed all their program PHT courses may transfer in a PHT course and take a 1 credit course to create a bibliography with reference summaries and narrative for the integration section covering this area of philosophy and theology of their dissertation.						
Summer 1				Courses	Credits	
CES 710 Clinical Supervision and Consultation	3	CES 718 Research Design and Methods	3	2	6	
		CES 890 Research Seminar II	1	1	1	
Fall 1A		Fall 1B		Courses	Credits	
CES 790 Internship I Advanced Counseling			3	1	3	
CES 791 Internship II - Supervision [Residency, Week 8, COUN 510-580]			2	1	2	
CES 739 Advanced Qualitative Research	3	CES 890 Research Seminar III	1	2	4	
Full Time Schedule - Year 2					Semester Total	
Spring 2A		Spring 2B		Courses	Credits	
CES 729 Advanced Quantitative Methods	3	CES 899 Dissertation Research & Writing I	1	2	4	

PHT 643 Catholic Christian Marriage and Human Sexuality*	3	CES 820 Adult Learning Theory and Application	3	2	6
*DMU MSC/MSP graduates who passed all their program PHT courses may transfer in a PHT course and take a 1 credit course to create a bibliography with reference summaries and narrative for the integration section covering this area of philosophy and theology of their dissertation.					
Summer 2				Courses	Credits
CES 828 Adult Teaching Theory, Integration, & Application	3	CES 899 Dissertation Research & Writing II	3	2	6
Fall 2A		Fall 2B		Courses	Credits
CES 760 Advanced Multicultural Counseling, Advocacy & Leadership	3	CES 899 Dissertation Research & Writing III	3	2	6
CES 792 Internship III - Teaching			2	1	2
Full Time Schedule - Year 3				Semester Total	
Spring 3A		Spring 3B		Courses	Credits
CES 899 Dissertation Research & Writing IV [Residency III, Week 1]	3	CES 780 Scholarship, Advocacy, and Grant Writing in Counselor Education	3	2	6
		Comprehensive Qualifying Assessment Portfolio	0		
Summer 2				Courses	Credits
CES 899 Dissertation Research & Writing V			4	1	4
				Program Total	
				23	60
				Courses	Credits

Course Sequence: Fall Start

Full Time Schedule - Fall Start 1 Year 1	Semester Total
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Fall 1A	Credits	Fall 1B	Credits	Courses	Credits
CES 740 Advanced Seminar in Professional Identity: Legal & Ethical Issues in CES [Residency I, Week 4]	3	CES 750 Advanced Evaluation of Mental & Emotional Disorders (Psychological Measurement)	3	2	6
CES 890 Research Seminar I	1	PHT 608: The Catholic Christian Vision of Flourishing: Vocations and Virtues*	3	2	4
*DMU MSC/MSP graduates who passed all their program PHT courses may transfer in a PHT course and take a 1 credit course to create a bibliography with reference summaries and narrative for the integration section covering this area of philosophy and theology of their dissertation.					
Spring 1A	Credits	Spring 1B	Credits	Courses	Credits
CES 710 Clinical Supervision and Consultation	3	CES 718 Research Design and Methods	3	2	6
CES 739 Advanced Qualitative Research	3	CES 890 Research Seminar II	1	2	4
Summer 1				Courses	Credits
CES 790 Internship I Advanced Counseling			3	1	3
CES 791 Internship II - Supervision [Residency, Week 8, COUN 510-580]			2	1	2
CES 890 Research Seminar III			1	1	1
Full Time Schedule - Year 2				Semester Total	
Fall 2A		Fall 2B		Courses	Credits
CES 729 Advanced Quantitative Methods	3	CES 899 Dissertation Research & Writing I	1	2	4
PHT 643 Catholic Christian Marriage and Human Sexuality*	3	CES 820 Adult Learning Theory and Application	3	2	6
*DMU MSC/MSP graduates who passed all their program PHT courses may transfer in a PHT course and take a 1 credit course to create a bibliography with reference summaries and narrative for the integration section covering this area of philosophy and theology of their dissertation.					

Spring 2A		Spring 2B		Courses	Credits
CES 828 Adult Teaching Theory, Integration, & Application	3	CES 899 Dissertation Research & Writing II	3	2	6
CES 792 Internship III - Teaching			2	1	2
Summer 2				Courses	Credits
CES 760 Advanced Multicultural Counseling, Advocacy & Leadership	3	CES 899 Dissertation Research & Writing III	3	2	6
Full Time Schedule - Year 3				Semester Total	
Fall 3A		Fall 3B		Courses	Credits
CES 899 Dissertation Research & Writing IV [Residency III, Week 1]	3	CES 780 Scholarship, Advocacy, and Grant Writing in Counselor Education	3	2	6
		Comprehensive Qualifying Assessment Portfolio	0	1	0
Spring 3				Courses	Credits
CES 899 Dissertation Research & Writing V			4	1	4
				Program Total	
				24	60
				Courses	Credits

Criminal History and Background Checks

Students and graduates in the field of counseling will work with vulnerable groups in both child and adult populations. Due to the sensitive and regulatory nature of the professional degree field, individuals in this program may be required to undergo criminal background history checks for their internship if the clinical placement site requires this.

A criminal history and/or conviction may negatively impact students' ability to find an acceptable clinical placement. Additionally, a criminal record may be cause for denial of a state license to practice in this field. Students are advised to disclose concerns during the enrollment process, and to contact state licensing boards for evaluation of licensability in a state or jurisdiction.

Criminal Background Check Disclosure Statement

The following attested statement is a component of the enrollment agreement: A criminal history and/or criminal conviction may prevent an individual from obtaining a clinical placement opportunity and/or a state license to practice in this field, and could result in dismissal from the MS in Counseling program based on the history and/or conviction. I understand that multiple criminal background checks may be conducted before clinical internship courses or placement, and I will consent to submitting to any and all required documentation and information, including fingerprinting and/or biometrics (e.g., FBI, NCIC, Interpol, etc.) required for the background check with results provided to both the placement agency and the University.

Program Delivery Platform

The DMU Ph.D. CES program is delivered to students primarily in an online, asynchronous modality; however, portions of this program require synchronous interaction, and additional in-person residency attendance. Numerous resources facilitate learning, acquisition of knowledge, and development of counseling skills. The University's online learning management system is Canvas, an electronic venue in which students can communicate with faculty and peers, gain access to online support, find links to assistance with educational tasks (such as writing, researching, and subject tutoring), and an online library with access to journals, articles and texts. Students access the Canvas classroom and online library regularly throughout their Clinical Mental Health Counseling program.

Students and faculty will also interact in real time via video conferencing with synchronous components. Attending a graduate program either in a traditional classroom or in the online environment can be challenging yet richly rewarding. Online students have the unique opportunity to set their schedules for study, participation in class, and benefit from completing their degrees using current technology in an asynchronous approach combined with real world experience in residency workshops and clinical placement.

Methods of Instruction

The SOC Ph.D. CES program curriculum is delivered mostly online with both asynchronous and synchronous components with three (3) live, in-person residencies required. The following methods of instruction may be employed:

- Synchronous Instruction: students and faculty will engage in real-time using a variety of technology such as chat rooms, web-based conferencing, telephone and during in-person residencies.
- Asynchronous Instruction: student-centered, student-managed facilitation of exchanging information and instructional materials outside of the constraints of real-time meetings between students and faculty.
- Reading assignments: students are expected to complete assigned weekly readings from texts, journals, and/or the online library.
- Lecture: Prepared or live lectures may be included as a method of instruction. Students should read assigned material prior to class as lectures will be brief and class discussion will be devoted to applying assigned readings.

- Academic Class Discussion: courses will have mandatory academic discussions. Students are expected to prepare responses to academic discussions posted by faculty and other students using the online discussion board platform (Canvas), and during synchronous meetings either online or during residencies.
- Video/Audio: students are required to review video material as assigned. Additionally, students are required to video/audio tape role-plays and actual counseling sessions with clients that will be viewed as opportunities for faculty and classmates to review counseling skills.
- Demonstration: faculty and/or guest speakers may provide instructional demonstrations of counseling skills.
- Role Play: students are required to conduct role play to practice counseling skills as assigned. Instructors may require a triadic model with students assuming the roles of counselor, client and/or observer.
- Written Assignments/Papers: students will be required to compose graduate level papers and other written assignments, such as personal reflection papers, expository compositions, and research reviews.
- APA Style: Students are required to submit written assignments consistent with the Publication Manual of the American Psychological Association (7th ed.) guidelines for student-level papers.
- Rubrics: Rubrics, or grading guides, are provided for each assignment. Although weighting of the key elements of a written assignment will vary by instructor, there are 4 general categories:
 - Key Concepts: the paper should address the objectives for the assignment
 - Readability: flow of thought, sentence and paragraph constructions, critical thinking, and attention to key concept/key elements.
 - Mechanics: Usage, grammar, spelling, and consistency with APA style and format guidelines. Be sure to include in-text citations, give credit to your sources. Include a title page and references. Use headings to organize your work.
 - Personal Application: demonstration of introspection through articulation of personal synthesis of the key topics within the objective, cognitive, affective, and spiritual domains.
- Research: counseling-related research is embedded throughout the program. Students are required to engage in research in both small group and independent activities.
- Quizzes, examinations, and assessment of student learning: Students will have quizzes and examinations administered in courses to measure the acquisition of knowledge.
- Learning Activities: students are required to engage in critical thinking activities.
- Group Work: different categorizations of group work are required. For example, students are required to participate in clinical group exercises, demonstrations, facilitation and role-plays. Additionally, students may be assigned to work in groups on assignments, projects, presentations, and demonstrations.
- Presentations: students are required to demonstrate graduate-level verbal and professional presentation skills using *Microsoft PowerPoint® and/or other

approved presentation software.

- Basic guidelines for developing PowerPoint® presentations: ➤ Only one main concept/theme per slide ➤ Limit slide text to no more than seven lines of text per slide ➤ Avoid multiple fonts; use no more than three different font sizes throughout ➤ Include speaker notes for you, the presenter, and for faculty to view. ➤ Include major points on slides; do not put your whole presentation on the screen during a live presentation – slides are used to support speaker, not replace the speaker. ➤ Include graphics. Remember that a picture can assist in telling the story or making a point. ➤ Conceptualize PowerPoint® development in the context of making a presentation at a professional conference.
- The following websites provide additional guidelines for effective presentations, as well as instructions for creating a PowerPoint presentation:
- [10 PowerPoint Tips and Tricks for Effective Presentations](https://gitmind.com/powerpoint-tips.html)
<https://gitmind.com/powerpoint-tips.html>
- [15 PowerPoint Tips to Make Your Slides More Effective](https://www.ispringsolutions.com/blog/10-powerpoint-tips-to-make-your-slides-more-effective)
<https://www.ispringsolutions.com/blog/10-powerpoint-tips-to-make-your-slides-more-effective>
- [PowerPoint Presentation Best Practices: Tips & Resources](https://libguides.hccfl.edu/powerpoint/tips)
<https://libguides.hccfl.edu/powerpoint/tips>
- Residencies: students are required to attend and participate in three (3) live, in-person residencies. Residency requirements included traveling to a destination point, and actively engaging with peers and faculty. Residencies are embedded in three courses across the program.
- Interactive Multimedia: students are required to interact with their respective cohort and faculty in real time via online multimedia platforms.
- Internships: students are required to complete Internship course requirements. The 3 Internship courses vary widely in content and structure. Students will be working in community mental health settings, private practice, and other settings working with real clients for Internship I. Students must complete a prescribed number of Service hours. For Internship II, students will be supervising master's level graduate students in the DMU Ph.D. CES program, or at other arranged sites to be determined. Internship III is a teaching experience wherein students will teach 2 courses over a full semester while under supervision of the primary instructor.

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Thelen Memorial Library

Refer to the DMU Catalog and divinemercury.edu for more information.

Student Resources

Writing Format

In the DMU School of Counseling, and as a hallmark of the counseling profession, students will be required to write papers in APA style. Students are encouraged to obtain a copy of the Publication Manual of the American Psychological Association (7th ed.). Alternatively, and quite readily, students may purchase various APA formatting software applications, and visit the following websites for APA assistance:

APA Style (<http://www.apastyle.org/>)

OWL (Purdue Online Writing Lab, <http://owl.english.purdue.edu/owl/section/2/10/>)

Students requiring academic accommodations

Students who have or think they may need accommodations are encouraged to contact the Disability Support Services, located in the Office of Academic Affairs:

(DSS@divinemercury.edu, ext. 114). This office welcomes the opportunity to talk with students about their individual situation so students can make an informed decision about whether or not to seek accommodations. Please refer to the DMU Disability Support section of the DMU Catalog.

Course Syllabi

Students who would like to review the course syllabi outline, course syllabi are available either through the Course page or in COUN 700.

Program, Faculty, Student Evaluation and Assessment

The DMU Ph.D. CES program is aligned with the 2024 CACREP Standards with a Specialization in Counselor Education and Supervision. A Ph.D. CES Comprehensive Assessment Plan includes program evaluation, assessment of student learning, and processes for evaluation of program faculty and site supervisors. The Ph.D. CES Comprehensive Assessment plan utilizes summative and formative activities to measure levels of course, general curricula/program, faculty and student success as one initiative for continuous and systematic program improvement. Teaching and learning outcomes are measured using analytic metrics, student feedback, faculty evaluation of student assimilation of learning outcomes throughout the program, and data collection systems such as Populi and Canvas. Students are asked to complete an evaluative course survey instrument at or near the end of each course as well as periodic surveys during a course.

Gatekeeping

As counselor educators and supervisors, DMU Ph.D. CES program faculty and staff are committed to upholding an ethical gatekeeping responsibility to “systematically assess each student’s progress throughout the program by examining student acquisition of both knowledge and skills... professional dispositions.. [and] has a systematic process in place for communicating feedback to students about individual assessments of knowledge, skills, and professional dispositions.” (CACREP 2024 Standards Guidance Document (updated

May 28, 2024), Standard 2.c) The role and responsibility of gatekeeper to the profession is intricately tied to a primary ethical code: first, do no harm.

Advising

Students are supported throughout their doctoral journey on several levels beginning with enrollment advisors, financial aid advisors, and faculty advisors. During the first course in the Ph.D. CES program, students are assigned a Faculty Advisor. Faculty Advisors serve as a point-of-contact for students that will mentor, coach, and provide ongoing support for professional growth and development. Faculty Advisors:

- assist students with the doctoral program by providing support and at the same time challenging students to stretch and learn, and provide oversight of counseling students' ability to work with peers and cohorts both within and external to the program.
- serve as mentors. They will encourage and assist in the development of students' professional counseling identity and while promoting student-centric professional career goals and professional development.
- track students' progress through the program and provide guidance to students as they navigate graduate school.
- communicate with advisees regarding opportunities for participation in professional organization conferences and counselor-related research projects. As gatekeepers for the profession, faculty advisors as well as all program faculty may share information in accordance with the Family Education and Privacy Act (FERPA) guidelines about student progress and challenges. Aligned with industry standards for counselor education, faculty advising is an effective tool that enhances student success and provides a strategy for maintaining compliance with professional ethical responsibilities. The faculty advisor is a colleague in the profession committed to lifelong growth, learning as components of personal and professional development, and who was once a graduate student. Contact and regular consultation with assigned faculty advisor is required.

Student Personal Counseling Services*

While it is not the DMU-SOC policy or a part of the Ph.D. CES program curricula to require professional counseling, we recognize that personal issues can impede functioning as a counselor in every domain. A high level of personal and professional development occurs while in the DMU program. Willingness to recognize the need for personal counseling as either a step in self-care and personal mental health and wellness, or as well as a personal growth opportunity from the perspective of a client, committing to a course of personal counseling can be cathartic and is considered as a healthy approach to maintaining mental wellness. Personal counseling is strongly recommended for all counseling professionals. A list of resources is available in COUN 700 and through contacting the Student Success Office. Students who experience personal difficulties as a motive for seeking counseling should explore the availability of services within respective communities. As a student and/or counseling professional, students are required to be knowledgeable about their community mental health resources. Students should become informed, especially regarding child abuse, domestic violence, and vulnerable adult abuse. They should also find

and make a written record of local phone numbers for their regional or state mental health authority (i.e. child and/or adult protective services).

If you feel you are in danger, are a danger to yourself through self-harm, experiencing a mental health emergency, or are otherwise having a medical emergency, DIAL 911 immediately.

- National Suicide Prevention Hotline: 1 (800) 273-8255
- National Human Trafficking Resource Center: 1 (888) 373-7888
- Therapists Online Now: www.betterhelp.com

**Note: Faculty Advisors, or other DMU administration, staff or faculty may NOT provide psychotherapy or professional counseling for students as part of their role at DMU. The counseling process and agreement with a student would constitute a dual role relationship (see below). Ph.D. CES students may be referred for counseling as a result of action under the Professional Behavior Standards outlined in the Student Expectations sections of the handbook.*

Expectations of Students Part I: Technology, Participation, and Attendance

Technology

As an online program, students may live almost anywhere and attend class. The Ph.D. CES curriculum, however, includes both asynchronous and synchronous components. For example, most weekly discussions and written assignments may be completed by posting in Canvas on or before scheduled due dates in the convenience of their home, office or wherever they have reliable Internet access. Synchronous assignments involve interaction in real time with their cohort and faculty, guest speakers, and/or supervisors via the Internet via Zoom (or similar) video conferencing. Because of the reliance on the Internet and technology to complete this program, students must have a reliable broadband connection, a computer capable of downloading and uploading larger files, headphones/earbuds and microphone, and compatible computer software for completion of assignments using Microsoft Office software such as Microsoft Word, Microsoft PowerPoint, and Microsoft Excel. Students are also required to accommodate scheduled live meetings by adjusting availability to align with the U.S. Eastern time (EST or EDT). Please refer to the M.S. Counseling Catalog for the latest technical requirements.

Tech Support

Support for the Canvas Learning Management ® system is provided to students 7 days a week to ensure access to learning, teaching, and research. Students and faculty may contact tech support via live chat or by phone:

- Tech Support phone: 1-855-976-9659
- Live Chat: Click on the Help link (question mark in circle) in the lower left-hand corner of the Canvas classroom to access a variety of help options, including a live Chat function with Canvas support personnel.

Mandatory Class Participation and Mandatory Synchronous Meetings

Attendance in the online classroom is required. Students must post as directed in the

online classroom each week. Assignments must be posted on or before due dates.

Mandatory Synchronous Meetings are required meetings where the entire course or section of a course must meet via Zoom. Any student who for any reason misses 25% of mandatory synchronous meetings during the course (i.e., missing 2 meetings out of 8 meetings) will receive an F in the course. University Excused Absences do count against the 25% limit.

Residency Information and Attendance

There are three residencies embedded within 3 courses of the program. The in-person workshops provide opportunities to interact with faculty and peers, to practice counseling skills and professional presentations, to enhance aspects of professional development, and to network within the counseling community. Students are required to travel to the arranged location for each residency workshop and attend the full duration of the residency.

CES 740 Advanced Seminar in Professional Identity: Legal & Ethical Issues in CES [3-Day Residency I in Week 4] begins on Thursday evening with an informal Meet and Greet. Classroom instructions begin on Friday and conclude the following Sunday at approximately noon. Students must arrange flight schedules to arrive on Thursday afternoon or evening, and depart the residency with flight times no earlier than 4:00 pm on Sunday.

CES 791 Internship II - Supervision [4-Day Residency II in Week 8] begins with a mandatory meeting on Wednesday evening. Students will be working with master level students in either COUN 510 or COUN 580 to practice their counseling supervision skills. Supervision training and practice through the week and conclude the following Sunday at approximately noon. Students must arrange flights scheduled to arrive on Wednesday early afternoon and can depart the residency with flight times no earlier than 4 pm.

CES 899 Dissertation Research & Writing 5 [4-Day Residency III in Week 1] begins on Wednesday evening with an informal Meet and Greet. Workshop activities related to completing the dissertation get flight schedules to arrive on Thursday afternoon or evening, and depart the residency with flight times no earlier than 4:00 pm on Sunday.

Arriving late or leaving early is unacceptable constituting an unexcused absence and will result in a failed grade for the course. Residency attendance is not optional. Attendance for each day's full agenda is required. Absences from any part of a residency will result in a failed grade for the class associated with the residency. Students should plan travel arrangements accordingly.

All costs related to travel and meals for the in-person portion of the residency courses are the sole responsibility of the student and are not covered by financial aid. Students are required to stay at the hotel hosting the residency. Lodging costs (double occupancy) are a direct expense and are covered by financial aid.

Students must bring their own laptop computer, compatible tablet or other electronic device capable of high speed Internet connectivity for uploading and downloading documents when required. Homework may be assigned on Thursday and Friday to prepare for the following day's workshop.

Each residency is an important milestone in the development of professional counseling skills. The residencies provide students with opportunities for personal growth and professional development, to demonstrate skills and apply learning through face-to-face counseling situations. The residency workshops are a great benefit for students in this program. Not only do the workshops allow students to receive constructive feedback on skill development, they also ensure that students are progressing through their mastery of skill at the pace required for the program. The workshops allow students to demonstrate readiness for the next phases in their program and adequately prepare for the professional counseling field. Students must pass each residency to move onto the next sequence of the program.

Overview of Residency Workshops

Details of each residency location will be provided within the designated course, and by email. For any questions, please contact the Program Director or designee. Students are required to make travel arrangements to and from the residency location and be present for the entire curriculum. Students are required to stay at the hotel hosting the Residency. Arriving late or leaving early for any day will result in failure of the course.

Residency Guidelines and Policy

Plan to arrive on Wednesday afternoon or evening. Hotels may not allow check-in prior to 3 pm. Consult with the hosting hotel or venue for check-in and check-out times. Arriving flights may not allow attendance for the Meet and Greet event on Wednesday so attendance is optional. Students who will not be attending the Meet and Greet event should contact the residency coordinator.

The Residency workshop continues until 1:00pm Sunday. Class will not be excused before 1pm. Please allow time for hotel checkout, and travel to the airport. It is suggested that students do not book their departure flight earlier than 4 pm on Sunday. Leaving the Residency early due to flight schedule is not permitted and may result in a failed grade for the course.

Attendance for the full Residency is required to pass the course. Attendance will be taken by roster each morning, at noon and at the end of each day.

The atmosphere for learning complex skills is generally rigorous. Homework will be assigned for the evening. Although there is time in the evening to process, visit with peers and colleagues, the Residency workshops are not conducive to a vacation or resort venue for families.

Accommodations can be made for mothers of nursing infants or young children. Please contact the Residency Coordinator for more information.

Workshops start at 8:00 am sharp on Thursday, Friday, Saturday and 8:30 am on Sunday. Students should be punctual. Breaks are provided with a return to the workshop promptly

as directed. Punctuality sets the tone as a professional and for similar expectations that professional counselors would set for their clients.

Be respectful of each other's time and commitment to the program.

Time and space for personal devotion is provided each day and on Sunday morning prior to beginning the workshop.

DMU will provide lunches for Thursday, Friday and Saturday and breakfast Thursday through Sunday. Students provide for their own dinner meals.

Attire: business casual (dress as a professional counselor). Please reference the Student Dress Code in this handbook. Inappropriate dress will result in dismissal from a workshop with a requirement to address the concern before returning.

Please review professional behavior guidelines in the Student Program Handbook.

General Agenda

Day Time Activity (times subject to change)

Wednesday 6:00 pm – 8:00 pm Meet and greet. Join with faculty and peers for a meal.

Thursday 8:30am - 5:00pm Full Day

Friday 8:30am-5:00pm Full Day

Saturday 8:30am- 5:00pm Full Day

Sunday 9:00am -1:00pm Half Day

Dress Code

This policy applies to students in professional settings such as internships, seminars and workshops, presentations, and settings where students represent DMU SOC.

Rationale: Personal appearance can influence the degree of respect and effectiveness with others, including future clients. Not only with internship, but places of future employment may have a strict dress code that prescribes overall appearance. If students are uncertain about what is appropriate, they can ask faculty, staff, and other students.

Guidelines: As a general rule, if one is uncertain if something is appropriate, it is best to find something else to wear that day, and then to ask a faculty member for input. When dressing professionally students should be selecting articles of clothing that fit well, are in good condition, are well-structured, ironed (if needed), and, for the most part, more on the conservative side. These include:

- Dresses and skirts that are of sufficient length to not be too revealing when either standing or sitting
- Sweaters, dress tees, polo shirts, button-up shirts and blouses
- Dress slacks or khakis
- Dress shoes, dress boots, loafers, oxfords, dress sandals

*Note that clothing worn for religious reasons is permitted. Please discuss religious garments with faculty and/or site supervisor.

People tend to make a poorer, less professional impression when wearing articles of clothing that do not fit well or are overly casual, revealing, tattered, or are in overall bad shape. Examples of unacceptable attire include:

- Shorts, skorts, or skirts that are either more than 3 inches above the knee or are overly revealing when sitting or standing
- Jeans and cargo pants unless approved by the site
- Spaghetti-strap tops or dresses, unless worn under an appropriate top or jacket
- Sweatshirts, workout clothing
- Flannel shirts, tank tops (unless the straps are at least 2 inches wide), halter tops, cut-out tops, off-the-shoulder tops, or tops that reveal substantial amounts of cleavage
- Low-cut tops, low rider pants, or other clothing that might reveal undergarments
- Severely worn footwear or flip-flops

Body Art: Personal expression of style is legitimate in our culture, including body art. However, tattoos that may be considered offensive (e.g., that display racist, sexist, culturally insensitive, or various forms of hate speech messages) or piercings that have the potential to interfere with communication or treatment (e.g., tongue piercings where speech is impaired) are not appropriate while engaging in professional behavior. With respect to piercings, some agencies actually limit the number of piercings that are allowed. Piercings that are of cultural or religious significance are allowable. The need to cover tattoos and/or to remove extensive or uniquely placed piercing should be negotiated on a case-by-case basis with the supervisor or advisor depending on the circumstance.

Facial Coverings: Due to the possibility of facial coverings creating a perceived barrier to building rapport with clients and compromising the ability for clients to see facial expressions, they are not to be worn during counseling sessions. An exception to this policy would be any facial covering (such as masks over the mouth) that is worn due to a medical condition. In such cases, documentation from a medical professional must be provided.

Beards/Facial Hair: The expectation is that any facial hair worn by students would always be neatly groomed. Facial hair is not to cover parts of the face in a way that could inhibit a client's ability to see the student's expressions.

Class Attire: In preparation for the students' role as a professional counselor, it is the expectation that attire worn during class time (via Zoom) be appropriate (for example, no revealing clothing or pajamas). [Click here for DMU Zoom etiquette](#)

Expectations of Students Part II: Clinical Placement - CES 790 Internship I Advanced Counseling

For More Information Refer to Clinical Placement Handbook

Overview

Internships are supervised clinical experiences that provide opportunities for students to counsel clients in community settings. The clinical placement courses represent continued experiential training involving at least 200 hours of documented direct and indirect clinical work. Site supervisor and faculty evaluations of student performance assist in determining areas of focused training during the clinical placement series of courses. Students also have an opportunity to evaluate both their site and site supervisor.

Internship consists of one full semester each, that requires 200 hours of direct and indirect service hours of indirect service.

Professional Liability: Proof of Insurance

Student membership in either the American Counseling Association or the American Mental Health Counselors Association is required by the end of the first semester of the program. Student membership will provide the opportunity to obtain professional liability insurance as part of membership benefits. Students are required to obtain professional liability insurance at the time of membership and must maintain both membership and professional liability throughout the program. Students must provide proof of insurance with a certificate of insurance in their name in COUN 700 CES Advisement.

Approved Clinical Placement Sites

The University enters into contractual agreements with clinical placement sites (i.e., affiliation agreements). Affiliation agreements clarify expectations and seek to ensure that students have a rich and effective clinical training and supervision experience. Students must select a clinical placement with one of the approved, contracted sites on record OR follow the process for obtaining a site approval as outlined in Clinical Placement Handbook in Section II. Students are encouraged to make careful decisions regarding the selection of clinical placement sites. Students often receive employment opportunities in the settings where they have completed their internships. Students DO NOT engage with agencies to facilitate a contract (i.e., affiliation agreement). Students will be provided prospective sites with a sample affiliation agreement ahead of any potential interview during their inquiry site search. This process is facilitated by a director of training and internship. Students are required to secure their own clinical placement site (but not the agreement). Work and home schedules may require adjustment in order to work effectively with the site requirements and to meet the clinical service hour requirements.

Student Clinical Placement

Each student will maintain behavior in accordance with the highest ethical and professional counseling standards as outlined by the ACA and other relevant professional organizations. Students are expected to keep all information about clients confidential. Logs, case notes, and other clinical class assignments should contain no identifying

information; names used should be fictitious when presenting or staffing cases. Students violating client confidentiality, other ethical standards, and behavioral standards per the student code of conduct and the professional behavior standards (that follow in this handbook), may be expelled from the program. The student code of conduct and retention (disciplinary) process is in the Divine Mercy University catalog with additional procedures in the professional behavior standards. Additionally, students who may be DMU employees are expected to model positive student behaviors and to set the standard for others to follow. Failure to do so may result in disciplinary action, as detailed in the University's policies and procedures.

Dismissal by Clinical Placement Site

On rare occasions, a student may be dismissed by the clinical placement site. The DMU agreement with clinical placement sites requires adherence to the affiliation agreement protocol for dismissing students. An agency may request that DMU withdraw from the educational-clinical experience any student: (a) whose conduct or appearance inhibits desirable relationships within agency, (b) whose health status is a detriment, despite a reasonable accommodation, to the student's successful completion of the educational-clinical experience, or (c) whose performance after appropriate instruction and counseling continues to fall below the level required to maintain appropriate practice standards. DMU agrees to withdraw such students at an agency's request. A student dismissed from a clinical placement will undergo evaluation according to the following:

When an internship placement ends prior to its planned conclusion, this policy is intended to clarify the DMU response to premature termination.

There are three conditions:

1. Placement ends due to the site supervisor or site's responsibility:
 - a. Site placement ends due to site supervisor/site not adequately or effectively managing site responsibilities in accordance with Divine Mercy University's Internship policies or Affiliation Agreement
2. Placement ends due to student responsibility:
 - a. Student is terminated from the site for not complying with site policies and procedures or for displaying unethical conduct in interactions with clients, supervisor, or other site personnel
 - b. Student is unable to complete or fulfill obligations to the site
3. Placement ends with no fault or responsibility of the site or the student.

Options for DMU response:

Condition # 1: Director of Training and Internship will work expeditiously to assist the student in finding a new internship site in accordance with DMU policy.

Condition # 2: The student will receive a Professional Notice of Concern Form in accordance with DMU policy indicating the reasons/rationale for internship premature termination and a remediation plan. A potential outcome or consequence of this premature termination may be a No Pass (NP) grade.

Condition #3: The Director of Training and Internship will work expeditiously to assist the student in finding a new internship site in accordance with DMU policy.

Expectations of Students Part III: Professional Identity, Behavior Standards and Retention Policy

Counselor Education and Personal Engagement

While care has been taken to establish each student's emotional readiness for personal engagement through the program application process, it is understood that there may be times when such self-exploration is not constructive for the student. In these times, the student should understand that they are under no penalty to step back from such activities that may prove overwhelming or unproductive, and that the staff and faculty are available to advise and refer the student to resources as may be appropriate to their need. Staff and faculty will respect the student's right to set their own boundaries for what and how they share material of a personal nature. In short, the student is empowered to say "yes" "no," or "not now."

Furthermore, the student should understand that they will not be graded upon the progress, depth, or nature of their level of self-disclosure, but rather upon their level of engagement and completion of the academic requirements. Program staff and faculty are committed to meet each student where they are in their personal journey and to encourage movement in an atmosphere of respect, humility, and care for the unique needs of each student. In addition, counselor educators may respectfully and confidentially ask a student to seek professional help to address any personal concerns that may be affecting her or his competency. While the form of activities that involve a level of personal engagement will differ from course to course, the central principle detailed above is intended to be a component of all program classes. The following paragraphs offer some specific applications for the student's consideration. The SOC faculty teaching paradigm has a solid foundation in modeling professional behavior, while sometimes stretching students just outside their comfort zones as a strategy for facilitating personal growth in all domains

Real Issues or Roleplay

When asked to participate in a roleplay exercise, generally, students may talk about issues of real concern, or they may prefer to roleplay a problem that is quite distinct from their own experience. Students will be informed of the specific processes, questions, and procedures they will go through in advance of the training activity. They should understand that even in cases when a student is role-playing a mock scenario, often very real issues and/or emotions will be engaged. In a similar manner, students who witness either live or video role-plays may have their unresolved emotions pulled as a result. In either case, students are strongly encouraged to take appropriate steps for their self-care, and to seek assistance from the professor or staff as desired. It is customary that if a student leaves the room during an exercise that someone will follow them out within a few minutes to offer support as needed. Students are encouraged to seek out their professor, advisor or program staff for assistance. Counseling referrals can be arranged as needed.

Self-Care Responsibility

Graduate school, especially in clinical mental health counseling, is a life-changing journey with many demands on students. Courses are rigorous with non-stop action for the duration of the program from the beginning through clinical placements, and culminating with the rewarding experience of graduating with a master's degree. Successful completion

of the Ph.D. CES program requires time management, advance financial planning for residencies, time away from family, work, and friends for study, residency and clinical placement, and a unique pressure to perform that creates a higher level of stress for almost everyone. As a strategy for staying mentally, emotionally, psycho-socially, physically and spiritually healthy, graduate students are required to develop a self-care plan during their first course at DMU. They will be required to present their personal plan at the first residency. Learning to manage the demands inherent in this program is both crucial and fundamental to success and degree completion.

Dual Relationships

The relationships students form with staff and professors will have different sides to them, as professors evaluate student work, advise students in their professional development, and support them in their personal growth. As counselor educators, we are aware of the power differential in the relationship between faculty and students. Our desire is to empower students and to have a relationship of mutual respect and trust.

The line between the different roles and relationships as a counselor educator and student versus professional counselor and client must be maintained. Faculty and staff cannot serve as counselors to current students unless this is a brief role associated with a training experience. Faculty and students are prohibited from sexual or romantic interactions or relationships and sexual harassment is not allowed at DMU.

Over the course of the program, all students will share many projects and experiences together to include peer interviews and counseling sessions. Many close friendships are apt to form. In time students will learn a lot about one another, and principles of trust, respect, and humility will need to be closely maintained to avoid relational difficulties. In all activities, students should disclose only what they wish, and the staff and peers are to respect the boundaries established.

Client Confidentiality

Students do not have technical or legal confidentiality with their work with other pre-professionals (fellow students) or with the counseling program staff. However, gossip or thoughtless disclosure of one another's personal information is prohibited, and infractions will be addressed. The general rule is that anything a student does or says within a class will stay within that class, except for safety issues such as danger of harm to self or others, or if the student gives indication of abuse or neglect of others. As taught in CES 740, Advanced Seminar in Professional Identity: Legal & Ethical Issues in CES, these types of issues must be reported under specific legal guidelines. Please understand that the counseling program staff do share information regarding program students with one another for purposes of student evaluation (i.e., Professional Performance Review, Candidacy), and advisement.

Confidentiality: Institutional Supervision

Once students begin their clinical internships, they will be sharing their interviews with the professor and other counseling students enrolled in this class for observations, comments and suggestions. Clients of clinical placement students are required to acknowledge and consent to this practice by virtue of endorsing Informed Consent.

However, all legal and ethical guidelines regarding client confidentiality do apply. Keeping client's personal health information (PHI) confidential is required. This is accomplished by omitting any identifying information on documents shared with the class or faculty. As noted above, students are expected to keep all information about clients confidential. Logs, case notes, and other clinical assignments should contain no identifying information; names used should be fictitious when presenting or staffing cases in class.

Audio/Videotaping

Students may be audio- or videotaped during some portions of their training. This will be used for the study of either the interviewer's work or the student's own work. At first, the taping may bother some students, but most people become more comfortable in time. The recorder may be turned off at any time, and if the student wishes to rescind permission to share the tape later, please notify the professor. This work is owned by DMU and may be used for future instruction of others. If the taping involves non-DMU staff or students, appropriate authorization of disclosure will be obtained for each specific type of use. Students may request a copy for a fee. DMU, at its discretion, may destroy any and all such training tapes after 30 days of students' departure.

Boundaries of Competence

As a professional who participates in role-plays and other activities, it is understood that every student's skills are under development, and that an atmosphere that encourages one to fail safely is critical to taking the risks necessary to grow. The student's willingness to work with fellow students is appreciated, and students are encouraged to ask for feedback and to offer constructive feedback to peers. The goal is not perfection, but growth. Within each counseling class students are working under the direction of a mental health professional who will be happy to meet with any student who has any questions or concerns about personal and professional development.

Diversity and Counseling Values

Students in the SOC are expected to exhibit respect for diversity and differences. Committed to the teaching of Vatican Council II that every type of discrimination, whether social or cultural, whether based on sex, race, color, social condition, language or religion, is to be overcome and eradicated as contrary to God's intent (*Gaudium et Spes*, 29), SOC is actively committed to increasing diversity within its community. As a Title IV institution receiving and distributing Federal Financial Aid, SOC adheres to applicable federal law including Title IX. Moreover, the SOC expectations are aligned with professional values established by the ACA 2014 Code of Ethics (American Counseling Association, 2014, ¶ 1). The following are core professional values of the counseling profession:

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

Avoiding Harm

Primum non nocere: First do no harm. The ACA elaborates with specific guidance for counselor's ethical decision-making requirements and the underlying ethical code A.4.b. Personal Values:

Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature. Professional counseling graduate students are held to the same legal and ethical standards as a licensed professional.

Professional Counselor Identity

The Ph.D. CES program promotes and facilitates the development of a solid professional identity as a clinical mental health counselor. As part of development as a professional counselor, students are required to obtain student membership in either the ACA (<https://www.counseling.org/membership/aca-and-you/students>) or the American Mental Health Counselors Association (AMHCA) (<http://www.amhca.org/?page=studentbenefits>), AND in the Association for Counselor Educators and Supervisors (ACES) <https://acesonline.net/membership-information/>. By virtue of student membership, professional liability insurance is offered. Students are required to provide proof of current professional liability insurance prior to the first day of the first course, CES 740.

Professional Affiliations (Required)

The ACA, ACES, and AMHCA offer counseling resources and serve as platforms for national leadership, advocacy, and development of the counseling profession. In addition to the parent organization, ACA includes 19 specialty divisions, 4 regional groups, and 56 branches. Students can access the ACA and AMHCA on the Internet. State branches of the professional organizations advocate for counselors at the state level and typically provide continuing education opportunities for the counseling community. ACES contains 5 regions which serve as subdivisions and provide leadership and resources for students. Each ACES region hosts a regional conference in the fall of even numbered years, while the ACES general conference is hosted on odd numbered years in selected cities around the U.S. Students can become involved in their respective choice of professional affiliation at the national and state levels by attending meetings and conferences, joining committees, offering input, volunteering skills, submitting manuscripts to journals, and submitting presentations for conferences. Collaboration and networking within the community of professional counselors promotes both personal and professional development, while conference attendance is richly rewarding on many levels.

Endorsements

Requests for program endorsements related to credentialing, a doctoral program application, recommendations, and employment should be directed to the Dean's Office,

who will evaluate and provide such endorsement in consultation with faculty and faculty advisors. Faculty may provide personal references for students, with appropriate consideration as to their knowledge of students' progress in the program and the faculty members' area of expertise within the scope of program instruction.

Implied Consent

It is understood that the decision to enroll in DMU's Ph.D. CES program implies permission to engage in the activities that may impact personal and professional development as described above.

Student Freedom of Expression

The free expression of student opinion is an important part of education in a democratic society. Student's verbal and written expression of opinion at the University is to be encouraged so long as it does not substantially disrupt the operation of the school. Students are, however, expressly prohibited from the use of vulgar and/or offensive terms, images, or behaviors.

Online and General Classroom Etiquette

Class courtesy and respect is important, especially when material is likely to elicit strong personal opinions. Each student's point of view is to be respected. Disrespect of others will not be tolerated.

Cell Phone Policy

Cell phone usage is prohibited during class. Cell phones must be silenced upon logging into all synchronous class times, residency workshops, and advising; Bluetooth devices must be turned off and placed out of sight. Any type of cell phone utilization (including texting) may be cause for dismissal from class. Any exceptions to this regulation must be cleared with the instructor prior to the beginning of class. During any exams, cell phones are not allowed.

Professional Behavior Expectations and Requirements

Candidates in DMU's SOC program leading to certification or licensure as professional counselors are subject to a high level of scrutiny because of their anticipated interactions with clients and others in the community, expectations for personal growth and transformation, and the clinical nature of program standards. As Ph.D. CES degree candidates, students participate in one or more internship experiences as part of their academic program, and as prospective counselors, SOC degree candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's student code of conduct.

Professional Counselor Behavior Policy

In addition to meeting the academic standards of DMU, SOC students are expected to conduct themselves in an ethical, responsible, moral and professional manner consistent with the profession of counseling and the traditional Catholic Christian values of the DMU's culture. As noted in previous sections, students must be knowledgeable of and at all times

adhere to the general standards of professional ethics and practice established by the American Counseling Association, 2014 Code of Ethics, which can be downloaded by following this link: <http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>.

Although ethical concerns and issues as well as professional behavior expectations will be introduced in the first course, CES 740 Advanced Seminar in Professional Identity: Legal & Ethical Issues in CES, they are consistently reinforced throughout the program. Students are responsible at the outset of the academic program to review these professional standards and seek any clarification needed from their advisor or other faculty members.

As future professional counselors, the faculty and industry standards set expectations for students to be concerned about other people, to be stable and emotionally well adjusted (personally, spiritually, 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 in a manner that demonstrates fitness for a role in the counseling profession. Students are expected to be committed to continued personal growth, spiritual transformation, and professional development, and to demonstrate that commitment through self-reflection and responsiveness to feedback 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 selected personal characteristics that will affect their performance in the field. The purpose of this monitoring process is to ensure that all graduates of the DMU SOC possess those characteristics sufficiently that they do not interfere with their professionalism or helping capacity.

Professional Performance and Behavior Standards

Students' fulfillment of the Professional Performance and Behavior Standards (PPBS) is reviewed by faculty during each residency or as needed throughout the doctoral program. Each residency evaluation rubric is crosswalked with the PPBS. At any time, a faculty can request a review of a student with the PPBS for evaluation of the student. Please see the PPBS and residency crosswalk.

The Professional Performance and Behavior Standards core areas include:

1. Openness to new ideas
2. Flexibility
3. Cooperation 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, appropriately
9. Attention to ethical and legal considerations

10. Initiative, motivation and contribution to a positive climate in classroom and clinical placements

11. Spiritual development and sensitivity

Procedure I: Professional Performance and Behavior Standards Rubric

Each Professional Performance and Behavior Standard is rated on the following scale of learning as described in the Criteria for Professional Performance and Behavior Standards rubric. The rating is based on a 4 scale model: unacceptable (never or rarely demonstrates the skill), acceptable (occasionally demonstrates the skill), proficient (consistently demonstrates the skill) and mastery (always demonstrates the skill)

[Professional Performance and Behavior Standards PPBS](#)

Procedure II: Process for Retention and Remediation

1. The expectation is that students will receive a minimum of 86% (Acceptable) in each area. Students receiving a grade below 86% on one or more of the Professional Performance Standards will be in need of improvement in their professional performance and subject to the following procedure:
2. For a deficiency during residency, the student and the instructor or program director/designee will meet to discuss the Professional Performance concern(s). Students with a score of below 86% (Acceptable) on one or more of the standards reviewed by the School of Counseling faculty team and will be sent a Notification of Professional Performance Concern form (Appendix B), on which will be listed the deficient rating(s), the residency faculty's explanation for the ratings, and descriptions of remedial actions that will be required. Signatures of both the program director or dean and the student will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. Both the student and program director or dean will retain copies of the signed Notification of Professional Performance Concern, and a copy will be forwarded to the student's academic advisor.
3. For a deficiency reported by a faculty member, academic advisor, supervisor or staff during the program, the student will receive a Notification of Professional Performance Concern based on a rating matching the seriousness of a concern. The scale is as follows: 1 point for a low concern, 3 points for a medium concern and 5 points for a high concern. A culmination of 5 points will earn a remediation plan to address the concern. The student's academic advisor will be notified of the performance concern.
4. If a student receives more than one Notification of Professional Performance Concern during her or his studies at the SOC or fails to show reasonable progress in remediation of deficiencies previously cited, the full SOC faculty will review the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the SOC. The program director or dean, and the student, and the academic advisor will retain a signed copy of any revision made to the Notification of Professional Performance Concern.
5. 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 SOC without opportunity for student remediation.

6. All faculty recommendations for denial of a student's continuance in the School of Counseling will be forwarded to, and will be the ultimate decision of the Dean of the SOC. Students have the right to appeal this decision through DMU's Student Complaint and Grievance Policy in the University Catalog and as indicated in this handbook.

Remediation and Dismissal From Program

Graduation with a Ph.D. in Counselor Education and Supervision requires more than passing grades and scholarly ability. Students must reach adequate levels of competency in advanced counseling, teaching, supervision, research / scholarship, leadership and advocacy. Students must possess the ability to exercise good clinical judgment, ethical reasoning, respect for diversity and professionalism. It is the solemn responsibility of DMU to serve as a gatekeeper for the profession and to ensure that students who are unable to meet these standards are terminated from the program. The remediation process begins with the identification of a clinical skill and/or an academic deficiency by a clinical supervisor and/or clinical course instructor and/or clinical training director. The identification of the deficiency is followed up by a meeting between the clinical supervisor/course instructor together with the clinical training director who meet to clarify the deficiency and consider necessary criteria for remediation. Following this protocol, a meeting is held to obtain student input and to finalize a formal remediation plan which is then signed by all parties. Once all the steps in the remediation plan are completed, the clinical training director drafts a remediation completion document which is signed by the student and the clinical training director. The signing of this document officially marks the successful completion of remediation for the skill deficiency identified. The remediation plan will outline distinct objectives with timelines for reaching each targeted deficiency.

In matters of serious gravity (e.g., severe ethical violations) or in the event that the student repeatedly fails remediation and/or does not complete the outlined objectives as agreed, they may be deemed at risk. A student determined to be at risk and fails to meet the remediation plan requirements in the designated time is eligible for termination from the program. In such cases, the Dean of the Global Campus, Program Director and clinical faculty members will deliberate and vote on whether or not to terminate the student from the program or alternatively to develop an additional plan for remediation. An affirmative vote to terminate by a simple majority of the current clinical faculty members will result in the student being terminated from the program. The student will be notified in writing of the decision.

In the case of a student who is not deemed to be at risk, but who is placed on a remediation plan, and fails to successfully complete the requirements of their remediation plan in the designated time frame, may after the deliberation of the director of clinical training and the clinical faculty be designated at risk. In such cases the student

will be formally notified of such status. The director of clinical training and the clinical faculty will then revise the pre-existing remediation plan noting the requirements which remain unmet and establishing a new time frame for completion. If the student remains unable to meet the requirements of the revised remediation plan in the designated time frame, the Dean of the Global Campus and clinical faculty members will deliberate and vote on whether or not to terminate the student from the program or alternatively to develop an additional plan for remediation. An affirmative vote to terminate by a simple majority of the current clinical faculty members will result in the student being dropped from the program. The student will be notified in writing of the decision.

In cases where an affirmative vote to terminate a student from the program is made, the student may appeal the decision to the academic dean. Such appeal must be made within 30 days following notification by the department of their termination from the program. The academic dean will consider the appeal and render his/her decision within 30 days of receipt of the student's request for appeal. The academic dean's decision will be final.

PART II: COUNSELING FACULTY

Full time Faculty

Dy-Liacco, Gabriel Ph.D. Associate Professor, Ph.D. Loyola University (Pastoral Counseling), M.S. Loyola University, A.B. Ateneo de Manila University. gdy-liacco@divinemercury.edu

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Keyes, Benjamin Ph.D, Ed.D.. Professor, Director for Center for Trauma and Resiliency Studies, Ph.D. International College (Rehabilitative Counseling), Ed.D.

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Titus, Craig S. S.Th.D. , Ph.D. Professor, S.Th.D. , Ph.D. University of Fribourg. (Moral Theology and Ethics) S.T.L University of Fribourg. M.A. Dominican School of Philosophy and Theology, GTU, B.A. Arizona State University. cstitus@divinemercury.edu

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Adjunct and Clinical Faculty

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PART III: Ph.D. CES COURSES

Course List (Non-sequential order)

Research and Scholarship in Counselor Education and Supervision

CES 739 Advanced Qualitative Research

CES 729 Advanced Quantitative Methods

CES 718 Research Methods and Design

CES 890 Research Seminar I - III

CES 899 Dissertation Research and Writing I - VII (Residency III in Week 1 of 899-IV)

Counseling in Counselor Education and Supervision

CES 740 Advanced Seminar in Professional Identity: Legal and Ethical Issues in CES (Residency I in Week 4)

CES 750 Advanced Evaluation of Mental and Emotional Disorders (Psychological Measurement)

CES 790 Internship I Advanced Counseling

Supervision in Counselor Education

CES 710 Clinical Supervision and Consultation

CES 791 Internship II Counselor Supervision (Residency II in Week 8)

Teaching in Counselor Education

CES 820 Adult Learning Theory and Application

CES 828 Adult Teaching Theory and Application

CES 792 Internship III Counselor Education / Teaching

Leadership and Advocacy in Counselor Education and Supervision

CES 760 Advanced Multicultural Counseling, Advocacy, and Leadership

CES 780 Scholarship, Advocacy and Grant Writing in Counselor Education

Integration in Counselor Education and Supervision

PHT 608 The Catholic Christian Vision of Flourishing: Vocation and Virtues

PHT 643 Catholic Christian Marriage and Human Sexuality

Course Descriptions (Non-Sequential)

LIB 500 Library and Information Use & Research

LIB 500 Library and Information Use & Research is required for all entering students and provides an in-depth review of library organization, collections, services, and online resources; presents the methodologies of information searching, strategy development, and evaluation; and reviews the evaluation of information and information sources. (0 credit hrs)

PHT 608 The Catholic Christian Vision of Flourishing: Vocation and Virtues

PHT 608 The Catholic Christian Vision of Flourishing: Vocation and Virtues introduces students to the Catholic Christian vision of personal and interpersonal flourishing in terms of vocations and virtues, and human and spiritual resources. First, students explore three levels of vocation and their discernment: (1) a call to goodness and holiness; (2) a call to being single, married, ordained or religious (consecrated); and (3) a call to work and to service to one's neighbors. Emphasis is placed on courtship and on marriage, which is understood as a natural and divine institution that serves to support and protect individuals, families, and society. Second, students explore the rich teaching on achieving personal growth and freedom through building up their practical reasoning, moral character, and spiritual life of faith, hope, and charity, which have an impact on everyday life, the helping professions, and vocational commitments. Students examine how Catholic Christian practices can be sources of relationship, support, growth, healing, and flourishing. Lastly, the course will identify psychological theory, evidence, and interventions that support this vision of human flourishing, a life of virtue, and committed vocations. (3 credit hrs) (DMU MSC/MSP graduates who passed all their program PHT courses may transfer in a PHT course and take a 1 credit course to create a bibliography with reference summaries and narrative for the integration section covering this area of philosophy and theology of their dissertation.)

PHT 643 Catholic Christian Marriage and Human Sexuality

PHT 643 Catholic Christian Marriage and Human Sexuality introduces students to marriage as a natural and divine institution that serves the flourishing and protection of individuals, families, and society. Students will examine sexual differences from biological, psychological, and theological perspectives focusing on the writings of St. John Paul II, particularly his Theology of the Body. A Catholic Christian understanding of masculinity and femininity and its implications for complementarity for relational and family flourishing will be explored. Students will analyze several contemporary challenges to marital flourishing and examine possible ways to strengthen the family as the domestic church in a diverse world through growth in virtue. (3 credit hrs) (DMU MSC/MSP graduates who passed all their program PHT courses may transfer in a PHT course and take a 1 credit course to create a bibliography with reference summaries and narrative for the integration section covering this area of philosophy and theology of their dissertation.)

CES 710 Clinical Supervision and Consultation

CES 710 Clinical Supervision and Consultation introduces clinical supervision and consultation theories and practice within various health and human services systems,

including mental health hospital facilities, educational institutions, community counseling agencies, and private practice. Concepts, processes, theoretical frameworks, use of technology, and styles of clinical supervision and consultation within public and private sectors are explored. This course provides the knowledge and skills necessary to engage within interdisciplinary treatment teams in consultation, negotiation/mediation, and systems level intervention in mental health settings. Students will be introduced to theoretical and practical approaches to administrative leadership in community mental health agencies, including finance, budgeting, and cost control. Students will acquire knowledge of the professional developmental issues of both supervisors and their supervisees, evaluation and remediation, and methods that can be used to enhance competency and best practices, and development of a personal style in professional counseling, clinical supervision and consultation. (3 credit hrs)

CES 718 Research Design and Methods

CES 718 Research Design and Methods examine both the fundamentals and more advanced research design and methodology. A variety of research methodologies are examined: quantitative (experimental, quasi-experimental, non-experimental), qualitative, and mixed. Specific emphasis is placed upon searching for, understanding, and writing a literature review of empirical research for application to clinical practice. Students will be introduced to strategies and methods used to conduct program evaluations. Students propose an empirical quantitative methods study on a clinical, integrative topic that will scaffold their subsequent dissertation research proposal. (3 credit hrs)

CES 729 Advanced Quantitative Methods

CES 729 Advanced Quantitative Methods introduces sophisticated quantitative methodologies for rigorous research and data analysis. Building upon foundational statistical knowledge, students will explore advanced techniques applicable to counselor education research. Emphasis is placed on critical thinking, problem-solving, and the application of statistical software to real-world data sets. Topics may include factorial and multivariate analysis of variance, multiple regression, meta-analysis, and structural equation modeling. Emphasis in the class will be in understanding and critiquing the statistical analyses presented in clinical psychology journals as an adjunct to lifelong learning. There is a Residency in Week 4 of this class. (3 credit hrs)

CES 730 Advanced Qualitative Research

CES 730 Advanced Qualitative Research introduces advanced theories, methodologies, and practical applications of qualitative research in the psychological sciences. Emphasizing the systematic exploration of complex social phenomena, students will develop a sophisticated understanding of qualitative research designs, methods of data collection and analysis, and the integration of theory into qualitative inquiry. (3 credit hrs)

CES 740 Advanced Seminar in Professional Identity: Legal & Ethical Issues in CES

CES 740 Advanced Seminar in Professional Identity: Legal & Ethical Issues in CES

provides advanced training in professional orientation, law, and ethics in professional practice, research, and counselor preparation. The American Counseling Association (ACA) and the Association for Counselor Education and Supervision (ACES) will be the primary professional identity organizations and the primary professional conduct guides. Students will explore the legal and ethical issues, responsibilities across multiple settings and multiple service delivery modalities, and culturally relevant strategies in clinical practice and supervision, counselor preparation, professional credentialing, research, counselor education leadership, and counseling advocacy practices. Students will develop an in-depth analysis of a specific legal or ethical issue relevant to the jurisdiction of their future professional setting. There is a Residency in Week 4 of this class. (3 credit hrs)

CES 750 Advanced Evaluation of Mental and Emotional Disorders (Psychological Measurement)

CES 750 Advanced Evaluation of Mental and Emotional Disorders course provides advanced training in the assessment of a client's mental and emotional health status. This course focuses on the administration and interpretation of individual and group standardized tests of mental ability, personality, and measurement. Focus will be given to both formal and informal assessment strategies and will include assessment of personality disorders and severe and persistent mental illness. Ethical and legal implications of testing and assessment will be covered, along with the impact of cultural and disability issues on assessment and how to use assessment data in an ethical manner with diverse populations. Students will develop advanced skills in assessment strategies in the context of differential diagnosis and treatment planning. (3 credit hrs).

CES 760 Advanced Multicultural Counseling, Advocacy, and Leadership

CES 760 Advanced Multicultural Counseling, Advocacy and Leadership focuses on developing advanced multicultural skills, advocacy competencies, and leadership abilities in counseling professionals. Building upon foundational counseling knowledge, this course explores complex clinical and leadership cases, ethical dilemmas, and advanced treatment modalities. Students will gain proficiency in evidence-based practices, crisis intervention, and trauma-informed care. A strong emphasis is placed on advocacy for the profession and the most vulnerable needing mental health services, empowering students to become effective agents of change within their communities. Students will learn management and administration in agencies, organizations, and other institutions. Leadership development will be fostered through exploration of various leadership and consultation theories and their application. (3 credit hrs)

CES 780 Scholarship, Advocacy, and Grant Writing in Counselor Education

CES 780 Scholarship, Advocacy, and Grant Writing in Counselor Education is designed to equip counselor education students with the skills necessary to identify, develop, and secure grant funding for counseling programs, scholarship, advocacy, and mental health initiatives. Students will learn culturally sustaining leadership and advocacy practices, and models and competencies for advocating clients, at the individual, system, and policy levels. about the grant writing process from start to finish, including identifying potential funding sources, developing compelling proposals, and managing awarded grants. The course will

cover essential components of grant writing such as needs assessment, program design, budget development, and evaluation planning. Students will explore advanced methods for program evaluation with scenarios for application and use of findings and results of evaluations. Through hands-on exercises, case studies, and practical application, students will gain proficiency in crafting persuasive grant proposals that align with the mission and goals of counseling programs. (3 credit hrs)

CES 820 Adult Learning Theory and Application

CES 820 Adult Learning Theory and Application explores the unique characteristics and learning processes of adult learners. This course introduces foundational theories and contemporary research to understand how adults differ from children in their approach to learning. Students will examine key concepts such as self-direction, experience-based learning, readiness to learn, and problem-centered orientation. The course emphasizes the application of adult learning principles to instructional design and delivery. Students will develop skills in creating effective learning environments, motivating adult learners, and assessing learning outcomes. Real-world examples and case studies will be used to illustrate the practical application of theory. Students may be assigned as TA's during this course. (3 credit hrs)

CES 828 Adult Teaching Theory and Application

CES 828 Adult Teaching Theory and Application scaffolds the knowledge obtained in CES 820 to practical application. This course emphasizes learning outcomes in the classroom using classroom assessment techniques (CAT's). Students will examine methods of measuring prior knowledge, presenting new material, setting challenges and task-oriented assignments, then obtaining feedback on outcomes, making adjustments and reinforcing outcomes. Through direct observation, questioning, obtaining feedback, self-assessment, peer-assessment and the formative use of summative assessment, students will develop and hone a personal style of teaching counseling and other subject matter areas. Students will be introduced to basic curriculum and course design methods. Students may be assigned as TA's during this course. (3 credit hrs).

CES 790 Internship I Advanced Counseling

CES 790 Internship I: Advanced Counseling provides students with advanced experiences in delivering counseling services to diverse individuals, couples, families, and groups. Students will participate in individual and group supervision in which they will review their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the middle and end of each of the internship courses to assess mastery of essential counseling techniques, evidence-based practice, and advanced clinical skills. Students will be able to demonstrate advanced clinical and ethical competencies in the areas of diagnostic interviewing, case conceptualization, diverse cultural contextualization, client-engaged goal setting, treatment planning, counseling intervention, and case management.

This course is divided into segments of study for specific evidence-based treatment modalities for addressing the unique needs of clients exhibiting personality pathology. The general practice model called Good Psychiatric Management for Borderline Personality

Disorder (GPM) is one of the most practical for general practice professional counselors and will be studied in depth. In addition the treatment modalities of Schema Focused Therapy, Mentalization Based Therapy, Dialectical Behavior Therapy, and Transference Focused Psychotherapy will be explored. This course requires 200 internship hours. (3 credit hrs, 1 full semester) (Pass/Fail)

CES 791 Internship II Counselor Supervision

CES 791 Internship II Counselor Supervision is the internship course for CES 710 Clinical Supervision and Consultation. The internship course is a practical, hands-on experience designed to prepare students for a career as a clinical supervisor. Under the close guidance of experienced supervisors, students will develop the skills and knowledge necessary to effectively supervise counselors-in-training. This internship involves direct supervision of counseling students, as well as participation in group supervision and professional development activities. Interns will be expected to maintain detailed case notes, participate in regular supervision meetings, and complete required coursework. Upon successful completion of the internship, students will demonstrate competency in the core areas of supervision and be prepared to enter the field as qualified supervisors. This course requires 200 internship hours. (2 credit hrs, 1 full semester) (Pass/Fail)

CES 792 Internship III Counselor Education / Teaching

CES 792 Internship III Counselor Education / Teaching is the internship course for CES 820 Adult Learning Theory and Application. The internship course is a practical, hands-on experience designed to prepare students for a career as a faculty member in a professional counseling program. Students will be involved in co-teaching, curriculum development, student engagement and assessment, and participation in faculty meetings, committee work, and other academic responsibilities. Upon successful completion of the internship, students will demonstrate competency in the core areas of counselor education and be prepared to pursue a career in academia. This course requires 200 internship hours. (2 credit hrs, 1 full semester) (Pass/Fail)

CES 890 Research Seminar I - III

CES 890 Research Seminar is designed to provide doctoral students with a structured forum for the scaffolding of skills for the development, refinement, and implementation of their dissertation research. The course will focus on enhancing students' critical thinking, research methodologies, and writing skills as they prepare for the successful completion of their dissertation.

CES 895 Comprehensive Qualifying Assessment Portfolio

At the conclusion of content coursework, generally around the end of the second year of the program, and before moving to the dissertation candidacy component of the CES Ph.D. program, students must successfully pass the Comprehensive Qualifying Assessment Portfolio (CQAP). The CQAP consists of a collection of assessments to determine a student's readiness for the preparation, writing, and defense of the dissertation. On passing each of the described assessments, the student will be deemed a Candidate for the Ph.D., all but dissertation (ABD, see note below).* Each of the five core areas of the program must be

assessed by the student’s CQAP committee for determination of an appropriate / doctoral level of preparation, assimilation of required knowledge and skill, and a proficient level of competence to both complete the dissertation and to represent the institution and themselves in the professional world of counseling as doctorally prepared counselors, counselor educators, counseling supervisors, researchers / scholars, and thought leaders and advocates. Students are required to solicit assistance from not less than 3 or more than 5 members to sit on their CQAP Committee. To pass, a voting average score of not less than 86% must be met as determined by rubrics completed by each committee member in each area. (0 credit hrs) (Pass/Fail).

NOTE: As a candidate for the doctorate, a student will be in the dissertation phase of the program with the acronym ABD used in general. Students may NOT use the ABD as a credential following their name in signatures and endorsements. Example, Jimmy Joe Docstudent, ABD is not permissible.

CES 899 Dissertation Research and Writing I - VII

CES 899 Dissertation Research and Writing supports Ph.D. students to successfully demonstrate their ability to carry out independent research closely related to their specific academic objectives and to the advancement of counselor education and supervision fund of knowledge, skills and dispositions. In addition, the dissertation must reflect the student’s emerging ability to provide leadership and advocacy in the field by making a novel contribution. Because one of the distinctive characteristics of DMU is its commitment to a model of human flourishing, each dissertation will reflect this view, either through the selection of the area of research or through an integration of the three streams of wisdom: science, philosophy, and theology. (14 credit hrs)

Registration for dissertation hours is required for all Ph.D. students from the time the dissertation chair is appointed until their dissertation is defended. (1-3 credit hrs)

PART IV: APPENDICES

Appendix A - Professional Performance and Behavior Standards Rubric

Professional Performance Areas	Student consistently demonstrates standard on own initiative	Student frequently demonstrates standard on own initiative or with minimal help from others	Student does demonstrate standard often with help from others	Student does not demonstrate standard and/or manifests inappropriate behaviors instead of the standard
Residency Rubric	Mastery	Proficiency	Acceptable	Unacceptable

<p><u>1 Openness to new ideas</u></p> <p>Student was open to personal growth, as evidenced by openness to new ways of behaving, thinking, feeling, and appropriate self-assessment, and demonstrated professional alliance with the counseling field with references to self as counseling student, et cetera</p>	<p>Consistently solicits opinions and perspectives of others, invites feedback and is interested in others, strong evidence of incorporating feedback with changes in behavior</p>	<p>Frequently solicits opinions and perspectives of others, invites feedback and is often interested in others, some evidence of incorporating feedback with changes in behavior</p>	<p>Struggles with others' perceptions, accepts feedback with minimal defensiveness, some evidence of willingness to incorporate constructive feedback</p>	<p>Unacceptable - Rigidity of perspective, defensive about feedback on personal growth, little or no evidence of incorporating constructive feedback</p>
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<p><u>2 Flexibility</u></p> <p>Student demonstrated sensitivity and flexibility, as evidenced by being mindful of others' feelings; treats others with respect; non-demeaning while taking things in stride, not rigid or demanding.</p>	<p>Consistently showed accurate effort to recognize changing demands in the professional & interpersonal environment, to flex own response to changing environmental demands as needed. Independently monitored the environment for changing demands and flexed own response accordingly and always accepted necessary changes in established schedule and attempted to understand needs for change to avoid resentment.</p>	<p>Frequently showed accurate effort to recognize changing demands in the professional & interpersonal environment, often to flex own response to changing environmental demands as needed. Frequently monitored the environment for changing demands and flexed own response accordingly and frequently accepted necessary changes in established schedule and often attempted to understand needs for change to avoid resentment.</p>	<p>Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate, 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.</p>	<p>Shows little or no effort to recognize changing demands in the professional & interpersonal environment, to flex own response to changing environmental demands, refuses to flex to changing environmental demands despite knowledge of the need for change, intolerant of unforeseeable or necessary changes in established schedule or protocol.</p>
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<p>Professional Performance Areas</p>	<p>Mastery</p>	<p>Proficiency</p>	<p>Acceptable</p>	<p>Unacceptable</p>
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<p><u>3 Cooperativeness with others</u></p> <p>The student demonstrated a basic understanding of group cohesion and effective group membership skills; effectively participated as group member; did not interrupt while others had the lead or otherwise engaged in distracting behaviors within the group</p>	<p>Consistently worked actively toward reaching consensus in collaborative activities.</p> <p>Was always willing to initiate compromise in order to reach group consensus.</p> <p>Showed concern for group as well as individual goals in collaborative activities</p>	<p>Frequently worked toward reaching consensus in collaborative activities.</p> <p>Was often willing to initiate compromise in order to reach group consensus.</p> <p>Frequently showed concern for group as well as individual goals in collaborative activities</p>	<p>Engaged in collaborative activities but with minimum allowable input. Accepted but rarely initiated compromise in collaborative activities.</p> <p>Was concerned mainly with own part in collaborative activities.</p>	<p>Showed little or no engagement in collaborative activities. Undermined goal achievement in collaborative activities. Was unwilling to compromise in collaborative activities.</p>

<p><u>4 Willingness to accept and use feedback</u></p> <p>The student was motivated to form relationships with others, was responsive to feedback without defensive posturing, and demonstrated an understanding/ awareness of his or her effect on others.</p>	<p>Consistently invited feedback by direct request and positive acknowledgement when received. Showed evidence of active incorporation of feedback received into own views and behaviors. Consistently demonstrated a balanced willingness to give and receive feedback.</p>	<p>Frequently invited feedback by direct request and positive acknowledgement when received. Sometimes showed evidence of active incorporation of feedback received into own views and behaviors. Occasionally demonstrated a balanced willingness to give and receive feedback.</p>	<p>Was generally but not always receptive to feedback. Showed some resistance to incorporating feedback into own views and behaviors. Showed some defensiveness to critique through “over explanation” of own actions—but without anger.</p>	<p>Discouraged feedback from others through defensiveness and anger. Showed resistance to feedback with little or no evidence of incorporation of the feedback received. Showed defensiveness and anger to critique through “over explanation” of own actions.</p>
<p><u>5 Awareness of own impact on others</u></p> <p>The student was motivated to form relationships with others, was responsive to feedback without defensive posturing, and demonstrated an understanding/awareness of his or her effect on others</p>	<p>Effort toward recognition of how own words and actions impacted others was consistently evident. Initiates feedback from others regarding impact of own words and behaviors and always incorporates feedback regarding impact of own words and behaviors to effect positive change.</p>	<p>Effort toward recognition of how own words and actions impacted others was often evident. Often Initiates feedback from others regarding impact of own words and behaviors and sometimes incorporates feedback regarding impact of own words and behaviors to effect positive change.</p>	<p>Effort to determine how own words and actions impacted others was evident but sometimes inaccurate. Responds as necessary to feedback regarding negative impact of own words and actions on others, but at times, with difficulty.</p>	<p>Words and actions reflected little or no concern for how others were impacted by them. Ignored feedback about how words and actions were negatively impacting others.</p>
<p>Professional Performance Areas</p>	<p>Mastery</p>	<p>Proficiency</p>	<p>Acceptable</p>	<p>Unacceptable</p>
<p><u>6 Ability to deal with conflict</u></p> <p>The student is respectful and courteous, exhibiting a professional demeanor when interacting with others while establishing appropriate professional boundaries.</p>	<p>Always willing and able to consider others' points of view. Always willing to examine own role in a conflict. Was consistently open to feedback critique about own role in a conflict. Initiated problem solving efforts in conflicts. Evidenced appropriate emotional responses when conflicts were addressed.</p>	<p>Often willing and able to consider others' points of view. Almost always willing to examine own role in a conflict. Was frequently open to feedback critique about own role in a conflict. Initiated problem solving efforts in conflicts. Almost always evidenced appropriate emotional responses when conflicts were addressed.</p>	<p>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 feedback in a conflict but did not actively invite feedback. Participated in problem solving but only when directed. Evidenced unstable emotional and/or behavioral responses when conflicts were addressed.</p>	<p>Was unable or unwilling to consider others' points of view. Showed no willingness to examine own role in a conflict. Ignored feedback advisement if not in agreement with own position. Showed no effort at problem solving. Evidenced extreme emotional and/or behavioral responses when conflicts were addressed.</p>
<p><u>7 Ability to accept personal responsibility</u></p>	<p>Consistently monitored own level of responsibility in professional</p>	<p>Frequently monitored own level of responsibility in</p>	<p>Was willing to examine own role in problems when informed of the need to do so.</p>	<p>Refused to admit mistakes or examine own contribution to</p>

Student demonstrates a professional orientation, as evidenced by professional values including: preparedness, attire, personal boundaries, responsibility, motivation and genuine positive regard for all.	performance. Invited constructive critique from others and applied it toward professional growth. Always accepted own mistakes and responded to them as opportunity for self-improvement	professional performance. Frequently invited constructive critique from others and applied it toward professional growth. Nearly always accepted own mistakes and responded to them as opportunity for self-improvement.	Was generally, but not always, 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.	problems. Lied, minimized or embellished the truth to extricate self from problems. Consistently blamed others for problems without self-examination.
Professional Performance Areas	Mastery	Proficiency	Acceptable	Unacceptable
<u>8 Ability to express feelings effectively and appropriately</u> Student was appropriately self-revealing, as evidenced by willingness to “open up” and reveal how he or she really thinks and feels when appropriate; not unduly closed, secretive, or defensive and not disposed to inappropriate or excessive self-disclosure.	Was consistently willing and able 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 feeling	Was frequently willing and able to articulate the full range of own feelings. Showed evidence of willingness and accurate ability to acknowledge others’ feelings. Expression of own feelings was frequently appropriate to the setting. Often initiated appropriate discussion of own feeling.	Showed some evidence of willingness and ability to articulate own feelings, but with limited range. Showed some evidence of willingness and ability to acknowledge others’ feelings, but sometimes inaccurate. Some expressions of feelings incongruent or inappropriate to the setting. Lacks initiative to discuss own feelings when directed.	Showed no evidence of willingness and ability to articulate own feelings. Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. Expressions of feeling were inappropriate to the setting. Was resistant to appropriate discussion of feelings and/or acted out negative feelings (through negative behaviors) rather than articulating them
<u>9 Attention to ethical and legal considerations</u> The student identified and resolved the important legal/ethical issues and ethical dilemmas and demonstrated higher order thinking skills (HOTS) in the process.	Consistently maintained clear personal professional boundaries with clients. Demonstrated consistent sensitivity to diversity. Consistently ensured client safety and well-being. Appropriately safeguarded the confidentiality of clients.	Nearly always maintained clear personal professional boundaries with clients. Frequently demonstrated sensitivity to diversity. Satisfactorily ensured client safety and well-being. Appropriately safeguarded the confidentiality of clients.	Was responsive to feedback for occasional personal/professional boundary confusion or crossings with clients. Was responsive to feedback for occasional insensitivity to diversity in professional interactions. Used judgment that could have put client safety or well-being at risk. Used judgment that could have put client confidentiality at risk.	Engaged in unethical dual relationships with clients. Acted in a way that demeaned any client or person. Endangered the safety and the wellbeing of clients. Breached established rules for protecting client confidentiality.
Professional Performance	Mastery	Proficiency	Acceptable	Unacceptable

Areas				
<p><u>10 Initiative and motivation</u></p> <p>Student was self-directed, as evidenced by motivation, commitment to learning, and doing more than the minimum, et cetera.</p>	<p>Consistently engaged in class activities. Met or exceeded expectations in assigned work.</p> <p>Consistently displayed initiative and creativity in assigned work.</p> <p>Met all attendance requirements.</p> <p>No issues with timeliness with assignments.</p>	<p>Regularly engaged in class activities. Met or exceeded expectations in assigned work.</p> <p>Consistently displayed initiative and creativity in assigned work.</p> <p>Met all attendance requirements.</p> <p>No issues with timeliness with assignments</p>	<p>.Occasionally engaged in class activities. Met only the minimal expectations in assigned work.</p> <p>Limited initiative and creativity in assignments. Frequently late for class.</p> <p>Some issues with timeliness with assignments.</p>	<p>Rarely engaged in class activities.</p> <p>Often failed to meet minimal expectations in assignments. Displayed little or no initiative and creativity in assignments. Missed the maximum allowable classes. Significant issues with timeliness with assignments.</p>

<p><u>11 Spiritual development and sensitivity</u></p> <p>The student is knowledgeable regarding professional counseling code of ethics, demonstrates respect for religious and spiritual traditions, and has thoughtful consideration of all diversity issues/matters including a positive approach for integration of diversity issues into clinical practice.</p>	<p>Consistently engages in self-exploration of personal spiritual beliefs/practices to promote spiritual growth. Good understanding of the relevance of religious/spiritual domains for clients, and is sensitive to these themes by clients for the client's benefit. Competent to understand and be sensitive to other major religious/spiritual beliefs/practices. Can identify limits of own understanding of client's religious/spiritual expression, demonstrate appropriate referral skills.</p>	<p>Frequently engages in self-exploration of personal spiritual beliefs/practices to promote spiritual growth. Good understanding of the relevance of religious/spiritual domains for clients, and is sensitive to these themes by clients for the client's benefit. Competent to understand and be sensitive to other major religious/spiritual beliefs/practices. Can identify limits of own understanding of client's religious/spiritual expression, demonstrate appropriate referral skills.</p>	<p>Limited engagement in self-exploration of personal spiritual beliefs/practices to promote spiritual growth. Limited understanding of the relevance of religious/spiritual domains for clients, nor sensitive to these themes by clients for the client's benefit. Limited ability to understand and be sensitive to other major religious/spiritual beliefs/practices.</p> <p>Limited understanding of client's religious/spiritual expression, and inconsistently demonstrates appropriate referral skills.</p>	<p>Does not engage in self-exploration of personal spiritual beliefs/practices to promote spiritual growth.</p> <p>Does not understand the relevance of religious/spiritual domains for clients, nor sensitive to these themes by clients for the client's benefit. Unable to understand and be sensitive to other major religious/spiritual beliefs/practices.</p> <p>Cannot identify limits of own understanding of client's religious/spiritual expression, nor demonstrate appropriate referral skills.</p>
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Appendix B- Student Self-Evaluation - Ph.D. CES Program

Professional Performance Areas	Student consistently demonstrates standard on own initiative	Student frequently demonstrates standard on own initiative or with minimal help from others	Student does demonstrate standard often with help from others	Student does not demonstrate standard and/or manifests inappropriate behaviors instead of the standard	Student Self-Rating
Residency Rubric	Mastery	Proficient	Acceptable	Unacceptable	Unacceptable/ Acceptable/ Proficient/ Mastery
<p><u>1 Openness to new ideas</u></p> <p>Student was open to personal growth, as evidenced by openness to new ways of behaving, thinking, feeling, and appropriate self-assessment, and demonstrated professional alliance with the counseling field with references to self as counseling student, et cetera</p>	Consistently solicits opinions and perspectives of others, invites feedback and is interested in others, strong evidence of incorporating feedback with changes in behavior	Frequently solicits opinions and perspectives of others, invites feedback and is often interested in others, some evidence of incorporating feedback with changes in behavior	Struggles with others' perceptions, accepts feedback with minimal defensiveness, some evidence of willingness to incorporate constructive feedback	Unacceptable - Rigidity of perspective, defensive about feedback on personal growth, little or no evidence of incorporating constructive feedback	<p>Comments:</p>

<p><u>2 Flexibility</u></p> <p>Student demonstrated sensitivity and flexibility, as evidenced by being mindful of others' feelings; treats others with respect; non-demeaning while taking things in stride, not rigid or demanding.</p>	Consistently showed accurate effort to recognize changing demands in the professional & interpersonal environment, to flex own response to changing environmental demands as needed. Independently monitored the environment for changing demands and flexed own response accordingly and always accepted necessary changes in established schedule and attempted to understand needs for change to avoid resentment.	Frequently showed accurate effort to recognize changing demands in the professional & interpersonal environment, often to flex own response to changing environmental demands as needed. Frequently monitored the environment for changing demands and flexed own response accordingly and frequently accepted necessary changes in established schedule and often attempted to understand needs for change to avoid resentment	.Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate, 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.	Shows little or no effort to recognize changing demands in the professional & interpersonal environment, to flex own response to changing environmental demands, refuses to flex to changing environmental demands despite knowledge of the need for change, intolerant of unforeseeable or necessary changes in established schedule or protocol.	<p>Comments:</p>
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Professional Performance Areas	Mastery	Proficient	Acceptable	Unacceptable	Unacceptable/ Acceptable/ Proficient/ Mastery
<p><u>3 Cooperativeness with others</u></p> <p>The student demonstrated a basic understanding of group cohesion and effective group membership skills; effectively participated as group member; did not interrupt while others had the lead or otherwise engaged in distracting behaviors within the group</p>	<p>Consistently worked actively toward reaching consensus in collaborative activities.</p> <p>Was always willing to initiate compromise in order to reach group consensus.</p> <p>Showed concern for group as well as individual goals in collaborative activities</p>	<p>Frequently worked toward reaching consensus in collaborative activities.</p> <p>Was often willing to initiate compromise in order to reach group consensus.</p> <p>Frequently showed concern for group as well as individual goals in collaborative activities</p>	<p>Engaged in collaborative activities but with minimum allowable input. Accepted but rarely initiated compromise in collaborative activities.</p> <p>Was concerned mainly with own part in collaborative activities.</p>	<p>Showed little or no engagement in collaborative activities. Undermined goal achievement in collaborative activities. Was unwilling to compromise in collaborative activities.</p>	<p>Comments:</p>
<p><u>4 Willingness to accept and use feedback</u></p> <p>The student was motivated to form relationships with others, was responsive to feedback without defensive posturing, and demonstrated an understanding/ awareness of his or her effect on others.</p>	<p>Consistently invited feedback by direct request and positive acknowledgement when received. Showed evidence of active incorporation of feedback received into own views and behaviors. Consistently demonstrated a balanced willingness to give and receive feedback.</p>	<p>Frequently invited feedback by direct request and positive acknowledgement when received. Sometimes showed evidence of active incorporation of feedback received into own views and behaviors. Occasionally demonstrated a balanced willingness to give and receive feedback.</p>	<p>Was generally but not always receptive to feedback. Showed some resistance to incorporating feedback into own views and behaviors. Showed some defensiveness to critique through “over explanation” of own actions—but without anger.</p>	<p>Discouraged feedback from others through defensiveness and anger. Showed resistance to feedback with little or no evidence of incorporation of feedback received. Showed defensiveness and anger to critique through “over explanation” of own actions</p>	<p>Comments:</p>
<p><u>5 Awareness of own impact on others</u></p> <p>The student was motivated to form relationships with others, was responsive to feedback without defensive posturing, and demonstrated an understanding/ awareness of his or her effect on others</p>	<p>Effort toward recognition of how own words and actions impacted others was consistently evident. Initiates feedback from others regarding impact of own words and behaviors and always incorporates feedback regarding impact of own words and behaviors to effect positive change.</p>	<p>Effort toward recognition of how own words and actions impacted others was often evident. Often Initiates feedback from others regarding impact of own words and behaviors and sometimes incorporates feedback regarding impact of own words and behaviors to effect positive change.</p>	<p>Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.</p> <p>Responds as necessary to feedback regarding negative impact of own words and actions on others, but at times, with difficulty.</p>	<p>Words and actions reflected little or no concern for how others were impacted by them. Ignored feedback about how words and actions were negatively impacting others.</p>	<p>Comments:</p>
Professional 1	Mastery	Proficient	Acceptable	Unacceptable	

Performance Areas					Unacceptable/ Acceptable/ Proficient/ Mastery
<p><u>6 Ability to deal with conflict</u></p> <p>The student is respectful and courteous, exhibiting a professional demeanor when interacting with others while establishing appropriate professional boundaries.</p>	<p>Always willing and able to consider others' points of view. Always willing to examine own role in a conflict. Was consistently open to feedback critique about own role in a conflict. Initiated problem solving efforts in conflicts. Evidenced appropriate emotional responses when conflicts were addressed</p>	<p>Often willing and able to consider others' points of view. Almost always willing to examine own role in a conflict. Was frequently open to feedback critique about own role in a conflict. Initiated problem solving efforts in conflicts. Almost always evidenced appropriate emotional responses when conflicts were addressed.</p>	<p>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 feedback in a conflict but did not actively invite feedback.</p> <p>Participated in problem solving but only when directed. Evidenced unstable emotional and/or behavioral responses when conflicts were addressed.</p>	<p>Was unable or unwilling to consider others' points of view. Showed no willingness to examine own role in a conflict. Ignored feedback advisement if not in agreement with own position. Showed no effort at problem solving. Evidenced extreme emotional and/or behavioral responses when conflicts were addressed.</p>	<p>Comments:</p>
<p><u>7 Ability to accept personal responsibility</u></p> <p>Student demonstrates a professional orientation, as evidenced by professional values including: preparedness, attire, personal boundaries, responsibility, motivation and genuine positive regard for all.</p>	<p>Consistently monitored own level of responsibility in professional performance. Invited constructive critique from others and applied it toward professional growth. Always accepted own mistakes and responded to them as opportunity for self-improvement.</p>	<p>Frequently monitored own level of responsibility in professional performance. Frequently invited constructive critique from others and applied it toward professional growth. Nearly always accepted own mistakes and responded to them as opportunity for self-improvement.</p>	<p>Was willing to examine own role in problems when informed of the need to do so. Was generally, but not always, 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.</p>	<p>Refused to admit mistakes or examine own contribution to problems. Lied, minimized or embellished the truth to extricate self from problems. Consistently blamed others for problems without self-examination.</p>	<p>Comments:</p>
<p>Professional Performance Areas</p>	<p>Mastery</p>	<p>Proficient</p>	<p>Acceptable</p>	<p>Unacceptable</p>	<p>Unacceptable/ Acceptable/ Proficient/ Mastery</p>
<p><u>8 Ability to express feelings effectively and appropriately</u></p> <p>Student was appropriately self-revealing, as evidenced by willingness to "open up" and reveal how he or she really thinks</p>	<p>Was consistently willing and able to articulate the full range of own feelings. Showed evidence of willingness and accurate ability to acknowledge others' feelings.</p> <p>Expression of own feelings was consistently</p>	<p>Was frequently willing and able to articulate the full range of own feelings. Showed evidence of willingness and accurate ability to acknowledge others' feelings.</p> <p>Expression of own feelings was frequently appropriate to the setting. Often initiated</p>	<p>Showed some evidence of willingness and ability to articulate own feelings, but with limited range. Showed some evidence of willingness and ability to acknowledge others' feelings, but sometimes inaccurate. Some expressions of feelings incongruent or inappropriate to the setting. Lacks initiative to</p>	<p>Showed no evidence of willingness and ability to articulate own feelings.</p> <p>Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.</p> <p>Expressions of feeling were inappropriate to the setting. Was resistant to appropriate discussion of</p>	<p>Comments:</p>

and feels when appropriate; not unduly closed, secretive, or defensive and not disposed to inappropriate or excessive self-disclosure.	appropriate to the setting. Initiated appropriate discussion of own feeling.	appropriate discussion of own feeling.	discuss own feelings when directed.	feelings and/or acted out negative feelings (through negative behaviors) rather than articulating them.	
<u>9 Attention to ethical and legal considerations</u> The student identified and resolved the important legal/ethical issues and ethical dilemmas and demonstrated higher order thinking skills (HOTS) in the process.	Consistently maintained clear personal professional boundaries with clients. Demonstrated consistent sensitivity to diversity. Consistently ensured client safety and well-being. Appropriately safeguarded the confidentiality of clients.	Nearly always maintained clear personal professional boundaries with clients. Frequently demonstrated sensitivity to diversity. Satisfactorily ensured client safety and well-being. Appropriately safeguarded the confidentiality of clients.	Was responsive to feedback for occasional personal/professional boundary confusion or crossings with clients. Was responsive to feedback for occasional insensitivity to diversity in professional interactions. Used judgment that could have put client safety or well-being at risk. Used judgment that could have put client confidentiality at risk.	Engaged in unethical dual relationships with clients. Acted in a way that demeaned any client or person. Endangered the safety and the wellbeing of clients. Breached established rules for protecting client confidentiality.	Comments:
Professional Performance Areas	Mastery	Proficient	Acceptable	Unacceptable	Unacceptable/ Acceptable/ Proficient/ Mastery
<u>10 Initiative and motivation</u> Student was self-directed, as evidenced by motivation, commitment to learning, and doing more than the minimum, et cetera.	Consistently engaged in class activities. Met or exceeded expectations in assigned work. Consistently displayed initiative and creativity in assigned work. Met all attendance requirements. No issues with timeliness with assignments.	Regularly engaged in class activities. Met or exceeded expectations in assigned work. Consistently displayed initiative and creativity in assigned work. Met all attendance requirements. No issues with timeliness with assignments	Occasionally engaged in class activities. Met only the minimal expectations in assigned work. Limited initiative and creativity in assignments. Frequently late for class. Some issues with timeliness with assignments.	Rarely engaged in class activities. Often failed to meet minimal expectations in assignments. Displayed little or no initiative and creativity in assignments. Missed the maximum allowable classes. Significant issues with timeliness with assignments.	Comments:

<u>11 Spiritual development and sensitivity</u> The student is knowledgeable regarding professional	Consistently engages in self-exploration of personal spiritual beliefs/practices to promote spiritual growth. Good understanding of the	Frequently engages in self-exploration of personal spiritual beliefs/practices to promote spiritual growth. Good understanding of the relevance of	.Limited engagement in self-exploration of personal spiritual beliefs/practices to promote spiritual growth. Limited understanding of the relevance of religious/	Does not engage in self-exploration of personal spiritual beliefs/practices to promote spiritual growth. Does not understand the relevance of religious/	Comments:
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counseling code of ethics, demonstrates respect for religious and spiritual traditions, and has thoughtful consideration of all diversity issues/matters including a positive approach for integration of diversity issues into clinical practice.	relevance of religious/spiritual domains for clients, and is sensitive to these themes by clients for the client's benefit. Competent to understand and be sensitive to other major religious/spiritual beliefs/practices. Can identify limits of own understanding of client's religious/spiritual expression, demonstrate appropriate referral skills.	religious/spiritual domains for clients, and is sensitive to these themes by clients for the client's benefit. Competent to understand and be sensitive to other major religious/spiritual beliefs/practices. Can identify limits of own understanding of client's religious/spiritual expression, demonstrate appropriate referral skills	spiritual domains for clients, nor sensitive to these themes by clients for the client's benefit. Limited ability to understand and be sensitive to other major religious/spiritual beliefs/practices. Limited understanding of client's religious/spiritual expression, and inconsistently demonstrates appropriate referral skills.	spiritual domains for clients, nor sensitive to these themes by clients for the client's benefit. Unable to understand and be sensitive to other major religious/spiritual beliefs/practices. Cannot identify limits of own understanding of client's religious/spiritual expression, nor demonstrate appropriate referral skills.	
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Appendix C - Notification of Professional Performance Concern

To (notified student): _____

From (issuing administrator/ faculty): _____

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

II. Performance Changes Required (describes specific performance changes needed in each area rated Unacceptable):

III. 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)

IV. Signatures (indicate that the student and issuing administrator/faculty have met to discuss this notification and that the student has received a completed copy)

Student: _____

Date: _____

Issuing Administrator/Faculty: _____

Date: _____

