



Eastern Mennonite University

M. A. in Counseling

Student Handbook

2020-2021

M.A. in Counseling Student Handbook

Three documents together comprise the M.A. in Counseling Student Handbook:

Graduate and Professional Studies Policies

Policies and procedures for all EMU graduate students, see links below.

Professional Practice Handbook

Policies and procedures for practicum and internship field experiences.

M.A. in Counseling Student Handbook (this document)

M.A. in Counseling Student Handbook Table of Contents

<u>Mission Statement</u>	5
<u>Clinical Mental Health Counseling Accreditation</u>	5
<u>Philosophy</u>	5
<u>Spirituality</u>	6
<u>Focus on the Person</u>	7
<u>Counselor Formation</u>	7
<u>Student Objectives</u>	7
 <u>Admission to the Program</u>	 8
<u>Transfer Credits</u>	9
<u>Program Traditions</u>	10
 <u>Degree Requirements</u>	 12
 <u>Coursework</u>	 13
<u>Community Action Project</u> (Capstone Project & Presentation)	15
<u>Curriculum Plans and Schedules</u>	15
<u>Admission to Internship</u>	15
<u>Self-Evaluation Readiness Letter</u>	18
<u>Transfer of Elective Credits</u>	19
 <u>Advising</u>	 20
 <u>Personal and Professional Development</u>	 21
<u>Standards of Professionalism</u>	21
<u>Personal Counseling</u>	22
<u>Professional Development</u>	22
<u>Research Opportunities</u>	23
<u>Professional Development Scholarship Application</u>	24
<u>Student Competency to Practice</u>	25
<u>Counselor Formation Assessment</u>	25
<u>Formative & Summative Assessment</u>	25
<u>Coursework</u>	26
 <u>Student Self-Evaluation</u>	 26
<u>Counselor Assessment Summary</u>	26
<u>Writing and Presentation Assessment</u>	28
<u>Writing Standards</u>	28
<u>Clinical Assessment</u>	28
<u>Student Competency to Practice</u>	29
<u>Mastery Competency Portfolio</u>	29
<u>Evaluations in the Program</u>	31
<u>Student Evaluation of the Program</u>	31
<u>Agency Supervisor Program Evaluation</u>	32
<u>Faculty and Staff Program Evaluation</u>	32

<u>Accreditation</u>	32
<u>Job Search, References, and Licensure</u>	32
<u>Endorsement and Recommendation Policy</u>	33
<u>Grievances</u>	34
<u>Audiovisual Confidentiality</u>	35
<u>Taped Session Guidelines and iPad Contract</u>	36
<u>Counseling Suite and Equipment</u>	38
<u>Building Information & Classroom Policies</u>	39
<u>Local Therapists</u>	42

M.A. in Counseling Student Handbook**Mission Statement**

We strive to achieve the highest standards of training for clinical mental health counselors, emphasizing professionalism, counselor identity formation, reflective self-awareness, and exploration of spirituality and values within a community environment.

[TOC](#)**Clinical Mental Health Counseling Accreditation**

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) is the national accrediting body for professional counseling. To be accredited a program must demonstrate high standards in a wide variety of programmatic areas. www.cacrep.org

The Clinical Mental Health Counseling program at Eastern Mennonite University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through October 31, 2025.

[TOC](#)**Philosophy**

The curriculum for the Master of Arts in Counseling degree encompasses a wide diversity of experiences, values, and perspectives. The curriculum is much more than the courses offered. It includes the advising and supervision processes, which are deeply concerned with the character and ethical identity of the counselor-in-training, and the initiation into an ethical community of practitioners. It includes peer resourcing and peer collaboration, fostered in daily collaborative work and student membership in professional organizations such as the American Counseling Association and the Virginia Counseling Association. The curriculum connects students to the broader community in many ways, including most importantly, the practicum and internship counseling placements. Finally, the curriculum includes more than these structured components in giving expression to nothing less than the character and practices of our total life together as a counselor mentoring community.

The counseling curriculum seeks to model self-aware counseling practice informed by empirically validated assessment and intervention strategies. In extensive practice opportunities in various community counseling placements our goal is to model and promote self-reflective practice by utilizing multiple levels of supervision and feedback. The content courses in the curriculum work diligently to help students understand and become intelligent utilizers of counseling research. We work constantly to find new ways to bring research and practice into productive dialog.

While the counseling curriculum takes seriously the importance of shared counseling language and generalizable theoretical orientations, we teach and model our belief in the sacredness of individual lives. We seek to help students uncover and develop their own special and unique gifts. Embedded throughout the curriculum is an emphasis on the particularity of clients' personal, family and cultural identities. We teach systems perspectives, which honor unique identities at every level, from personality to family to culture, religion, and nationality. We strive to genuinely integrate multicultural understanding and experiences across the entire structured and non-structured curriculum.

The curriculum is situated in the broader context of the Mennonite faith tradition. This tradition sensitizes us to an ethic of mutual caring and community building that emphasizes both individual adjustment and just social structures. This orientation applies equally to clients and their life contexts, and to counselors' personal identities and the ethical aspirations of their profession.

[TOC](#)

Spirituality

We consider the awareness of and exploration of personal spirituality, faith, values and religious tradition and commitments to be crucial in counselor formation. We encourage and support students in exploring their own spirituality both intra-personally in their own practices, as well as inter-personally in their family and community systems. We ask our counselors in training to be attentive to, respectful of, and unafraid to meet clients wherever they are with respect to these dimensions of their lives. We recognize both that religious communities and families are often the most significant positive resource in a client's life and also that religious communities and families may be part of the presenting problem.

We strive to make our classes and our community safe for the exploration of spiritual and religious experience, both individually and in our conversations together. We welcome and value those who may as a matter of course ground themselves in Biblical texts, and we welcome and value those who do not identify as "religious" - wanting for both, and for all, the openness to explore the otherness both in others and in themselves. We want to be an open, encouraging, and safe community for this exploration, modeling how we hope we all can be in our professional practice and in our daily lives.

[TOC](#)

Focus on the Person

At heart, we are energized by the potential for interpersonal relationships to be sustaining, reparative - therapeutic. The processes of inner awareness, empathic attunement, and transformation cannot be "captured" in responses to standards, as important as they may be in the meta-process of motivating and monitoring quality. The voice of the client, and indeed the voice of the counselor, in their essential uniqueness, can too easily be dismissed. We would love to know better how to

contextualize all the words of program evaluation, in the music and dance embodied in the heart and soul of counseling.

[TOC](#)

Counselor Formation

Counselor formation is the process of internalizing a professional counselor identity. Counselor formation refers to both inner and outer development, being inclusive of development in self-awareness and maturity in articulating personal identity as well as adequate ability in meeting professional standards in counseling and an organized and articulate reflection on one's own approach to counseling.

The performance of the student through this counselor formation process forms the basis on which the faculty assesses the level of character and competency required for admission to internship and nomination for graduation. These expectations are further defined in the following list of over-arching student objectives.

[TOC](#)

Student Objectives

Four overarching objectives guide our program training. A graduate of the Eastern Mennonite University Master of Arts in Counseling program will:

1. Be prepared academically and possess the requisite clinical and professional skills to begin work as Resident in Counseling (the name given to the graduate completing supervision hours before licensure) toward professional counseling licensure;
2. Meet program expectations in the areas of professional responsibility, theoretical and procedural knowledge, and personal and professional development; be an informed member of the relevant professional organization(s);
3. Utilize self-examination and supervision effectively to improve counseling effectiveness; and
4. Have internalized and be able to articulate an effective and theoretically grounded clinical mental health counselor identity; convey effective ways to take care of themselves in this difficult work, experiencing joy and a sense of purpose in their counseling calling.

[TOC](#)

Admission to the Program

The admissions selection process is designed to identify students who have potential for becoming a professional counselor. Students are admitted on the basis of many different expressions of their qualities and abilities: scholastic achievement, work experience, factors relating to character, personality and readiness, and respect for cultural differences.

Applicants must be a graduate of a regionally accredited college or university. Applicants are required to submit official transcripts of credit from all colleges and

universities attended and three references, two of which must be academic. Potential candidates will be invited for an interview.

Conditional Admission

Conditional admission is granted to a limited number of students each fall semester who come just below the requirements for unconditional admission, but who otherwise demonstrate the ability and motivation to adequately perform graduate level work. At the end of the fall semester their admission status is reviewed by the faculty and a decision is made to either lift the conditional status or deny continuing enrollment.

Requirements

Expectations include an undergraduate GPA of at least 3.00, references indicating clear support for graduate work, a clear and relevant essay, and the ability to present oneself clearly and effectively in the interview. Additional factors given consideration in the admission decision include undergraduate field of study, performance in previous graduate level study, related counseling work experience, and other evidence of success in academic and professional endeavors. The admissions committee may make exceptions to admission requirements in special cases.

Enrollment and class size

Part-time students are encouraged to apply. Part-time status is defined as taking less than nine semester hours in a semester.

New students are admitted for the fall semester. The application deadline is March 1. After this deadline, the admissions committee will continue to review applications if space remains available.

Scholarships

There are a number of scholarships our students can apply for. These include the Laymon H. & Ruth S. Lantz Scholarship, the Virginia Tuition Assistance Grant, and scholarships through the American Counseling Association and the National Board for Certified Counselors. Scholarship material is distributed to students as the information becomes available. In addition, after licensure, students may apply for a loan repayment program through the National Health Service Corps, which offers tax-free loan repayment assistance to support qualified health care providers who choose to take their skills where they are most needed. Licensed health care providers may earn up to \$50,000 toward student loans in exchange for a two-year commitment at an NHSC-approved site. Several students from the MA in counseling program in the past have been awarded these scholarships.

Transfer Credit

Transfer credits may be considered for inclusion in the program of study upon the approval of the director of the program. A grade of "B" or better must be earned in courses requested for transfer credit. Courses considered for transfer credit must be applicable toward a comparable degree at the institution offering the course. Application for consideration of transfer credit taken more than five years before the date at which the student is admitted must be accompanied by substantial documentation of prior work and evidence of continued and current competence. Transfer credit taken more than ten years before the date at which the student is admitted may not be used to satisfy degree requirements. No practicum or internship credits are eligible for transfer credit. Decisions with respect to number of transfer hours accepted will be handled by the Admissions Committee on a case-by-case basis, but normally a maximum of 12 hours of credit obtained from an accredited college or university may be applied to the degree.

For newly admitted students transferring in courses:

1. The quality of the course in question should meet our program standards. A course from another CACREP program satisfies this criteria. For other courses, a copy of the syllabus for the course in question needs to be reviewed by the student's advisor and program director.
2. The student's advisor and program director must grant approval.
 - a. The primary consideration is that the course in question provide opportunities within the student's focal area of interest that we do not provide in our program.
 - b. The advisor should also explore directed and independent study options with the student.
3. If the transfer course is meant to replace a course with a competency assignment, the student's advisor will review the course requirements to determine if there is an assignment that matches the competency assignment. If there is one, the assignment will be scored and added to the student's competency portfolio. If not, the advisor and student, in consultation with the program director will identify an alternate method that correlates with the identified key performance indicator the specific assignment addresses. This assignment will be evaluated and posted to the student's portfolio.

Application Process

Application packets are available from the Master of Arts in Counseling office. Contact our administrative assistant at 540.432.4243 for more information. A complete application should contain:

1. A completed Graduate School & Master of Arts in Counseling [application](#)
2. A non-refundable **application fee** of \$50.00.
3. [Official transcripts](#) from each college or university attended.
4. Three [letters of reference](#) (at least two of which must be academic).
5. **Statement of purpose** : write a narrative (1-3 pages) that describes your:

1. academic/research interest and professional goals
2. volunteer and professional experiences
3. life experiences that have influenced your view of compassionate service and social justice
6. **In addition to the requirements above, international applicants should submit the following information:**
 1. Nationality and country of birth (international applicants currently residing in the United States must indicate status with the U.S. Citizenship and Immigration Services)
 2. A completed International Student Sponsor Agreement. Please contact Amanda Williams at 540-432-4243 or amanda.k.williams@emu.edu for form and current costs.
7. **For applicants whose native language is not English:** We require that applicants receive at least a 79 on the internet-based Test of English as a Foreign Language (TOEFL). This compares to a 550 on the paper-based test and a score of 213 for the computer-based test. EMU's institutional code is 5181. Applicants who have studied and received a degree from a college or university where all instruction is in English are not required to submit TOEFL scores.

Students are welcome to arrange a meeting with faculty, sit in on a class or request to meet with current students to get a feel for the program. Our administrative assistant will be happy to assist in making these arrangements.

[TOC](#)

Program Traditions

There are a number of traditions that have been passed along throughout history of the program. These include orientation, monthly student potlucks, Capstone, and the Commissioning Service. This process of coming together at least once month to share a meal, recognize accomplishments, and join in reflection strengthens the connection among students and faculty and creates a deeper sense of community. Furthermore, there are five significant milestones of our program that mark the training process. They are Admission, Orientation, Admission to Internship, Capstone Day, Admission to Graduation, and Commissioning.

Admission

The admissions process is an important time to share accomplishments, vision, and personal readiness and to demonstrate an affinity for the profession and the program. Students selected to be in the program have the opportunity to participate in the admissions process every year. We believe that our current students play a valuable role in the selection of new ones. To help both the candidate and the program make informed decisions, we have developed an admissions interview procedure that involves applicants, faculty members and current students in an intensive sample experience of the training program. We invite current students to participate in this process each year by volunteering to provide applicants with helpful information and support.

How We Notify You of the Decision

All applicants are notified of admission decision within one week after interview day. An official decision letter will be mailed to your address.

If You Are Accepted

If you are admitted to the program, you must notify the Master of Arts in Counseling Administrative Assistant of your enrollment decision by email or mail within 15 days of your receipt of the acceptance letter. If we do not hear back from you by then, we will assume that you have declined the offer of admission, and your application record will be withdrawn.

Deferral of Admission

Applicants who are notified of admission, have the option to defer their enrollment for one year. Those considering deferment are asked to counsel with the Director as well as complete an application for deferment form.

Orientation

At orientation students receive both information about our program and about University services as a whole. Our program orientation includes an icebreaker activity, an overview of the curriculum, philosophy of the program and the process of training. Current students also participate in the orientation day by facilitating an experiential activity and by sharing lunch. Students meet with their advisors and then attend graduate student orientation with students from other programs. Prior to orientation, our administrative assistant sends a packet of information about how to register for classes, purchase textbooks, obtain your student ID, and acquire a parking pass. Also included is information about the EMU campus, the Harrisonburg community, and possible living arrangements.

Admission to Internship

Admission to Internship has its own section in this handbook, but it is helpful to address it here too as it is a central point of our training program. "Admission to Internship" refers to the point in graduate studies when faculty decide whether a student is a suitable candidate for an internship placement.

The student should normally have met all requirements for admission to internship upon completion of 30 graduate credits. Admission to internship is required for work in the program beyond 36 semester hours.

To be admitted to internship the student must have completed 30 semester hours in the counseling program with a 3.00 minimum GPA, obtained satisfactory practicum references, met the Mastery Competency assessment criteria, and obtained the formal approval of the faculty of the Master of Arts in Counseling program.

While we value the importance of academic success and a solid grasp of concept and theory, we also feel that fostering personal growth and attending to personal characteristics is equally important and crucial to the formation of competent

counselors. As stated in the Journal of Counseling & Development, the qualities that comprise competent counselors include, “emotional security, sincerity, extroversion, positive self-concept, patience, interpersonal competence, openness to professional self-development, understanding, goodwill, recognition, acceptance of one’s personal power, a willingness to be open, self-respect, and a sense of humor” (Duba, Paez, & Kindsvatter, 2010, p.155). We therefore not only assist students with academic skills, but also address interpersonal dynamics and incongruencies as they relate to a student’s work with others in the program and to their clinical work.

Admission to internship is a central decision point. Admission to internship marks an important movement from “student” toward “colleague.”

Students are reviewed for admission to internship during the semester in which they expect to complete requirements for admission to internship.

A student must complete the Master of Arts in Counseling degree within three years after admission to internship.

If a student does not meet the criteria for admission to internship the faculty may, at their discretion, propose a timetable for remedial work prior to admission to internship. Any remedial work, and full admission to internship must be obtained before the student can begin an internship assignment. [(This is further explained in the Admission to Internship section.)]

Admission to Graduation: Culminating Interview

The purpose of this culminating interview process is for 1) students to concretely reflect on their growth throughout the program, 2) students to practice clearly articulating their clinical and academic perspectives and work history in preparation for job applications, 3) and for faculty to approve students for graduation upon satisfactory completion of all program requirements. The culminating interview also serves as a time for closing with faculty and students as students transition from the academic environment to the mental health workforce.

Student Requirements

On the Tuesday of EMU’s scheduled finals week, students will prepare and present the following to at least two EMU MA in Counseling faculty members:

- Completed Competency Portfolio (final semester competency assignments, i.e. Research, Group, Addictions, are exempt from this culminating interview process).
- 25-minute presentation discussing:
 - Ways the student has grown throughout the program
 - Current growth areas
 - Student strengths
 - Clinical theoretical perspectives
 - One brief case example
 - Student’s plans following graduation

Selection of Faculty Interviewers

The culminating interview will be facilitated by no fewer than two and no more than three EMU MA in Counseling faculty members. Each student's academic advisor will lead the interview with at least one additional faculty member.

Capstone Day

On the Wednesday of EMU finals week, students will prepare a 25-minute presentation to be shared with all faculty and students in EMU's MA in Counseling program. Additionally, these presentations will be open to the wider EMU student body, faculty, staff, and administration. Students' clinical supervisors may also be invited. This presentation will mirror content discussed in the student's culminating interview and will include:

- A discussion of the student's development throughout the program
- Clinical theoretical perspectives and models utilized in therapeutic work
- A case presentation
 - o Case history and presentation
 - o Diagnosis, if applicable
 - o Case conceptualization and treatment planning
 - o Multicultural aspects of the client's lived experience
 - o An exploration of dynamics in the therapeutic relationship

Commissioning

Commissioning is a very special event in our program that has been a tradition since the program's very inception. It amplifies the training experience as a personal and collective journey signifying the completion of a transformational journey.

Graduating students plan the commissioning service around a theme to include faculty involvement, blessings of graduates, involvement of current students, and student reflections. Sometimes music or a photo show is also included in the service and a program helps to tie everything together. The Commissioning Service always takes place on the Saturday before the Commencement ceremony at 1pm. Many students also choose to attend the University Commencement on Sunday. As is the tradition in all EMU graduate programs, students receive blue carnations after they are hooded.

Program traditions are essential to the vitality and thriving of our program – they contribute to the cohesive narrative of journey, development, growth, identity formation, and becoming. We continue to craft each milestone as we receive feedback and insight from students, as training counselors is a dynamic and living process.

[TOC](#)

Degree requirements at www.emu.edu/graduate-counseling/courses

The Master of Arts in Counseling, Clinical Mental Health Counseling, is a 60-semester hour program. The curriculum meets educational requirements for professional licensure in accordance with the regulations of the Virginia Board of Behavioral Sciences.

The curriculum includes study in the areas of professional identity, counseling theories, group counseling, counseling techniques, abnormal behavior, appraisal, career development, human growth and development, social and cultural functions, research, social and multicultural issues, ethics, spirituality and religion, addictions, marriage and family counseling, and supervised clinical work.

All instruction is face to face, both in the classroom and in clinical supervision.

To graduate, the student will have met all course requirements with a minimum GPA of 2.75, will have obtained satisfactory internship references, met program assessment criteria for competency, and obtained the formal approval of the faculty for graduation.

Full-time students should be able to complete the program in two years (the equivalent of 5 semesters of full-time study). However, many find a three-year plan of study helpful to integrative learning.

[TOC](#)

Coursework

All instruction is face to face, both in the classroom and in clinical supervision.

The content of the counseling coursework is largely structured through the standards of the Commonwealth of Virginia and CACREP. Copies of the Virginia standards are kept in the main office and may be obtained through the administrative assistant. CACREP standards can be found on their web site (www.cacrep.org). The CACREP standards in particular help to standardize educational requirements across states, so that degree work should meet educational requirements for professional counselors in most states. There are differences among states, however, that the student should carefully research if they plan to work in another state.

Curriculum plans may be found in this handbook. For students doing the degree in two years, very little to no deviation from these plans is possible. The two-year program is very demanding: students planning a two-year program should have the financial resources to permit full-time study, and have a high degree of emotional maturity. Students extending their studies to three or more years should work with a faculty advisor to plan a personalized course of study. Students on a three year or longer plan are required to register for a 1 SH Skill Development course in the year that they are not in practicum or internship. This will increase the credits required for graduation to 61 SH.

2020-2021 M.A. in Counseling Student Handbook page

The rating sheet is the way course requirements and grades are documented within the program. The Rating Sheet is a helpful way to review curriculum course requirements and current status. The Administrative Assistant keeps each student's Rating Sheet up to date, and copies are placed in the student's departmental file upon graduation.



Name: _____
 Student #: _____
 Advisor: _____
 Plan: _____

Master of Arts in Counseling Rating Sheet

Baccalaureate Institution _____ Degree _____ Major _____ Date _____

Graduate school attended and credit earned if a transfer student:

	Trans	2018/2019				2019/2020				2020/2021			
SH													
Cum SH	0	0	0	0	0	0	0	0	0	0	0	0	0
GPA													

	COUN 507	Professional Identity, Functions & Ethics	3 SH	_____
	COUN 508	Counseling Techniques	3 SH	_____
	COUN 517	Human Growth & Dev	3 SH	_____
	COUN 547	Counseling Theories	3 SH	_____
	COUN 518	Integrated Coun Process	3 SH	_____
	COUN 527	Psychopathology	3 SH	_____
	COUN 528	Practicum	3 SH	_____
	COUN 567	Group Counseling	3 SH	_____
	COUN 617	Counseling Children and Adolescents	2 SH	_____
	COUN	Elective -	1 SH	_____
	COUN 557	Assessment & Evaluation	3 SH	_____
	COUN 587	Crisis Counseling	2 SH	_____
optional	COUN 688	Summer Internship	3 SH	_____
	COUN 536	Foundations in Research & Program Eval.	3 SH	_____
	COUN 607	Multicultural Counseling	3 SH	_____
	COUN 627	Marriage & Family	3 SH	_____
	COUN 509	Supervision and Consultation	3 SH	_____
	COUN 689	Internship I	3 SH	_____
	COUN 537	Counseling Research & Program Evaluation	2 SH	_____
	COUN 510	Clinical Mental Health: History...	2 SH	_____
	COUN 637	Career Development	3 SH	_____
	COUN 690	Internship II	3 SH	_____
	COUN 697	Addictions Counseling	3 SH	_____
	COUN 538	Skill Development (req for 3 and 4 year plan)	1 SH	_____

Professional Organization Membership: _____

Admission to Internship Date: _____

Certified for graduation on: _____

[TOC](#)

Capstone

Students in EMU's MA in Clinical Mental Health Counseling program devote a significant amount of time and energy to serving our communities through their practicum (>100 hours) and internship (>600 hours) experiences. These practicum and internship experiences cultivate students' ability to work as professional counselors and prepare them, in conjunction with their coursework, for Counseling Residency, a >3,400-hour (Virginia) post-graduation work period under clinical supervision before licensure as a Professional Counselor. EMU's MA in Clinical Mental Health program is primarily focused on clinical training. To this end, students' development throughout the program and clinical performance are primary areas of evaluation for graduation. The program's culminating Capstone day reflects this.

On the Wednesday of EMU finals week, students will prepare a 25-minute presentation to be shared with all faculty and students in EMU's MA in Counseling program. Additionally, these presentations will be open to the wider EMU student body, faculty, staff, and administration. Students' clinical supervisors may also be invited. This presentation will mirror content discussed in the student's culminating interview and will include:

[TOC](#)

Curriculum Plans and Schedules

Two Year Curriculum Plan (open [pdf](#))
Three Year Curriculum Plan (open [pdf](#))
Fall 2018 Course Schedule (open [pdf](#))
Spring 2019 Course Schedule (open [pdf](#))
Summer 2019 Course Schedule (open [pdf](#))

[TOC](#)

Admission to Internship

"Admission to Internship" refers to the point in graduate studies when faculty decide whether a student is a suitable candidate for an internship placement. (This decision point is the Admission to Candidacy process referred to in the EMU Graduate Catalog.)

The student should normally have met all requirements for admission to internship upon completion of 30 graduate credits. Admission to internship is required for work in the program beyond 36 semester hours.

To be admitted to internship the student must have completed 30 semester hours in the counseling program with a 3.00 minimum GPA, obtained satisfactory practicum references, met the Mastery Competency assessment criteria, and obtained the formal approval of the faculty of the Master of Arts in Counseling program.

While we value the importance of academic success and a solid grasp of concept and theory, we also believe that fostering personal growth and attending to personal characteristics is equally important and crucial to the formation of competent counselors. As stated in the Journal of Counseling & Development, the qualities that comprise competent counselors include, "emotional security, sincerity, extroversion, positive self-concept, patience, interpersonal competence, openness to professional self-development, understanding, goodwill, recognition, acceptance of one's personal power, a willingness to be open, self-respect, and a sense of humor" (Duba, Paez, & Kindsvatter, 2010, p.155). We therefore not only assist students with academic skills, but also address interpersonal dynamics and incongruencies as they relate to a student's work with others in the program and to their clinical work.

Admission to internship is a central decision point. Admission to internship marks an important movement from "student" toward "colleague."

Students are reviewed for admission to internship during the semester in which they expect to complete requirements for admission to internship.

A student must complete the Master of Arts in Counseling degree within three years after admission to internship.

If a student does not meet the criteria for admission to internship the faculty may, at their discretion, propose a timetable for remedial work prior to admission to internship. Any remedial work, and full admission to internship must be obtained before the student can begin an internship assignment.

Admission to Internship Procedures

The following schedule applies to students completing the admission to internship process during the spring semester. In the less typical case of someone ready for admission to internship during some other time period, the following procedures should still be followed in the order given, with a timetable agreed upon by the student and faculty.

1. The admission to internship process is initiated in the semester during which the student expects to complete requirements for admission to internship. The process is finalized after the student completes all requirements for admission to internship.
2. Students in practicum will complete all Mastery Competency Portfolio requirements, including a self-evaluation of readiness for admission to internship. The self-evaluation will be written in letter format to faculty and should include both strengths and growth edges, and respond to all advising feedback and growth goals identified in the student-advisor portfolio review process. [Students will also complete the CAS-St to evaluate their own skills in addition to submitting the CAS-S from their site supervisor].

The *Letter of Request* should address the faculty and include critical analysis of feedback from Techniques, ICP, Practicum, and advising, in addition to analysis of the CAS by both the student and the site supervisor. This narrative should be an assertion of how you are both ready and prepared to go forward to internship. *It will also be important to identify the awareness that moving to internship indicates a step closer towards becoming a professional counselor.* Address how you will continue to hone your professional identity, utilize supervision, engage academically and further your own personal growth and wellness as you move towards completion of your training.

The *Letter of Request* will be due to your advisor, along with your CAS-St and the CAS-S from your site supervisor (put a copy in your practicum folder [PPF]) in March. Faculty members will review the letter and CAS's, in addition to reviewing your completed portfolios in April and decision letters will be distributed the last week of classes.

Please follow-up with advisors if you have questions about the process.

3. The student gives their practicum site supervisor the Counselor Assessment Scale to complete, following the process and timetable detailed in the practicum syllabus. The student then returns the completed CAS-S to their practicum group supervisor and puts a copy in their Mastery Competency Portfolio.

4. The student's advisor will lead the faculty in reviewing the student's academic performance, practicum assessment, advising history, Mastery Competency Portfolio, and any other materials deemed pertinent to admission to internship. The faculty will 1) move to admit to internship provisional on satisfactory completion of requirements, 2) require further work or documentation of work prior to admission to internship, or 3) advise the student of potential denial of admission to internship.

5. The student will be notified in writing by the program director of action taken.

6. In case of a deferred decision or potential denial of admission to internship, the faculty will devise further review and decision processes as appropriate, and the student will be advised by the director, in writing, of such processes. Upon completion of the required work, a final letter of admission to internship, or denial of admission to internship, will be written by the program director.

Exceptions to these procedures must be approved by action of the faculty, with alternate procedures, and their rationale recorded in the students records.

Admission to Internship Self-Evaluation Readiness Letter

Master of Arts in Counseling
Eastern Mennonite University

"Admission to Internship" refers to the point in graduate studies when faculty members (in collaboration with student evaluation and site supervisor evaluation) decide whether a student is a suitable candidate for an internship placement. (This decision point is the Admission to Internship process referred to in the EMU Graduate Catalog.) Admission to Internship procedures are outlined in the Student Handbook on our website. #2 of the procedure will be addressed here.

2. Students in practicum will complete all Mastery Competency Portfolio requirements, including a formal self-evaluation of readiness letter for admission to internship. The self-evaluation letter should include:

- **highlighting significant moments of awareness of strengths and growing edges**
- **respond to all advising feedback and growth goals identified in advising**
- **the CAS-St to evaluate their own skills in addition to submitting the**

CAS-S from their site supervisor

- **a self-care plan to address the balance of clinical work and academic workload**
- **letter format and addressed to faculty**

Further, the *self-evaluation of readiness letter* should include critical analysis of feedback from Techniques, ICP, Practicum, and advising, in addition to analysis of the CAS by both the student and the site supervisor. This statement should be an assertion of how you are both ready and prepared to go forward to internship. It will also be important to identify the awareness that moving to internship indicates a step closer towards becoming a professional counselor. Address how you will continue to hone your professional identity, utilize supervision, engage academically and further your own personal growth and wellness as you move towards completion of your training.

The *self-evaluation of readiness letter* will be due to your advisor, along with your CAS-St and the CAS-S from your site supervisor (put a copy in your practicum folder [PPF]) the last week of March. Faculty members will review the statement and CAS's, in addition to reviewing your completed portfolios in April and decision letters will be distributed the last week of classes.

Please follow-up with advisors if you have questions about the process.

[TOC](#)

Transfer Credits

A student should secure advance approval from the graduate program director before enrolling for work in other universities, where credit is to be transferred back to EMU for graduation. The graduate program reserves the right to limit the amount of transfer credit which may be applied to degree requirements. In all cases the majority of credits must be earned through instruction offered by EMU. (from the Graduate and Professional Studies Academic Policies)

M.A. in Counseling particulars:

Transfer credits may be considered for inclusion in the program of study upon the approval of the director of the program. A grade of "B" or better must be earned in courses requested for transfer credit. Courses considered for transfer credit must be applicable toward a comparable degree at the institution offering the course. Application for consideration of transfer credit taken more than five years before the date at which the student is admitted must be accompanied by substantial documentation of prior work and evidence of continued and current competence. Transfer credit taken more than ten years before the date at which the student is admitted may not be used to satisfy degree requirements. No practicum or internship credits are eligible for transfer credit. Decisions with respect to number

of transfer hours accepted will be handled by the Admissions Committee on a case-by-case basis, but normally a maximum of 12 hours of credit obtained from an accredited college or university may be applied to the degree.

[TOC](#)

Matriculated students taking electives at other universities

1. The course must not duplicate a course we offer.
2. The quality of the course in question should meet our program standards. A course from another CACREP program satisfies this criteria. For other courses, a copy of the syllabus for the course in question needs to be reviewed by the student's advisor.
3. The student's advisor must grant approval.
 - a. The primary consideration is that the course in question provide opportunities within the student's focal area of interest that we do not provide in our program.
 - b. The advisor should also explore directed and independent study options with the student.
4. With the support of the advisor, and consultation with the director as needed, the student must complete a "Request for Graduate Transfer Credit Approval" form prior to enrolling in a course at another university. The form requires signature approval by the advisor, the director, and the university registrar.

[TOC](#)

Advising

Each student enrolled in the program is assigned a faculty advisor. Students may register advisor preferences with the Program Director, and such preferences will be considered in filling faculty advising loads.

At orientation, students are familiarized with the advising process, the Mastery Competencies Portfolio system, admission to internship, and approval for graduation.

The primary goal of academic advising is to help the student with course planning, determination of transfer credit, or other academic matters. Students are asked to take responsibility to consult with their academic adviser as they have need. Note that the program's administrative assistant handles all routine registration matters and can respond to course scheduling questions.

Midway through the first semester in the program, the faculty advisor meets with their advisees (either individually or in a group according to faculty preference) to discuss personal strengths, growth edges, and goals.

At this meeting students will also be asked to submit a form certifying that they have read and understand the program's Student Handbook and the Graduate School

Catalog. They will also be asked to identify on a second form the professional organization they have joined.

The focus of professional development advising is on progress toward admission to internship until such time as that goal is accomplished. Subsequent mentoring is focused on professional development and approval for graduation.

The first advising meeting, with all students, is initiated by the faculty advisor. Subsequent meetings are initiated by the faculty advisor only if there are identified concerns; otherwise, the student can ask for an advising meeting as desired.

Mastery Competency Portfolio. Each student will maintain their own Mastery Competency Portfolio, to be available for faculty review. The Mastery Competency Portfolio is described more completely in Counselor Formation Assessment section of this handbook.

[TOC](#)

Personal and Professional Development

Standards of Professionalism

Professional Academic Policy

The MA in Counseling program prepares individuals for professional success as counselors. Students are expected to demonstrate professionalism throughout their training by abiding by standards required by the profession. To that end, it is expected that students treat the academic milieu as they would a professional setting—including their presentation and participation in the classroom. Program policy will abide by the following in all classes. Students are expected to:

Professional Expectations

1. Write professionally acceptable correspondence including appropriately addressing faculty and clearly presenting their request.
2. Professional Community engagement represent themselves as professional trainees
3. Professional awareness, dress, communication, timeliness, social media

Classroom Expectations

1. Show up on time for all classes.
2. Attend all class periods and provide a suitable explanation and/or medical waiver for their absence in special circumstances that preclude class attendance. No more than 2 absences are allowed for any class during the semester.
3. Preparation read, buy books, do their work and engage

4. Dress and groom in professionally acceptable attire. Students may be professional casual, but must appear neat and well kempt for class.
5. Turn in all assignments on time. Any late assignments will receive a full letter grade deduction for the overall course grade for the semester. Professors will make only one contact regarding late assignments and a grade will be issued on the work received.
6. Requests for an incomplete for a course must be discussed with the faculty at least 4 weeks prior to the end of the semester and officially requested at least two weeks prior to the end of the semester.

[TOC](#)

Personal Counseling

All students are strongly encouraged to undertake personal counseling work while enrolled in the program. EMU Counseling Services provides students with a certain number of free counseling services. The campus pastors are also available for counseling. EMU Career Services is another resource students may use for career counseling.

Program faculty and students do not provide personal counseling services to students in the program. Counseling program faculty can assist students in referral to professional counseling.

[TOC](#)

Professional Development

Students are required to join a professional counseling association. The major professional organizations students have been affiliated with in the past include the American Counseling Association (ACA), the Virginia Counseling Association (VCA), and the American Association of Pastoral Counselors (AAPC). A record of professional membership is indicated on the student's rating sheet.

ACA is a professional membership organization representing nearly 60,000 counselors and human development specialists. Student membership is open to any graduate student enrolled more than half time. Students are required to obtain professional liability insurance prior to any fieldwork in the program, and students normally obtain this insurance as an automatic benefit of ACA student membership. As a student member of ACA, benefits include an annual subscription to the Journal of Counseling and Development and Counseling Today, ACA's official newspaper. At the end of the first year of membership, student members are required to join at least one division or organizational affiliate. ACA applications are available at www.counseling.org. Within the ACA, at the state level, Virginia counselors are organized as the Virginia Counseling Association. The annual VCA conference is held in the fall.

Other Professional Development Opportunities

Students are encouraged to take advantage of the multiple opportunities for personal and professional development. Tangible encouragement and support of selected seminars and conferences includes scheduling seminars as part of course content and working with peers and faculty to help arrange transportation to conferences. Significant conferences include the AAPC Atlantic Regional Conference, the Virginia Counseling Association fall conference, and the Networker conference. Students are encouraged to attend and present at VCA and at the annual Virginia Counseling Graduate Student Association (VCGSA) Conference.

On-campus, students participate in hosting seminars, arranging special colloquia and forums, organizing social events, and planning the annual commissioning service for graduates.

In addition to events actively promoted or sponsored by the program, many other professional development opportunities are regularly posted on the departmental bulletin board. The bi-weekly Seminary chapel frequently hosts speakers of interest to counselors, as does the weekly series of undergraduate chapels. The Seminary hosts an annual School for Leadership Training each spring semester which often offers lectures and workshops of interest to counselors.

[TOC](#)

Research Opportunities

There are many opportunities for students to participate in research endeavors. They include class assignments, conference presentations and collaborating with faculty.

The in-class research assignments include:

- o Literature Review in COUN 507; Professional Identity, Function and Ethics (PIFE)
- o Professional Presentation in COUN 517 Human Growth and Development
- o Workgroup Membership and Individual Research in COUN 547 Counseling Theories. Additionally, Students must take the NIH training and work through the IRB process.
- o Theory/Pressing issues in Career Counseling Presentation in COUN 637 Career Counseling
- o Autobiographical Case Study in COUN 697 Addictions Counseling

Over the years our students have presented at local and statewide conferences. In the last two years students have presented at the *Virginia Association for Counselor Education and Supervision Graduate Student* conference. In addition, we have had three teams participate in the *American Counseling Association Ethics Competition* and all three have placed (third, first, and honorable mention). A majority of our students attend professional conferences throughout their tenure in our program.

Finally, students are invited to collaborate with faculty on research projects and will most likely do so when motivated to continue their studies in a doctoral program.

[TOC](#)

Professional Development Scholarship Application

Professional development scholarships are available for MA in Counseling program offerings and to support students who will be presenting counseling research at a conference. **Scholarships are limited and dependent upon department funding resources.** Students are required to identify goals for attendance at a program/Institute offering and must submit a follow-up summary of how they achieved these goals. In the event of a presentation, students must submit their acceptance of presentation and also submit a follow-up summary of the experience. The following application is required.

Name: _____

Event: _____

Presenting _____

Professional Development Goals:

1.

2.

3.

Please write a statement regarding your desire/interest in attending this event.

* *If you are presenting at a conference, in lieu of writing a statement, please submit your acceptance letter.

[TOC](#)

Student competency to practice

Counselor education programs have an ethical and legal obligation to assess student competency to practice, and to remediate or sanction impaired student counselors. The ACA Code of Ethics mandates that counselor educators and supervisors monitor

student progress in the areas of both professional and personal development. CACREP standards state that it is the responsibility of faculty to counsel out students who are inappropriate for the profession. The [Student Competency to Practice \(pdf\)](#) policy details how the program fulfills this responsibility.

[TOC](#)

Counselor Formation Assessment

While the material in this section of the handbook may be redundant with material elsewhere, it is important to collate assessment information in one section.

Formative and Summative Assessment

The distinction between formative and summative assessment is important to understanding the process of counselor formation development. Formative assessment refers to the feedback to the student that is designed to foster awareness and growth, to give support and encouragement. This formative assessment is the most frequent type of assessment the student will experience. Summative assessment, on the other hand, is an assessment of achievement, with an outcome consequence. Course grades, admission to internship, and approval to implement a Community Action Project are examples of summative assessment.

Counseling faculty tend to be more comfortable with formative assessment than with summative assessment. We like being in a supportive and encouraging role. Summative assessment may in contrast feel too blunt and even harsh. For this reason we do try as much as possible to use formative assessment to give students a clear understanding of their strengths and growing edges well in advance of critical summative evaluation points. Ideally, any summative evaluation will be just that – a summary of work and competencies, with no surprises.

In addition to course grades, the times at which the summative evaluation of the student comes into clearest focus are those times of decision by the faculty and staff regarding the students demonstrated competence and potential to succeed as a professional counselor: the process of admission to the program, the admission to internship decision, and approval to graduate. Each process involves documentation of preparation and readiness, and each process also involves the less quantifiable professional judgments by the faculty.

Admission to internship is a central decision point. Admission to internship marks an important movement from “student” toward “colleague.”

[TOC](#)

Coursework

Course grading is an important summative assessment. Most courses are given a letter grade. In cases where it is difficult or counter-productive to objectively

quantify performance with respect to course objectives, pass and fail grades are given.

[TOC](#)

Student self-evaluation (CAS-St)

Student self-evaluation is an important part of the process of internalizing a counselor identity, and comparing self-perceptions with the professional evaluations of teachers, their advisor, and supervisors. Self-evaluation is a constant part of the clinical feedback process in practicum and internship. Students are also invited to engage in extensive self-awareness projects in many courses.

[TOC](#)

Faculty Counselor Assessment Summary (FCAS)

The FCAS provides for quantification of four student performance areas - academic competency, professional behavior, counselor identity, and counseling skills. The latter are expanded into four sub-measures, for empathic attunement, intervention skills, theory and case conceptualization and management. There is also provision for a summary narrative. The FCAS is used by site supervisors in Practicum and in both semesters of Internship, by the faculty in the Admission to Internship process, and in the Approval for Graduation decision. The FCAS results apply to the assessment of individual student performance and are aggregated across students and years to provide one reference point for assessing program objectives.



Counselor Assessment Summary

Name:

Evaluator:

Candidacy

Date:

Overall score:

Criterion:

3

Academic Competency

Content mastery
Class participation
Oral communication
Writing skills
Meets due dates
Articulates ethics
Integrates content

Professional Behavior

Ethical behavior
Collegial interactions
Appropriate boundaries
Appropriate dress
Seeks consultation
Accepts praise & criticism
Uses supervisory feedback
Completion of paperwork
Respects meeting times

Counselor Identity

Accurate strengths assess
Identifies growth areas
Counseling style fits theory
Personal growth
Work on personal issues

Empathic Attunement

Client feels respected
Client feels heard & attended to
Develops rapport easily
Meets client where they're at
Counseling relationship
Appropriate boundaries
Empowers client
Feedback & reflecting meaning

Counseling Skills

Skills Assessment

Empathic Attunement Theory Intervention Skills Case Conceptualize

Theory

Clear theoretical stance
Role of self as counselor
Conceptual framework
Systems perspectives
Developmental perspectives
Spiritual/religious dimensions

Intervention Skills

Creates client ownership
Good beginnings & endings
Timing of interventions
Theory motivated intervention
Follows treatment plan
Counselor judgment
Focused, effective intervention

Case Conceptualize & Manage

Integrated assessment
Developmental awareness
Risk analysis
Strengths perspectives
Identify real problem
DSM diagnosis as appropriate
Case formulation
Clear treatment goals
Agency policy & procedures

Summary Assessment

Academic Competency

Professional Behavior

Counselor Identity Counseling Skills

Summary Narrative:

Writing and presentation assessment

Professional writing and presentation skills are essential competencies for the counselor. Many classes provide opportunity to work on both writing and presentation skills. As noted earlier, the university adheres to standards for graduate level writing, and these standards are the basis for faculty assessment of student writing. To further inform faculty assessment of these skills, mastery competency assignments are evaluated using rubrics which correspond to each assignment. Instructors using these rubrics will inform you of them in class.

Group supervision is an important forum for working on presentation skills, particularly in the task of presenting case material to the group.

Other opportunities for professional presentations exist in classroom guidance, various educational group-work, and conference presentations.

The Community Action Project is the culminating opportunity to demonstrate competencies in a substantial paper and project presentation.

[TOC](#)

Writing Standards

The style standard for written work within the program is APA. A copy of the APA Publication Manual is kept in the main office for student use, and students are encouraged to purchase their own copy. A helpful synopsis of the APA standards may be found here: <http://www.apastyle.org/apa-style-help.aspx>.

The graduate programs of the university have also formulated [standard guidelines for quality graduate student writing](#), which serve as a reference point for professors' grading of written work.

While professors may be very helpful in editing written work, the expectation is that any work submitted is largely grammatically correct and structured in correct APA style. Professors have the prerogative of not accepting written work that falls substantially below these standards.

The Academic Support Center in the library provides assistance specially geared to graduate student writing.

[TOC](#)

Clinical assessment – supervisor evaluation

The student's faculty group supervisor and the individual site supervisor have weekly opportunities to provide the student with formative evaluation. The evaluative work in these settings is the core of the assessment of student clinical competence and professional identity, and this ongoing and regular work is conducted in the context of the shared evaluative understandings described in the

Counselor Assessment Scale and the Practicum and Internship Performance Evaluation Forms.

The Counselor Assessment Summary is used by the faculty as a summary assessment instrument of performance in the clinical setting.

The CAS categories are Academic Competency, Professional Behavior, Counselor Identity, and Counseling Skills. Counseling Skills are further divided into categories of Empathic Attunement, Intervention Skills, Theory, and Case Conceptualization and Management.

It is important to explicitly recognize that a high percentage of the criteria students are assessed on go beyond academic performance, and address the personality and character of the counselor. While we value the importance of academic success and a solid grasp of concept and theory, we also feel that fostering personal growth and attending to personal characteristics are equally important and crucial to the formation of competent counselors. As stated in the *Journal of Counseling & Development*, the qualities that comprise competent counselors include, “emotional security, sincerity, extroversion, positive self-concept, patience, interpersonal competence, openness to professional self-development, understanding, goodwill, recognition, acceptance of one’s personal power, a willingness to be open, self-respect, and a sense of humor” (Duba, Paez, & Kindsvatter, 2010, p.155). We therefore not only assist students with academic skills, but also address interpersonal dynamics and incongruencies as they relate to work with others in the program and to clinical work.

[TOC](#)

Student competency to practice

Counselor education programs have an ethical and legal obligation to assess student competency to practice, and to remediate or sanction impaired student counselors. The ACA Code of Ethics mandates that counselor educators and supervisors monitor student progress in the areas of both professional and personal development. CACREP standards state that it is the responsibility of faculty to counsel out students who are inappropriate for the profession. The [Student Competency to Practice \(pdf\)](#) policy details how the program fulfills this responsibility.

[TOC](#)

Mastery Competency Portfolio

All of the above particular formation assessments, others as described in this portfolio section, and individual goals and activities negotiated between faculty and student are brought together in the student’s Mastery Competency Portfolio.

Critical components of the degree program require demonstrated mastery level competence.

Clinical competence, as defined in the CAS, is assessed through the collaborative feedback/evaluation processes in practicum and internship, described in the Professional Practice Policies & Procedures section of this Student Handbook.

Academic competence is defined in course syllabi and assessed through course assignments and exams.

There is an addition cluster of competencies that extend beyond the boundaries of a particular course and/or serve to integrate all these components into professional level competence and professional identity. These include, but are not limited to, writing competence and use of APA style, demonstrated capacity to do both literature based research and project assessment/research, specific clinical skill/technique competencies, capacity to self-reflect with respect to personal/professional identity, demonstrated ability to write a clinical case conceptualization feeding into a coherent, theoretically grounded treatment plan, and demonstration of consistent professional behavior in all program settings.

It is each student's responsibility to keep a record of mastery of these competencies in a portfolio. It is the student's responsibility to use their advisor or other faculty as appropriate for consultation and guidance throughout their progress through the program, including making appointments with faculty at suggested portfolio review times. This portfolio will be presented during each student's admission to internship process and prior to graduation during their culminating interview.

All these mastery competencies help faculty follow student progress toward admission to internship during the practicum semester, and nomination for completion of the program in the fall of the final year. The portfolio is the primary repository for documentation of work that is reviewed for admission to internship and nomination for degree completion.

Competencies that are anticipated to be met in courses are indicated as follows. If a competency is not mastered in the time frame of that course, it is the student's responsibility to work with the faculty to create and follow through on a plan to expeditiously complete the mastery requirement.

Following the successful completion of all competencies in final semester, students will be approved for Completion of the Program and Graduation and will receive a letter confirming their approval for Graduation.

Mastery Competency Portfolio Timeline

Orientation: Students are oriented to the portfolio assessment system during program orientation and during their first advising session.

Required Portfolio Meetings: In *September*, returning students will be required to meet for portfolio review. In *January*, first year students will meet for portfolio review of the first semester requirements. In *April*, graduating students will meet for

portfolio review. Instructors of each competency will need to sign off indicating the student has met the competency requirements and has achieved an A or a B.

Advising: Students will meet each semester with their advisor to review progress in the program and check in regarding competency portfolio materials.

Assignments: Each competency assignment will be graded using a specialized rubric. Each rubric assesses areas of content, synthesis, and rhetoric which are respectively rated on a 5-point scale, with 4 being the minimum score to achieve competency. Assignments scoring below a 4, will be allowed one revision for improvement. The score on the revision will be accepted as the final score.

Throughout: It is the student's responsibility to add relevant materials to the portfolio in a timely manner. Students will keep documents in their own portfolio.

Graduation Approval: On the Tuesday of EMU's scheduled finals week, students will prepare and present the following to at least two EMU MA in Counseling faculty members:

- Completed Competency Portfolio (final semester competency assignments, i.e. Research, Group, Addictions, are exempt from this culminating interview process).
- 25-minute presentation discussing:
 - Ways the student has grown throughout the program
 - Current growth areas
 - Student strengths
 - Clinical theoretical perspectives
 - One brief case example
 - Student's plans following graduation

[TOC](#)

Evaluations in the Program

Student Evaluation of the Program

The Master of Arts in Counseling program places a high priority on nurturing and mentoring students as they become professional peers, and helping students evaluate other students as professional peers. With these goals in mind, we value collegial relationships with students. This perspective is shared with students at orientation in discussion of how we understand students' identity and relationship to faculty – we ask our students to think of the relationship not so much as a typical student – teacher relationship but as a professional work relationship, where the faculty are professional colleagues and supervisors.

Translating these ideals and goals into practice requires both an atmosphere that conveys shared program ownership and concrete ways for students to participate in ownership activities. It is in this context we consider student opportunities to

evaluate the program as essential. Our goal is to maintain a balance between formative and summative evaluation opportunities, and a balance between our soliciting affirming and critical feedback.

A standardized university course evaluation form is used in all classes. There are opportunities to rate the course and professors on several scaled dimensions, and also more open-ended questions. These course evaluations are administered on-line at the end of each semester. The teacher and program director are provided a summary tabulation after the course grades are recorded. A copy of each course evaluation summary is kept on file in the program.

Students provide the clinical coordinator an evaluation of their site at the end of each semester. These evaluations are treated confidentially within the program.

As the program deals with significant curricular changes, program policy, teaching or other professional issues, students are informed and involved through meetings called as needed. Students are also invited to have lunch as a group with the Program Director, once during the Fall and once during the Spring semester.

The exit interview is an opportunity for students to give an overall program assessment.

Student evaluation of supervision and faculty are processed in discussions between faculty and program director. The feedback from each of these assessments is shared among the faculty during weekly faculty meetings, and used to inform the annual review of curriculum, load planning, orientation, and advising.

[TOC](#)

Supervisor Program Evaluation

Supervisors are in a unique position to provide program feedback, understanding the requirements of the professional work setting (like employers) as well as having an understanding of program philosophy and goals (like faculty). Supervisors have the opportunity to evaluate the program through their work with the evaluation of their students, in weekly feedback to group supervisors, and through a more formal survey conducted annually.

[TOC](#)

Faculty and Staff Program Evaluation

Faculty and staff evaluate the program in an ongoing way through regular review of curriculum, both during weekly faculty meetings and in curriculum work retreats. The clinical instruction focus of the program is evaluated in faculty meetings, through annual reviews of the various evaluation results described above, through more focused review of the three year survey of supervisors, graduates, and employers, and during SACS (Southern Association of Colleges and Schools) and CACREP reviews.

[TOC](#)

External Program Evaluation

The program is evaluated externally in the SACS and CACREP accreditation reviews. A survey of supervisors, graduates, and employers is conducted every three years to assess perceptions of the program and its graduates.

[TOC](#)

Job Search, References, and Licensure

Our graduates fare well in the job market. All actively searching graduates have found employment within six months after graduation. Increasingly, we have employers who contact us about job openings and opportunities. Faculty members also track openings and send out regular announcements. During the Career Counseling class, students will prepare a resume, cover letter, professional disclosure statement and a job description and will receive feedback on these materials in order to prepare them for the job search process. Additionally, EMU's Career Services, located in the University Commons is an important resource to students and graduates. The Director, Kimberley Phillips, comes to the Career Counseling class every year to introduce herself and explain their services, which includes an invitation to our students to review their search materials.

References

In addition to tracking job opportunities, faculty members also serve as references for employment, which is a delight. It is recommended that students ask a faculty member about being a reference and notify the faculty member of each job, so that the faculty member is aware and prepared for the reference call. As stated above, in most cases, a faculty member is delighted to serve as a reference for you. However, if for any reason a faculty member cannot give you a positive endorsement, he or she reserves the right to deny your request for a reference. In such cases, the faculty member will discuss the refusal with you. Please keep in mind that a faculty member can offer an endorsement only for positions for which your program has prepared you to assume. Again, the faculty member will address this with you.

Finally, it is fundamentally recognized that your professional identity as a counselor begins when you enter our training program. Your professional behavior is critically important in establishing your reputation and helping to secure meaningful internship and ultimately professional work experiences. We therefore recommend that if you use social media, such as Facebook, you do so thoughtfully, keeping in mind that potential employers, clients, and references may have access to what you, and your friends, post and share. Blogs and other forms of public discourse can reveal more than you intend and can enhance or diminish your professional reputation, so please be aware of the limitations and capabilities of these forms of communication.

Licensure

The Commonwealth of Virginia's Board of Counseling requires 3400 hours post-graduation in residency to apply for licensure. If students work full time, this can usually be accomplished in two years. Our program prepares students for licensure in Virginia as our courses, practicum, internship and supervision

requirements align with the Board's requirements. The Licensure process begins in Internship. Your internship hours must be verified by the program and sent to the VA Board of Counseling prior to beginning Residency and in conjunction with registering your supervisor. Faculty explain the licensure process throughout the program; initially, to acquaint students, then to inform students, and finally to show students how to apply for Residency successfully. Faculty members are also available for consultation throughout the Residency period and when they are ready to submit paperwork for examination. It is safe to say that when you become a student in our program, we are committed to seeing you through your journey to becoming a professional counselor from beginning to end.

[TOC](#)

Endorsement and Recommendation Policy

The Eastern Mennonite University M.A. in Counseling program will only recommend and/or endorse students and graduates for employment or credentialing for positions for which they were trained.

Program endorsement for LPC licensure in any state will be granted only upon full completion of the M.A. in Counseling degree. The program will assist the graduate with the licensure application process and complete paperwork certifying satisfactory completion of the practicum and internship experiences required for licensure.

The program will recommend for counseling related employment in counseling agencies those qualified students, who, as part of their practicum or internship placements, have followed all the procedures for such placements described in this handbook.

Character references for employment for non-professional counseling positions will be given by individual faculty on the basis of their personal knowledge of the student or graduate.

[TOC](#)

Grievances

Student Complaint Policy

Eastern Mennonite University welcomes open communication from students regarding its policies and practices. Student feedback helps administrators determine effectiveness and clarify and improve processes and procedures. If a student has a complaint it should be communicated to the administrator responsible for the area of the complaint. Most complaints can be dealt with through informal communication between the parties.

When a student wishes to lodge a more formal written complaint in writing, the following student complaint form is submitted: <http://emu.edu/about/student-complaint-form/>

This form is directed to the executive assistant to the president, who determines the appropriate person to respond to the stated concerns. A formal written response will occur within five business days of notification of the concern. This response will be copied to the executive assistant to the president per the student complaint policy, detailed in the university handbook.

In the event that a student is not satisfied with the response to the complaint, the student may choose to follow up by utilizing the [Grievance Procedure policy](#) for resolution, available in the student handbook.

If an issue cannot be resolved by the university's internal processes, students may file a formal complaint with the State Council of Higher Education for Virginia (SCHEV) at <https://www.schev.edu/index/students-and-parents/resources/student-complaints>.

Approved by President's Cabinet May 21, 2003

Revised March 12, 2007

Revised February 11, 2009

Updated March 2015

Updated July 2018

Grievance Procedures

The grievance procedures are applicable to all students, faculty and staff of Eastern Mennonite University as well as applicants for faculty, staff or student status. These procedures comply with the requirements of Title IX of the Federal Health, Education, and Welfare procedures and the general employee grievance policy of the Mennonite Education Agency.

The main concern in any grievance procedure is to bring reconciliation and growth in ways that enhance community. To implement this goal, the American Council on Education definition of grievance is adopted: "Grievable issues are those in which there is the possibility of an error in the institutional policies (or lack of them), in its prescribed procedures for carrying out the policies, in the administration of those procedures, or in varying combinations of these." If it is determined that an institutional error has occurred, the second function of the grievance procedure is to provide a process to determine appropriate redress for the grievant.

The first approach to any grievance should be non-adversarial and open, undertaken with careful attention to fostering understanding, problem-solving attitudes. The expectation is that the majority of grievances can be resolved through a flexible process of conflict resolution. These procedures are based on the understanding that differences can be resolved within the institutions of the church without adopting adversarial positions and that the resources of the wider church community are available when mediation is requested. If it is determined that an institutional error has occurred, the second function of the grievance procedure is to provide a process to determine appropriate redress for the grievant.

A complete copy of these procedures is available upon request from the President's Office.

[TOC](#)

Audiovisual Confidentiality

With regard to the use of recordings, please consider the following as our program policy on confidentiality:

1. Remember that the release form signed by your client is a legal document so the assurance of all layers of confidentiality is extremely important!
2. It is ultimately your responsibility to ensure confidentiality of all recordings.

3. Do not place names or other identifying client information on recordings.
4. Never leave a recording in a machine or lying around in a room.
5. Erase all media after use.
6. When you view recordings in a classroom in the department, make sure you have the machine facing away from the door so no one walking by can see the screen.
7. Be careful when carrying recordings back and forth from your site to school so as not to leave one somewhere.
8. The only people able to see your recordings are your individual site supervisor, student supervisors, our program faculty, and your practicum/internship group.

[TOC](#)

Eastern Mennonite University Master of Arts in Counseling Taped Session Guidelines and iPad Contract

Intention

The ethics of our field, Federal mandates under HIPPA and FERPA, and our program's principles and values for clients' rights call on us to be intentional and thoughtful in making, transporting and viewing client recorded sessions as well as sessions of recorded during class workgroups. Below, please find policies and guidelines for creating, securing, and viewing clients' tapes.

Gaining Consent

Recording of client sessions should be made only with the expressed and written permission of the client. Counselor trainees are encouraged to use consent forms already in place at their practicum or internship site so long as it is clear that tapes will be viewed on EMU's campus by a faculty supervisor and peers in the supervision group as well as by the site supervisor. If no consent form is available on site you should make use of the template available in your student handbook and on-line.

Securing Recordings

All recordings must be maintained under two levels of locks. For example, an encrypted iPad with a password, along with file password protection meets this standard. Taped sessions secured in a locked box within a locked car trunk also meets this standard. A DVD in your backpack does not.

It is against EMU policy to transmit recorded sessions via email or other internet platforms. EMU does not currently have a HIPPA compliant internet storage for recordings and these recording **MAY NOT** be stored in your private on-line storage, such as iCloud. It is permissible to make use of HIPPA compliant storage available at your site, however.

Before using an iPad for recording you must:

- Attend the EMU iPad training and sign the form indicating your understanding of iPad policies
- Make use only of iPads provided to you by EMU and loaded with encryption software by the EMU tech services

- Delete session recordings that have been reviewed

Viewing Taped Sessions

Reviewing tapes is an important part of your insight and skill development. You are encouraged to view tapes on site wherever possible so that recordings that will not be shown to your faculty or site supervisor can be deleted rather than transported. However, when the recordings must be viewed elsewhere please keep the following in mind:

- It is your responsibility to follow HIPPA regulations and ACA ethical codes and to assure that no one other than your supervisors or fellow supervisees sees or hears any portion of these sessions.
- You are encouraged to review recorded sessions with headphones and with the screen faced away from doors or windows where they might be seen by unauthorized persons.
- Do not place names or identifying information on a DVD or name a digital recording with identifying information.
- Do not leave media, such as DVD's laying around or in machines.
- Do not share your iPads with confidential materials with unauthorized persons; never share your iPad password.

Complying with Agency Policies

It is important to remain in compliance with site agency policies. Your faculty supervisor or the clinical coordinator can help you navigate any differences in policy that make taping or the transportation of recorded sessions difficult. It is your responsibility to let your faculty supervisor know immediately if you encounter challenges in meeting the policies of your site agency and EMU or if you are unclear about what HIPPA requires in a given circumstance.

Transporting Recorded Sessions

Recorded sessions must remain secure during the transportation of those recordings to and from supervision. Extra attention and intentionality should be given to transporting your client's sessions. See *securing recordings*.

Destroying Taped Sessions

You are encouraged to record and view your sessions frequently in order to enhance your learning. However, once you have viewed this recording or your supervisor has had an opportunity to view the recording, delete the recording immediately. All session recordings should be deleted at the close of practicum and internship.

iPad Contract

The M.A. in Counseling program provides matriculated students with EMU owned and administered iPads for use in obtaining HIPPA compliant video recordings of client sessions for purposes of supervision (see attached *Taped Session Guidelines*). Students are responsible for ethically obtaining and using video recordings, and are responsible for protecting the iPad against loss, theft, and accidental damage. Repairs to an iPad in normal use will be covered by the program. Half of all costs associated with loss, theft, or accidental damage will be billed to the student.

I have read this contract and the *EMU M.A. in Counseling Taped Session Guidelines*. I agree to abide by the *Taped Session Guidelines* and agree to the iPad contract terms and conditions.

Student Signature _____ Date _____

[TOC](#)

Counseling Suite and Equipment

The counseling suite includes a waiting room and four counseling rooms equipped with permanently mounted video cameras and microphones. Each room is equipped with video recorders and monitors. Three of the rooms have observation capacity through two-way mirror windows. There is a telephone in the waiting room. The entire suite was constructed to provide reduction of sound transmission. Classrooms and faculty offices are also equipped with video playback equipment.

The counseling rooms are furnished with upholstered chairs and sofas, and lit with table and floor lamps, to provide a comfortable and conducive counseling environment. A sand tray and various tools to use with that form of therapy are available. One of the rooms is equipped for use with children.

The use of the counseling labs is regulated through a signup system managed by the administrative assistant. Use of the labs is restricted to counseling activities with clients and in class assignments. In addition to this permanent facility, portable video cameras, and audiocassette recorders are available to check out from the department, and additional equipment is available for checkout as needed from the university Learning Resources department. Also provided by the program for student use are cases of sand tray toys.

Within the department, one faculty member and the administrative assistant are available to provide technical assistance. In addition the support of staff from Learning Resources, the Information Systems Department, and Physical Plant is available as needed.

Counseling Lab Guidelines

1. Quiet please as you enter.
2. The waiting room is not a social or study area.
3. Sign up in the three-ring binder for use of a room.
4. If a door is closed and the sign is "in use", counseling is in session.
Quiet please.

5. When you are counseling, be sure to slide the sign from "vacant" to "in use" on the door.
6. When you leave, slide the sign back to "vacant" and turn off the light. Please lock the waiting room door (Room 015) if after 5 p.m. or on Friday-Sunday.

[TOC](#)

Building Information & Classroom Policies

Allergies - We want to provide a welcoming environment that does not trigger allergic reactions. Please refrain from wearing any perfume, cologne, scented lotions or scented deodorant while attending classes.

Cell phones & laptops - Cell phones are to be turned off during class time. No text messaging. Students using laptop computers for note-taking are asked to refrain from surfing the net and/or managing email during class time. When the class is engaged in interactive conversation (e.g. large or small group discussion) laptop computers should be closed so as to remove the relational barrier they create.

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you keep your phone and your computer/iPad in your bag, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

Photocopier – Located in the main lobby area. You will need your copier code which can be found at myEMU. Go to <https://my.emu.edu/ics> and login (top right corner of the page) with your username and password. Click the "Directory" tab, then the "My Personal Information" tab. You will see a 4 digit copier code. Add these four numbers to the end of your student ID number and that is your complete copier code. If you need to find out how much money is left of your account please contact the helpdesk (4357) or the circulation desk in the library (4182). The circulation desk is also able to add money to your account.

Work Counter – White copy paper is located in the cabinets above the work counter. You should be able to find the following items on the work counter at all times:

· Stapler	· Stapler Remover	· 2 and 3 Hole Punch	· Tape
Pencil Sharpener	· White Out	· Paper Cutter	· Paper Clips

Computers – There are 2 computers at the north end of the hallway for student use. An additional student computer lab is at the north end of the first floor. Computer policies are posted by the computers.

Keys – You will receive a key for use while you are a student. It will gain you access to rooms 003, 010, 025, 054a (mailboxes), and the upstairs kitchen. **There is a replacement fee if your key is lost.**

*If the hall and stairwell doors are locked after hours, come down the elevator.

First Aid – The first aid kit is located in the kitchen in the drawer to the right of the stove in the upstairs kitchen. Amanda also has a small first aid kit in her office.

Class Schedules and Room Reservations – If you need to make any schedule changes (dropping or adding courses) please see Amanda. If you need to reserve a classroom on the lower level please see Amanda. There is a schedule for the counseling rooms in the 3-ring binder in the waiting area of the counseling labs. You will be further introduced to this by your faculty.

What Number Do I Call – When you need to report you will be absent you need to call Amanda at 540-432-4243 or the professor (depending on the professor's preference).

In the event of an EMERGENCY call 911 first (from personal phone) or 9911 from a campus phone. Then contact campus emergency services at 4911 from a campus phone or 540-432-4911 from a cell phone.

DVD/VHS/Book Library – Our small library of resources is located in the office on the book shelf outside Nate's office. We work on the honor system. Please pull the card from the item you would like to borrow. Write your name on it along with a due date (1 week from the day) and then file it (by your last name) in the small file box provided. Please be mindful that others need to use these resources as well, don't keep them for more than a week.

Study Rooms – There are study carrels in the study room on the first floor available to seminary and MAC students. The seminary receptionist makes those reservations. There are also lockers in the study room for your use.

MAC coffee/Coffee Room – There is a coffee maker located down the hall in our small kitchen area. Our department will supply coffee/sugar/creamers along with an assortment of tea. Please bring a mug from home to use and put your name on the bottom. Mugs are not to be left sitting around the lounge, classroom, or sink. Take them to the sink and wash them after each use. You may store them in our small kitchen or in your mailboxes. If you take the last of the coffee, please make another pot or turn the burner off.

Candy Machine – There is a candy machine located in our lounge area. Money collected from the machine will be used to purchase more candy.

Bulletin Board/Chalk Board – Give items for the bulletin boards to Amanda for approval. You can find birthday information, daily messages, prayer requests, and general announcements on the bulletin board. Do not use tape on the chalk boards.

Faculty Mailboxes – Each faculty member has a mailbox on the bookshelf in Amanda's office.

Student Mailboxes – Your mailboxes are located behind door 54a by the lounge. Campus mail runs once in the morning and once in the afternoon. There is an outgoing mail basket at the end of Amanda's desk.

Care For Our Space – Please do your part to keep our space looking neat, warm, and inviting.

Climate Control – Wear layers!

EMU Counseling Center – The counseling center is located in the University Commons. 540-432-4317

Campus Pastor – Kevin Clark is the seminary/MAC community campus pastor. You received a letter from him in the mailing you received this summer. He is available to you for support and you can feel free to contact him directly at 432-4217.

Parking Permits/Bike Registration – Parking permits are \$60 per year. If you plan to drive to school and park on campus you will need to fill out a Vehicle Registration Form. If you have a bike it is important for safety reasons to register it with the City of Harrisonburg so that there may be some chance of recovering it should it be stolen.

Email Addresses – Your EMU email address will be our **official way of communicating with you**. Make sure to **check it daily** or have them forwarded by following the directions found here:
<http://www.emu.edu/is/faqs/answer.php?id=61>

[TOC](#)

Local Therapists

Most therapists listed have some reduced fee spaces or will discuss a reduction in fee.

Gary Bass, LPC

-does not take insurance, \$50 grad student rate
-Specializes in anger management.
Shenandoah Valley Center for Integral Counseling, LLC
113 Mill Place Parkway # 101
Verona, VA 24482
Phone: 540-248-1801
www.svcic.com

Susan L. Beck, LCSW

1820 Country Club Road
Harrisonburg, VA 22802
Office phone number: 540-383-8466
www.harrisonburgcounselors.com

Kim Bickford, LPC

-Free initial consultation
-Holistic, humanistic approach
(540) 820-8377
KPBickford@hotmail.com
Harrisonburg, VA

Dana Blauch, LPC

- Free 30 min. consultation
- Emotion-focused, Attachment, Experiential
- Individual or Couples, Relational Health, Young Adult Development
Family Life Resource Center
273 Newman Avenue
540.434.8450

Joyce Byrd, LPC

-Individual, marriage and family counseling in private practice and affiliated with Family Physician's group practice. Support and group counseling with adults and adolescents in wide variety of settings.
(540) 665-1848
JoycePByrd@aol.com
www.counselingassociateshome.com/joyce.htm
Winchester, VA

Julie Clay, LPC

1820 Country Club Road
Harrisonburg, VA 22802
(540) 435-3781
Innerworkcounseling.org
artofdeeplisting@gmail.com

Pam Comer, LPC

for Horizons Counseling
-Serving individuals, couples, families and groups. Resident counselors have been trained in the provision of EFT for couples and we offer couples sessions as well as marital enrichment groups based on EFT.
-No insurance
(540) 209-1676
horizonscenterva@yahoo.com
Harrisonburg, VA

Donna Detrich, LPC

150 Franklin Street
Harrisonburg, VA 22801
Office phone number: 540-908-0489
Specialty: Anxiety; Bipolar; Couples; Personality; Relational; Oppositional Defiant/Conduct; Anger Management; Parenting skills

Joan Eberly, Ed.S., LPC

-Rogerian, client-centered & Adlerian, CBT, Jungian.
-No free consultation, 15 minute interview to determine fit, no substance abuse, couples, or eating disorders.
-Individual counseling with special focus on women's issues. Participates in most insurance networks.
(540) 574-0950
REberly403@aol.com
Harrisonburg, VA

Rich Eberly, LPC

-Jungian orientation with a specialty in dream work, depth psycho-therapy, mid-life issues, marriage and family therapy, and men's issues.
-\$80/session with some flexibility-especially if insurance coverage is not appropriate or available. Do not offer a free first consultation although willing to spend sufficient time via phone or a short, informal visit.
(540) 434-3456
REberly403@aol.com

Emilie Friedland, M.A., LMFT

for Valley Pastoral Counseling Center
-Sliding scale and free consultation.
-Client centered, relational, psychodynamic and transpersonal

(540) 943-8722
www.valleypastoral.org
Emilie_friedland@yahoo.com
Waynesboro, VA

Michael Garcia, LPC

-Provides psychotherapy and consultation for children, adolescents, adults and families, bilingual and fluent in Spanish. Provides treatment for depression, anxiety, relationship problems, marital conflict, grief & loss, behavioral problems, inattention, overwhelming feelings, identity development, adjustment to transition and stress.

(434) 981-7249
garciamn@gmail.com
www.michaelgarcialpc.com
Charlottesville, VA

Ginny Harris, LPC

for Valley Hope Counseling Center

-Sliding scale
-Rogerian, client-centered

(540) 941-8933
valleyhope@ntelos.net
Waynesboro, VA

Joann Henderson, MA, LPC

-Holistic approach honoring the integration of body, mind, spirit, and heart. Integrate existential, psychodynamic, and Jungian theories with the bottom line being person centered. Integrate CBT, family systems, feminist theory and spirituality, expressive arts and groups.

(540) 476-1482
Harrisonburg, VA

Helen Hudson, M.S.W., LCSW

-General orientation-eclectic with emphasis on analytic, dream work, sand tray, art as well as gestalt & cognitive.

(540) 434-4057

hhuds@hrscsb.org

Harrisonburg, VA 22801

Nancy Johnston, LPC, L.S.A.T.

-Practitioner in private practice with 30+ years of clinical experience in both mental health and substance abuse, developed several specialty areas of treatment including codependence and mindfulness.

www.nancyjohnston.com

Lexington, VA

Amanda Kizer, LPC

-Holistic, looking at spiritual, relational, emotional, and physical aspects of healing. Individual, couples and family counseling with those seeking help with family communication, depression, anxiety, sexual and physical abuse, grief and loss, and self-esteem, trained in play therapy and attachment-related issues with children.

-Most insurances accepted.

(540) 448-2827

kizerac@gmail.com

Staunton, VA

Sandy Norton, LPC

for Center for Marriage & Family Counseling

-Interpersonal, Depth Therapy

-United Way Agency – sliding scale for persons without insurance

(540) 433-1546

Kathryn R. Moats, Ph.D., LPC

-Psychodynamic, systems

-30 minute consultation required

(540) 434-8450

krexrode@gmail.com

Harrisonburg, VA

Hillary Wing-Richards, M.A., Ed.S., LPC

-Psychological, cognitive behavioral, person centered

(540) 434-8281

wingrihx@jmu.edu

Harrisonburg, VA

Mary Kay Rose Ed.S., LPC

Values the power of wholeness, creativity and connection. Mary Kay has studied a variety of holistic therapies which she incorporates in her life and in her work, including journaling and writing, Yoga, breathwork, mindfulness, meditation, gratitude and deep acceptance. Mary Kay has special interest, experience and training in relationships, women's issues, marriage and couple's counseling and body centered psychotherapy.

Shenandoah Valley Center for Integral Counseling, LLC

113 Mill Place Parkway # 101

Verona, VA 24482

Phone: 540-248-1801

www.svcic.com

Christine Spillman, LPC

356 S. Main St.

Harrisonburg, VA 22801

(540) 246-2449

Carolyn Yoder, M.A., LPC, LMFT, NCC

-EFT, Counseling Sessions and Trauma Trainings

-\$85.00/50-minute session

(540) 810-3841

1820 Country Club Road

Harrisonburg, VA 22802

www.transformationalprocesses.com

info@transformationalprocesses.com

Erica Yutzy, MA, LPC

481 E. Market St.

Harrisonburg, VA

(540) 246-7592

www.relationalhealth.net