# HUMAN DEVELOPMENT COUNSELING FACULTY

<table>
<thead>
<tr>
<th>NAME</th>
<th>DEGREE</th>
<th>INSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gina L. Frieden, Director</td>
<td>Ph.D.</td>
<td>The University of Memphis</td>
</tr>
<tr>
<td>Andrew J. Finch</td>
<td>Ph.D.</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Brian Griffith</td>
<td>Ph.D.</td>
<td>University of South Carolina</td>
</tr>
<tr>
<td>Maury Nation</td>
<td>Ph.D.</td>
<td>University of South Carolina</td>
</tr>
<tr>
<td>Heather L. Smith</td>
<td>Ph.D.</td>
<td>University of Central Florida</td>
</tr>
<tr>
<td>William Turner</td>
<td>Ph.D.</td>
<td>Virginia Polytechnic Institute and State University</td>
</tr>
</tbody>
</table>
## ADJUNCT FACULTY

<table>
<thead>
<tr>
<th>NAME</th>
<th>DEGREE</th>
<th>INSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Cobb</td>
<td>Ed.S.</td>
<td>Tennessee Tech</td>
</tr>
<tr>
<td>George Davis</td>
<td>Ph.D.</td>
<td>Rosemead School of Psychology, Biola University La Mirada</td>
</tr>
<tr>
<td>Allison Edwards</td>
<td>M.Ed.</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Deb Finch</td>
<td>M.Ed.</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Joe Gordon</td>
<td>M.Ed.</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Kirsten Haman</td>
<td>Ph.D.</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Linda Manning</td>
<td>Ph.D.</td>
<td>University of Texas</td>
</tr>
<tr>
<td>Nina Martin</td>
<td>Ed.D.</td>
<td>Harvard University</td>
</tr>
<tr>
<td>Amy Moore</td>
<td>M.Ed.</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Carol Nixon</td>
<td>Ph.D.</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Nancy Nolan</td>
<td>M.Ed.</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Freida Outlaw</td>
<td>Ph.D.</td>
<td>The Catholic University of America</td>
</tr>
<tr>
<td>Nancy Rose</td>
<td>M.A.</td>
<td>Western Kentucky University</td>
</tr>
<tr>
<td>Ashley Smith</td>
<td>M.Ed.</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Brian Strahine</td>
<td>Ed.S.</td>
<td>University of Tennessee</td>
</tr>
<tr>
<td>NAME</td>
<td>TITLE</td>
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<td>---------------</td>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Sherrie Lane</td>
<td>Education Coordinator for Graduate Studies</td>
<td></td>
</tr>
<tr>
<td>Mary Miller</td>
<td>Human and Organizational Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Office Assistant</td>
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</tbody>
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FOREWORD

This manual has been designed to familiarize you with the policies and procedures that shape the Human Development Counseling (HDC) program. It is not viewed as complete and is not intended to replace the Peabody College Catalog. It is intended to provide information you will need in order to make decisions about your graduate study and to acquaint you with the administrative requirements and policies and procedures you will be expected to meet. Where the manual seems incomplete for your purposes, you are encouraged to inquire with the Admissions and Education Coordinator for Graduate Studies, Sherrie Lane, or the HOD Office Assistant, Mary Miller. For questions or concerns beyond their domain, please make inquiry with the HDC Program Director, Dr. Gina L. Frieden or your faculty adviser. For questions related to necessary forms, practicum, internship, or electronic copies of handbooks, please visit Vanderbilt’s main webpage, under “Students” choose Online Access to Knowledge (OAK): HOD Graduate/Professional Programs: HDC Program Info. You must have a valid OAK username and password to access this site.

We trust that your experience in the HDC program will be stimulating and positive and that this HDC Program Handbook and Policy Manual will be helpful in that regard. We are glad you are here!

- HDC Faculty
AN INTRODUCTION TO HDC - INFORMED CONSENT

The master’s degree program in Human Development Counseling (HDC) provides quality training for individuals desiring to become clinical mental health or school counselors. This training includes didactic/classroom activities, small group seminars, skill-building laboratory experiences, experiential and supervised field experiences. These training components are designed to provide each student with a meaningful professional and personal growth opportunity.

Students entering the HDC program should realize that professional development as a skilled helper is not possible without a commitment to personal growth and self-awareness. Students should expect to participate in a variety of activities in conjunction with coursework. These activities will require openness to self-disclosure, self-assessment, feedback, intrapersonal and interpersonal growth. Courses such as Pre-practicum, Practicum, Group Counseling, and Internship are especially oriented toward experiential learning.

As students grow, intrapersonally and interpersonally, they are encouraged to involve significant others in this process. Change on the part of one person in a relationship can be threatening if it is not acknowledged and understood within the relationship. When such insight is shared and understood by others, it can serve as a catalyst for growth.

The HDC faculty is committed to the best practices and the Code of Ethics of the American Counseling Association as well as the objectives outlined by the Council for the Accreditation of Counseling and Related Educational Programs. We are committed to providing a learning environment that facilitates cognitive, affective, behavioral, and ethical development. We see this as a major strength in our program, and we trust you will enter into the program fully informed of its potential and eagerly committed to participate in it. Enrolling in this program signifies your agreement to abide by the American Counseling Association’s Code of Ethics and best practices of the profession.

See Appendix B for Informed Consent Verification form, stating that the student has received a copy of this handbook, has read it, and agrees to abide by it.
THE DEPARTMENT OF HUMAN AND ORGANIZATIONAL DEVELOPMENT

The HDC program is one of three graduate programs in the Department of Human & Organizational Development (HOD) at Peabody. The Community Development & Action (CDA) program is a master’s degree program designed for professional preparation for leadership in community and human service organizations. This degree is the newest of the HOD graduate programs, accepting its first students in 2001. The program was developed out of a growing demand and need for professionals with community understanding and experience.

The Community Research & Action (CRA) program is a doctoral degree program designed to prepare students for an academic or policy-related career as an action-researcher in applied community studies, including community psychology, community organization and development, prevention, community health/mental health evaluation, and ethics. Students are trained to work toward change in large and small institutions in either U.S. or international settings.

The department also houses the largest undergraduate major at Vanderbilt. Faculty, students and staff in HOD are dedicated to creating an environment that promotes individual, group and community development. This philosophy is best exemplified in the HOD mission statement below.

MISSION STATEMENT

We seek to promote individual, relational, and collective well-being by enhancing the development of individuals, organizations, communities, and societies. We strive to achieve these aims by creating and disseminating knowledge about how people, groups, and systems influence one another.

HOD faculty, staff, and students strive to hold each other accountable to promote:
People’s rights, dignity, learning, and growth;
Relationships based on caring and respect;
Communities of inclusion and support; and
Societies built on democratic participation, justice and equality.

PROGRAM RATIONALE

We believe in development as the freedom to create and choose among real opportunities for realizing human potential. We also believe that this development is achieved only through the simultaneous and balanced satisfaction of personal, interpersonal, and collective needs. Based on this premise, the department of HOD aims to prepare undergraduate and graduate students for the promotion of human, organizational, and community development through rigorous, critical, experiential, ecological, systemic, and multidisciplinary modes of learning. Instead of concentrating only on single units of analysis, we focus especially on the connections among them. We work to emphasize interpersonal and counseling skills, organizational and small group dynamics, community interventions, applied participatory research, leadership development, consultation, and social policy formation. In keeping with Peabody College’s mission to provide
research and education that make a difference in the lives of children, youth, and adults in the community, we want to prepare students to become agents of human and organizational development at the local, national and international levels.

**PRINCIPLES OF SIMULTANEITY**

*Human, Organizational, and Community Development Must Progress at the Same Time*

We offer courses, programs, and research opportunities that focus on personal, organizational, and community development as well as personal and organizational effectiveness. Our programs are grounded in a contextual and interdependent understanding of life-long learning, interpersonal and social efficacy, and developmental change in the community.

*Teaching, Research, Action, and Critical Reflection Must Progress Simultaneously*

We sharpen the qualitative and quantitative analytical skills required for the integration of knowledge stemming from diverse disciplines. We blend intellectual rigor with practical and emotional intelligence for the promotion of effective and ethical interventions. Students in our programs practice what they learn through classroom simulation, internships, practicum and field research. We engage in self-reflection, bring personal experience to the classroom, and foster individual and public virtue in the process. Our students learn to discover and use empirical evidence to support their arguments, interventions, and integrative thought processes.

**PRINCIPLES OF COMPLEMENTARITY**

*Dimensions of Development Must Be Studied as Complements*

To emphasize the interdependence of the various domains of human and organizational development, we stress the complementary functions of individual and collective wellness, conflict negotiation and systematic inquiry, and intervention designed to induce both the private and the common good. Our values of liberty, solidarity, and equality complement each other; as do human, social and civic capital and psychological, organizational and community interventions.

*Skills and Knowledge in Different Domains Must be Emphasized*

We offer programs that cover the entire range of development, from the micro to the macro sphere in the private and the public sectors. Faculty and students alike strive to strengthen the relationship between their own concentration and other domains through the department colloquium, participation in professional meetings and a range of special seminars. Development occurs not only in the nodes of human, organizational, and community development, but also in the very links that tie these nodes together.
PRINCIPLES OF CONTEXTUALISM

Development Must be Examined in the Context of Globalization

We understand that the balance among values, needs, and social policies change, and with them, our prescriptions for interventions. We monitor changing social circumstances around the globe and study their implications for human, organizational, and community development in local and international contexts. When forces of globalization threaten communal life, we strive to restore it; where globalization advances the common good, we seek to enhance it.

Development Must be Grounded in the Context of Specific Populations

We recognize that families, groups, organizations, communities and nations emphasize certain values and needs more than others. We seek to help balance self-determination with respect for diversity and social justice, and individualism with cohesion and solidarity. In our teaching, research and action, we strive to reinforce equilibrium wherever it is found and to detect lack of equilibrium and teach students to think and act critically and creatively in ways that address desired balance.
THE HUMAN DEVELOPMENT COUNSELING PROGRAM

The graduate program in HDC offers students three professional training options at the master’s degree level. Students may participate in either the Clinical Mental Health Counseling track that prepares counselors for work in human service agencies and mental health settings, or the School Counseling track that prepares elementary and secondary school counselors. While there is overlap in these programs, they are viewed as distinctly different options. Thus, students must indicate which program they intend to follow prior to the end of the second semester of study, or prior to completion of 12 graduate-level hours at Peabody, whichever comes first.

The primary purpose of the Vanderbilt master’s degree program in Clinical Mental Health Counseling is to train knowledgeable, competent, and skillful professional clinicians to provide counseling service delivery within the context of the various human service agencies serving our community and society. The primary purpose for the master’s degree program in School Counseling is to train knowledgeable, competent, and skillful professional counselors to provide guidance and counseling services that meet the academic, social, psychological, and emotional needs of students, PreK-12.

Vanderbilt’s HDC Clinical Mental Health and School Counseling program tracks are fully accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). In addition, the School Counseling program track is approved by the Tennessee State Department of Education.

HDC MISSION

The HDC program recognizes the dynamic relationship between individuals, environments, and human systems. In order to meet the counseling needs of diverse populations, our students learn to integrate current research with sensitivity to social contexts and individual goals. HDC students employ counseling skills to maximize human potential and the development of individuals, groups and organizations. They are uniquely qualified to appreciate the life-long nature of human development.

HDC PROGRAM OBJECTIVES

The objectives listed below represent the major program objectives for all students in HDC. More specific objectives can be found in the syllabi for each course.

A. To provide students with a thorough and comprehensive knowledge base in those areas of the social/behavioral sciences applicable to the helping profession. This includes a special emphasis on life-span human development.

B. To aid students in the acquisition of counseling and helping skills such as individual counseling, supervision, testing, consulting, group work, interviewing, diagnosis, and assessment.

C. To provide students with a knowledge of the organization and administration of human
service agencies or schools as well as clarity regarding the role of the professional counselor in each of these settings.

D. To educate students in research/evaluation tools relevant to the delivery of helping services in either a community agency, school, or corporate setting.

E. To introduce students to the wide scope of diverse populations they will encounter in their work settings.

CURRICULUM AREAS

The program is organized into the CACREP eight common core curriculum areas required of all students in the program. Students have courses and experience in each of the following eight areas:

I. Professional Orientation and Ethical Practice: Explains the origins and development of the counseling profession. Describes professional roles, functions, and relationships for counselors within communities, and includes discussion of self-care, supervision, professional organizations, credentialing, advocacy, social justice, ethical concerns, and legal considerations in professional counseling.

II. Social and Cultural Diversity: Provides a context for relationships, issues, and trends in a multicultural and diverse society. Relates such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status, and unique characteristics of individuals, couples, families, and groups. Explains theories of multicultural counseling, self-awareness, advocacy and conflict resolution.

III. Human Growth and Development: Provides a broad understanding of the needs and tasks confronting individuals at all developmental levels. Emphasis is on human behavior, personality and learning theory, stage development, and the constructivist view of human development. Offers a view of the effects of extraordinary circumstances on an individual or group, and theories for facilitating wellness.

IV. Career Development: Covers career choice theory, occupational trends, vocational guidance, issues related to career and professional identity, and interrelationships among life roles. Explores the implications of counseling and service delivery for persons with disabilities, for women, for the elderly, and for minority groups.

V. Helping Relationship: Includes (a) philosophic and epistemological foundations of the helping relationship; and (b) counseling theory, supervised practice, and application. Provides an understanding of the counseling process in a multicultural society, orientation to wellness and prevention, crisis intervention strategies, and counselor characteristics and skills influencing the helping process. Aids in developing a personal model of counseling.
VI. Group Work: Provides theory and dynamics of groups and human service organizations. Topics include group and organizational theory and leadership skills. Students participate in direct group experience and analyze contemporary issues facing counselors.

VII. Assessment: Provides overall understanding, historical perspectives, basic techniques, statistical concepts and theories of reliability and validity related to assessment. Describes the establishment of a systematic framework for understanding an individual within a given social system or environment. Emphasis is placed on methods of data gathering and interpretation, individual and group testing, case study approaches, and the study of individual differences. Ethnic, cultural, social class, and gender-related factors are also considered.

VIII. Research and Program Evaluation: Provides an understanding of the importance and application of research and methods within analysis and assessment. Covers statistics, field studies, research design, ethical and cultural issues in research, program evaluation, and the development of research and evaluation proposals.
ADVISER

Each student will be assigned a faculty adviser upon entering the program. The adviser will serve as a major resource for the student on academic matters. Students will be asked to meet with their advisers at least one time each semester, and at the beginning of the second semester during the first year in the program. The Program of Study will be submitted during the second semester of the student’s first year.

Change of Adviser

In order to change advisers, a student must:

A. Obtain the consent of the prospective new adviser;

B. Submit a written request to the HDC Program Director listing the names of the present adviser, the prospective new adviser, and the reason for the request.

Upon reviewing the request, the HDC Program Director will send a written notification of the decision to the student.

INCOMPLETE GRADES

A grade of "Incomplete" (I) is assigned only on written request of a student to the instructor. This may occur in instances where a unit of work is not completed because of verifiable extenuating circumstances such as illness, accident, death in the immediate family, and as defined by Vanderbilt University. Request for Incomplete Grade forms are available from the Admissions and Education Coordinator for Graduate Studies, Sherrie Lane. When submitting a grade of "I", the professor must indicate (in writing) the nature of the work to be completed, the course grade for work completed to date, and the relative weight of the incomplete work. If the "I" is not removed within the time period as indicated on the submitted form (if not specified, the default is one calendar year), the "I" automatically changes to an "F."

LEAVE OF ABSENCE

Any HDC student who withdraws from Vanderbilt University or who drops out for one or more semesters (excluding the summer session), must request a leave of absence. If granted, the leave of absence maintains the student’s eligibility to register in future semesters. Leaves are granted at the discretion of the Dean and are for a specified period of time.

A student who has suspended matriculation without an approved leave or a student whose leave has expired will be required to reapply to Vanderbilt University and may be subject to new academic policies, new degree requirements, or both.
TRANSFER OF CREDIT

All students wishing to transfer graduate credits from other institutions to Peabody/Vanderbilt to be applied to an HDC degree should be aware of the following criteria:

A. Transfer credit must carry a grade of A, B, or P and must be earned at the graduate level only. Grades of P, S, etc. must be documented as equivalent to a graduate level A or B.

B. Transfer credits must fit into one of the eight curriculum areas which comprise the required HDC program structure and they must be judged to be equivalent to the HDC coursework. Elective credits must also be comparable to graduate Vanderbilt courses.

C. Up to nine (9) credit hours may be transferred into the HDC program provided they meet all college requirements listed in the college catalog and HDC program track requirements.

D. All coursework, which is to be used for transfer to the M.Ed., must be submitted to the Registrar on a Transfer of Credit form, which is available from the Admissions and Education Coordinator for Graduate Studies, Sherrie Lane. This is the mechanism for insuring that all coursework applied toward the degree appears on the student's Peabody transcript.

E. Once the HDC Adviser has approved the transfer hours, the student must submit to the HDC Program Director his/her Transfer of Credit form for approval.

F. Once a student has been enrolled and accepted into the HDC Program, they may not take courses at other universities for transfer credit. The only exception is a course not offered at Vanderbilt University deemed necessary for professional development. This course must be approved in advance by your HDC Adviser, HDC Program Director, HOD Department Chair, and the Peabody Dean's Office.
PROGRAM OF STUDIES

Filing the Program of Studies

Students must file an approved Program of Studies form prior to the completion of 12 graduate-level semester hours of coursework at Peabody, typically by the end of the first semester of study. The Program of Studies provides a means of monitoring the student's fulfillment of course requirements, as well as providing the student and adviser a means for planning a unified course of study.

In addition to meeting the number of course hours for the degree, each student must meet the HDC course requirements within each of the eight curriculum areas. (See Appendix A).

1. How to File

The Program of Studies must be filled out on the official form for the program of choice (School Counseling or Clinical Mental Health Counseling).

A. The student should complete the proper form in close consultation with his/her HDC Adviser in order to insure accuracy.

B. Upon adviser signature, the form will then be submitted to the HDC Program Director for approval. The Program of Studies is also approved at the department and college level and copies are retained in the student’s file.

2. Changing the Program of Studies

Once the Program of Studies has been signed by all parties, it becomes a contract between the student and the department. After this point, a change in the course of studies may be made only through initiation of the student. This can be done by submitting a Change of Program form signed by the student, HDC Adviser and HDC Program Director.

3. Deadlines

It is the student’s responsibility to be aware of all deadlines. Information regarding all deadline dates can be obtained from the Admissions and Education Coordinator for Graduate Studies, Sherrie Lane. Most are posted each semester on OAK, Peabody College of Education, and/or Vanderbilt University websites. The following is a chart of milestones that will be maintained in the HDC program file of the student.
<table>
<thead>
<tr>
<th>Milestone</th>
<th>Completed By</th>
<th>Completed Date</th>
<th>Approval</th>
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</thead>
<tbody>
<tr>
<td>Professional Performance Review (PPR)</td>
<td>Second Friday of December (1st semester) 1st year</td>
<td></td>
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<td></td>
<td>First Friday in May (end of 1st year)</td>
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<td></td>
<td>Second Friday of December (1st semester) 2nd year</td>
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<td></td>
<td>For part-time students, continuation with each regular end of semester PPR</td>
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<td></td>
<td>except for student’s last semester</td>
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<td></td>
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<td></td>
<td>** At any additional point during student’s progression through program as</td>
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<td></td>
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<tr>
<td></td>
<td>deemed necessary by any faculty member</td>
<td></td>
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<tr>
<td>Program of Study</td>
<td>Submitted prior to the end of 2nd semester or prior to completion of 12</td>
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<tr>
<td></td>
<td>graduate-level semester hours, whichever comes first.</td>
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<tr>
<td>Practicum</td>
<td>Completed semester hours logs must be submitted prior to beginning Internship</td>
<td></td>
<td></td>
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<tr>
<td>Internship</td>
<td>Completed semester hours logs must be submitted after completion of all</td>
<td></td>
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<tr>
<td></td>
<td>Practicum hours and prior to graduation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>Check for exact date (student’s last year in HDC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incomplete Coursework</td>
<td>As indicated on the submitted form (if not specified, the default is one</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>calendar year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six Sessions of Counseling</td>
<td>Proof must be submitted before beginning internship.</td>
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</table>
4. Electives

A number of program options are available to HDC students. These elective hours can be taken in any program or department at Vanderbilt University upon consent of the student's HDC Adviser.

The following courses are a few options considered to be acceptable elective courses for students pursuing the CMHC track in HDC:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDC 3550</td>
<td>Developmental Approaches to Personal Loss and Grief</td>
</tr>
<tr>
<td>HDC 3420</td>
<td>Theories &amp; Techniques of Counseling with Children &amp; Adolescents</td>
</tr>
<tr>
<td>PSY 2320</td>
<td>Adolescent Development</td>
</tr>
<tr>
<td>HDC 3460</td>
<td>Cognitive Behavioral Therapy</td>
</tr>
<tr>
<td>HDC 3460</td>
<td>Counseling for College Acceptance and Admission</td>
</tr>
<tr>
<td>HDC 3460</td>
<td>Human Development and Preventive Interventions: Analysis of Theories, Research, and Approaches</td>
</tr>
<tr>
<td>HDC 3460</td>
<td>Public Policy Development and Advocacy in Mental Health</td>
</tr>
<tr>
<td>HDC 3460</td>
<td>Survey of Child and Adolescent Preventive Interventions</td>
</tr>
</tbody>
</table>

Acceptable elective courses for students pursuing the School Counseling track in HDC:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 2040</td>
<td>Introduction to Classroom Technologies</td>
</tr>
<tr>
<td>EDUC 3220</td>
<td>Parents, the School, and the Community</td>
</tr>
<tr>
<td>HDC 3400</td>
<td>Marriage and Family Counseling</td>
</tr>
<tr>
<td>HDC 3420</td>
<td>Theories &amp; Techniques of Counseling with Children &amp; Adolescents</td>
</tr>
<tr>
<td>HDC 3460</td>
<td>Diagnosis &amp; Treatment Using the DSM-IV-TR</td>
</tr>
<tr>
<td>PSY 2320</td>
<td>Adolescent Development</td>
</tr>
<tr>
<td>HDC 3550</td>
<td>Developmental Approach to Personal Loss &amp; Grief</td>
</tr>
<tr>
<td>HDC 3480</td>
<td>Addictions</td>
</tr>
<tr>
<td>HDC 3460-2</td>
<td>Trauma: Impact &amp; Intervention</td>
</tr>
<tr>
<td>EDUC 3030</td>
<td>Sociology to the Classroom</td>
</tr>
<tr>
<td>HDC 3460</td>
<td>Cognitive Behavioral Therapy</td>
</tr>
<tr>
<td>HDC 3460</td>
<td>Counseling for College Access and Admission</td>
</tr>
<tr>
<td>HDC 3460</td>
<td>Human Development and Preventive Interventions: Analysis of Theories, Research, and Approaches</td>
</tr>
<tr>
<td>HDC 3460</td>
<td>Public Policy Development and Advocacy in Mental Health</td>
</tr>
<tr>
<td>HDC 3460</td>
<td>Survey of Child and Adolescent Preventive Interventions</td>
</tr>
</tbody>
</table>

There are other courses offered within the university system that may also meet program requirements as elective courses. Students desiring to take such coursework must have prior approval from their HDC Adviser before registration.
PROFESSIONAL DEVELOPMENT REQUIREMENTS

Individual Counseling

All students must complete six (6) sessions of counseling before beginning their internship field experience. It is recommended that students do individual sessions. However, if any HDC student wants to go to the Vanderbilt Psychological and Counseling Center for their sessions, be aware that their policy may include referral to group counseling after three (3) individual sessions.

Counseling sessions completed prior to entering the program can be counted if they occurred within three years of the date the student formally enters the HDC program. The form indicating the sessions occurred must still be signed to verify the sessions were completed. If this option is chosen, the student must also submit with the form a written statement indicating how the sessions have contributed to their professional and personal development as a counselor in training. You do not need to disclose the actual content of the sessions.

Fingerprinting and Background Check

All students will be required to undergo fingerprinting and a background check. This college requirement includes any faculty member or student whose activities involve direct access to children. Since many of the field placements in the program may include having children on site, all students will be required to meet this condition. Please see Vanderbilt University Peabody College Background Clearance Office for meeting this requirement.

THE MASTER’S OF EDUCATION (M.Ed.) DEGREE

PROGRAM REQUIREMENTS

A. Up to 9 hours of credit may be transferred from another institution (See additional information under Transfer of Credit mentioned previously)

B. The appropriate number of credits must be obtained in each of the eight Human Development Counseling curriculum areas.

C. Electives, of the general-type, are acceptable in HDC if they fit into one of the existing eight curriculum areas in accordance with the student's major track.

D. To deal with all matters related to practicum, supervision and internships, the department has established a Professional Performance Review process. The outcome of this process will be the final program authority on a student’s progression of all experiential and field-based or clinical experiences and coursework.

E. All work credited for the degree must be completed within six years.
F. Successful completion of Theories of Counseling (HDC 3310); Pre-practicum (HDC 3850); Practicum (HDC 3870); Social, Legal, and Ethical Issues in Counseling (HDC 3600); and Group Counseling (HDC 3760) are required before a student is eligible for field experience in the Internship.

G. In order to graduate, a student must have at least a "B" average at the completion of coursework. Failure to maintain a cumulative "B" average will cause students to be placed on Academic Probation. Students must earn a P (Passing score) in both Practicum and Internship. College policies regarding Academic Probation are applicable to the HOD Department and are specified in the Peabody Graduate School Catalog.

H. Successful completion of the Written Comprehensive Examination (described below) is required.

I. All students entering the HDC program must complete six (6) individual sessions of counseling before beginning their Internship field experience. If choosing an off-campus counseling source, the counselor must be a licensed mental health professional (LPC preferred, LCSW, or Licensed Psychologist). If choosing the Vanderbilt Psychological and Counseling Center (PCC), the counselor must hold at minimum a master’s degree and have two years of experience in the field. Pre-doctoral interns meet this requirement, masters-level students do not. *(Note to students: It is your responsibility to evaluate the appropriateness or therapeutic alliance with the therapist and make changes as needed. Since students are learning to become professional counselors, it is recommended that they seek to meet this requirement from a similarly-trained professional). Once the sessions have been completed, students are to submit to Sherrie Lane a signed statement from the counseling source stating the six (6) session requirement has been met (see sample in Appendix G).*

J. Use of Technology

The Association for Counselor Education and Supervision Technology Interest Network (ACES, 2007) has published technical competencies for counselor education. Although many of the following 12 competencies will be required as part of your coursework/assignments, it is recommended that each student assess their own technology competence throughout the program and capitalize on the opportunities available (often for free) as members of the Vanderbilt University community. The need for technology demonstration/teaching during class time will be the professor’s discretion. It may become the student’s responsibility to increase competency independently in order to complete coursework requiring the use of technology. The 12 Technical Competencies for Counselor Education are:

1. Be able to use productivity software to develop web pages, word processing documents, basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.

3. Be able to acquire, use and develop multimedia software (i.e., PowerPoint/Keynote presentations, animated graphics, digital audio, digital video) applicable to education, training, and practice.

4. Be able to use statistical software to organize and analyze data.

5. Be able to use computerized and/or internet-based testing, diagnostic, and career decision-making programs with clients.

6. Be able to use email.

7. Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.

8. Be able to subscribe, participate in, and sign off counseling related listservs or other internet-based professional communication applications.

9. Be able to access and use counseling-related research databases.

10. Be able to use the Internet to locate, evaluate, and use continuing education, professional development and supervision options in counseling.

11. Be able to perform basic computer operation and maintenance tasks.

12. Be knowledgeable about legal, ethical, and efficacy issues associated with delivery of counseling services via the internet.

Landro Video Recording
Landro software is an entry-level system used for analysis of counseling practice. Landro allows students to digitally record, mark segments of video in real time for playback, transport files using a standard USB-type portable storage device, playback using Windows Media Player, and jump to particular video segments efficiently.

All students will be expected to use the Landro video recording equipment independently during their PrePracticum experience. To ensure confidentiality during playback, all students should listen to sessions using headphones. Faculty will provide instruction to students prior to the first day of video recording. If at any time a student is unsure of how to use the technology, PLEASE ASK, rather than attempting to experiment, as all of the students will depend on the equipment to accomplish tasks.

Classroom Learning Stations
Each classroom is equipped with learning stations that allow for use of computers and computer applications, VHS and DVD playback. Students may use the technology for class presentations while the instructor is present. There are instructions located at each station. Again, if you have reservations about using
the equipment, **PLEASE ASK**. There are phone numbers listed at each station in the event a person requires assistance.

**Laptop and Cell Phone Use**
Learning science has shown the importance of being present in the learning environment not only physically and academically, but also interpersonally and intrapersonally. Computer screens can be a barrier to fully engaging in the construction of knowledge. During class, therefore, laptops will only be allowed for taking notes or accessing course material and may be prohibited in particular courses at the professor’s discretion. When computers are allowed for taking notes or accessing course material, students are to refrain from surfing the Internet, instant-messaging, e-mailing, or other applications unrelated to class activities or taking notes. Also, be sure to turn off (or switch to vibrate) cell phones prior to the start of class.

**Required Technology/Equipment**
All HDC students need access to a computer that can create Microsoft Word documents, access and interact within OAK, and facilitate use of email. Additionally, students are expected to use a Digital Voice/Audio Recorder** that records in (or YOU can convert to) .wma format (must be able to playback in the free download program Windows Media Player). **Such a device will be needed throughout the program. Students will submit their audio or video recordings using an internet-based secure service called DropSend.** See http://www.dropsend.com/

Students are expected to submit all forms/assignments in hard copy, paper format unless directed otherwise by the specific professor.

**GUIDELINES FOR WRITING STYLE AND FORMAT**

All major written projects in HDC must follow course-specified guidelines for style and format. Students should refer to the Publication Manual of the American Psychological Association, Sixth Edition and to the Peabody College Guide for Writers of Theses, Independent Studies and Dissertations as appropriate.
CAPSTONE EXPERIENCE

Comprehensive Examination

All HDC students must complete a Comprehensive Examination at the end of their program of studies. Comprehensive Examinations are given once each semester and during the summer at times designated by the HDC Program Director. Students must submit a Request for Master’s Comprehensive Examination form, signed by their HDC Adviser, by the specified department deadline each semester. (See Appendix D).

The Comprehensive Examination will consist of three sections (Dates of completion listed in parentheses):

A. Written statement of theoretical orientation, integrative. (Monday after Spring Break)
B. The CPCE. (Tuesday after Spring Break)
C. An oral exam on a case written by the faculty. (Tuesday after Spring Break)

Part A: Written Statement of Theoretical Orientation

The written portion of the examination will ask students to describe their theoretical orientation of counseling, including specific strategies and goals that guide their actions. Integrated into their discussion, students should discuss how they have applied coursework and training, especially culturally sensitive and developmentally appropriate practice. Students will be expected to discuss their perceived strengths and weaknesses as counselors. Additionally, students must reflect upon what they deem most important in their work, as well as how they have and will use research to guide practice. The written statement will be completed in one two-hour sitting, using only a computer in a computer laboratory.

Part B: The CPCE

The Counselor Preparation Comprehensive Examination assesses the student’s knowledge of the field as deemed important by counselor preparation programs. Students must receive a passing score on the CPCE.

Part C: Oral Case Examination

An oral examination will also be required. Students will be asked to assess a case including consideration of treatment goals and ethical implications. Cases will be based on the student’s track: clinical mental health counseling or school counseling. Orals will be evaluated by two faculty members: a core faculty member will serve as the first evaluator, and the second evaluator may be a core faculty or adjunct faculty in HDC, HOD, or other relevant department at Vanderbilt University.

Grading

Each section of the Comprehensive Examination will be independently evaluated by at least two
faculty members on a scale of 1 = Deficits, 2 = Mastered Basic Skills, 3 = Excellent. Where the two faculty evaluations disagree, a third faculty member will be appointed by the HDC Program Director to evaluate the area in question and the majority decision will preside.

Where a student fails any area of the exam, he/she has the option to retake the failed area(s). The student must pass all three areas to pass the capstone. If a student fails any portion of the examination twice, the student is dropped from the program or required to take remedial coursework.

**Thesis**

The College does offer master’s students the option to write a research thesis that gives evidence of original investigation in the area of counseling. This option would be most appropriate for someone planning to embark on a Ph.D. program in counseling in the near future. The thesis cannot be completed in lieu of the Comprehensive Exam.

The thesis adviser, if outside the HDC program, must be a full-time Peabody faculty member. The thesis topic and external chairperson must be approved by the student’s HDC Faculty Adviser. An HDC core faculty member must serve on the thesis committee.

Important Dates Related to Thesis:
- **May 3, 2014** - Deadline for thesis chair approval of three (3) page research conceptualization paper, main research question, and selection of committee members
- **June 1, 2014** - Deadline for proposal defense meeting scheduled, confirmed by all committee members.
- **July 1, 2014** - Deadline for proposal approval by all committee members.
- **March 15, 2015** - Deadline for submission of final draft of thesis to committee
- **April 1, 2015** - Deadline for thesis defense

**Residence Requirements**

There are no residence requirements for the M.Ed. degree.

**PERSONAL AND PROFESSIONAL EXPECTATIONS FOR STUDENT MATRICULATION**

Students in the HDC program are expected to complete all required coursework as directed in course syllabi, and conduct themselves in an ethical, responsible, and professional manner. HDC students, as well as all professional students at Peabody College, are expected to follow the rules and regulations of Vanderbilt University. This responsibility includes compliance with federal, state, and local laws as well as University policies, procedures and the American Counseling Association Code of Ethics. Those who fail in this responsibility will be subject to disciplinary action, which may include dismissal from the University.

Specifically, students in the HDC program are expected to be aware of, and adhere to, all
Vanderbilt University, Peabody College, Department of HOD, and HDC Program policies and standards regardless of whether or not they are all listed in this Handbook. Additionally, as professional graduate students, HDC students must be knowledgeable of, and at all times adhere to, the American Counseling Association (ACA) Code of Ethics as well as the additional standards and codes set forth for counseling practice in specific settings (e.g., the American School Counselor Association’s Ethical Standards for School Counselors; Standards and Practices of the Association for Specialists in Group Work). General and specific ACA standards for ethical practice are listed on the ACA web site at http://www.counseling.org. At the onset of their academic program, it is the responsibility of each student to review the above-named standards and ethical codes and seek any clarification needed from their respective HDC Advisers.

**Peabody College Catalog**
HDC students can find University policies, standards, and procedures in the *Peabody College Catalog*.

**Academic Probation and Appeal**
If an HDC student’s cumulative grade point average falls below a 3.0, he or she will be placed on academic probation, and must achieve a minimum of a 3.0 GPA for the next semester. If the student is still on academic probation at the completion of the second semester, he or she must achieve a cumulative grade point average of 3.0 or be subject to dismissal. A student who has been dismissed may be readmitted under certain circumstances. The department chair must review and recommend any request for readmission. For further details, view the *Peabody College Catalog description of Academic Probation*.

**Demonstrated Knowledge, Competencies, and Behaviors**
A systematic, developmental assessment of students is an ongoing part of the evaluation process. Expectations are consistent with professional standards of practice. Students are expected to complete all required coursework as directed in course syllabi, and conduct themselves in an ethical, responsible, and professional manner. HDC students, as well as all professional students at Peabody College, are expected to follow the rules and regulations of Vanderbilt University. This responsibility includes compliance with federal, state, and local laws as well as University policies, procedures and the *American Counseling Association Code of Ethics*.

As students matriculate through the program, they are expected to demonstrate knowledge, attitudes, and behaviors deemed professional by the HDC Program. Professional and personal competencies as well as academic competencies and skills are noted below.

A. Demonstration of heightened awareness of self and others
B. Demonstration of openness to constructive feedback
C. Demonstration of seeking help when personally or professionally troubled
D. Demonstrated motivation to work on areas one personally identifies as important to both personal growth and professional development.
E. Demonstrated knowledge and adherence to a professional code of ethics
F. Demonstrated graduate-level competency in oral and written communication skills
G. Demonstrated knowledge of the wide range of life-span human development
H. Demonstrated knowledge of the world of work, careers, and high technology
I. Demonstrated knowledge and sensitivity to the diversity of populations and settings served by counselors
J. Demonstrated commitment to the profession of counseling and all it entails
K. Demonstrated competencies in interviewing, group work, counseling, diagnosis, research, assessment, advocacy and consulting
L. Demonstrated full and conscientious effort in each class and field setting to think critically and act with integrity

Students are expected to behave generally in a manner that demonstrates fitness for a role in the counseling profession. A commitment to continued personal and professional development and demonstration of that commitment through self-reflection and responsiveness to supervision is expected. The HDC faculty believes that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do in their lives.

The Assessment Process
A systematic assessment of student performance is conducted throughout students’ time in the program. The assessment starts with admission to the program and continues with performance evaluations at each semester break leading to graduation. Depending on when the student enrolls in the field experience, the prior review will be used as a reference point for admission into practicum or internship. The final evaluation is done during the last semester of the student’s program of study and includes a summative evaluation. Students complete an oral comprehensive examination and written integrative paper. They must also pass the CPCE and receive passing scores on evaluations from site supervisors.

Sequence of the Developmental Assessment
1. Screening of Applicants and Admission
2. 1st Semester Review
3. 2nd Semester Review
4. 3rd Semester Review*
5. Summative Evaluation and satisfactory completion of Capstone Experience
*Students are evaluated each semester they are enrolled in the program, which may include more than three review periods.

Students are assessed at the end of each semester by HDC faculty. Additionally, students are routinely assessed on performance in classes and in the field. Instructors may raise concerns regarding student performance to the student at any point in the semester or at monthly faculty meetings if action is warranted prior to semester review. Process and procedures for review are noted below.

PROFESSIONAL PERFORMANCE REVIEW PROCESS

The following Professional Performance Review Process (PPR) was adopted by the Human Development Counseling (HDC) program within Peabody College of Education at Vanderbilt University and follows best practices known within counselor education, CACREP, and the
profession of counseling. Much of the PPR process was adapted with permission from the Counselor Education program at The College of William and Mary, School of Education, Counseling Program in Williamsburg, VA. Information regarding examples of behaviors referred for PPR and portions of the formal review process are adapted from Eastern Michigan University’s Counseling Program. Both PPR processes have undergone professional and legal review.

The HDC Faculty hold commitments to many stakeholders in counselor education and ethical training standards, and therefore, regularly monitor not only students' academic progress, but also selected personal characteristics that have been known to be risks to beneficence and nonmaleficence. The purpose of the PPR process is to ensure that all graduates of the Vanderbilt University HDC program develop the requisite characteristics to fulfill their professional roles as counselors.

**Professional Performance Review Standards**

Students' fulfillment of eleven PPR Standards is reviewed by individual HDC Faculty during each class and at the conclusion of each semester by the combined HDC Faculty. The Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention and adherence to ethical and legal standards
10. Initiative and motivation
11. Acceptable and timely completion of required coursework for matriculation

Disciplinary action may be initiated when a student exhibits behaviors that demonstrate inability or unwillingness to perform in accordance with program standards or legal and ethical competencies. Examples below are indicative of such referrals but may not represent the full range of behaviors that may be referred for performance review.

An inability to communicate with others effectively leading to repeated complaints of supervisors, instructors, staff or peers.

Behaviors that place clients at risk, including, but not limited to, health challenges or poor personal or psychological boundaries leading to unethical practices

Substance abuse that interferes with academic performance or field experience responsibilities including performance with clients
Consistent inability or unwillingness to carry out academic or site responsibilities

Consistent non-attendance, tardiness or missing assignment deadlines that prompts repeated feedback from instructors or site supervisors

Inability to tolerate different viewpoints, constructive feedback or supervision on areas of performance

Lack of insight resulting in external blame of others or refusal to engage in review of performance that limits effectiveness academically or professionally.

**Professional Performance Review Process and Procedures**

Each PPR Standard is rated on a scale of 1 (poor) to 5 (excellent) as described in the *Criteria for Professional Performance Standards Evaluation*. Students receiving a rating below 4 on one or more of the PPR Standards will be subject to the following procedure:

1. The student and the issuing faculty* will meet to discuss the professional performance concerns. During this meeting, the student will be presented with a *Notification of Professional Performance Concern (Appendix H)* that will list the rating(s), provide the issuing faculty's explanation for the ratings, and describe the specific actions to be taken to improve the specific professional performance rating. Upon meeting with the student, if revisions to the plan are made at this meeting, a revised Notification of Professional Performance Concern form will be produced and signed during the meeting. Signatures of both the issuing faculty and the student will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. Both the student and issuing faculty will retain copies of the signed Notification of Professional Performance Concern, and a copy shall be forwarded to the student's HDC Adviser.

   * Note: “issuing faculty” refers either to the individual professor who issues the Notification of Professional Performance Concern between regular PPRs or to the HDC Designate if the Notification is issued by the combined faculty (e.g., regular PPRs).

2. If a student receives more than one Notification of Professional Performance Concern during his/her Program of Study or fails to show reasonable progress in resolving deficiencies previously cited, he/she will be required to meet with the issuing faculty and his or her HDC Adviser following the procedure described in #1 above. Depending upon the nature of the new performance concern(s) and/or the reasons for the student's failure to comply with previously determined action plans, the issuing faculty and HDC Adviser will determine if the performance concern needs to go to the full HDC Program Faculty for review. If so, a formal review will be conducted regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the HDC Program.
3. The Formal Review will be headed by an HDC faculty member designated as Committee Chair. The adviser will notify the student in writing two weeks before meeting with the committee. The review will include the date, time and place of the review meeting, the identified performance concerns under review, student’s rights during the review and evidence to be presented. The student and/or adviser will have the opportunity to ask or clarify any concerns or allegations made and respond. The student may present evidence that clarifies or counters the information presented. The student may present witnesses or documents that address the concerns raised. If the student does not attend, the meeting will be conducted in his or her absence. An audio recording will be made of the meeting.

4. After the meeting, the faculty will make a decision as to whether there is convincing evidence to proceed. If there is not, the case will be dismissed. If there is evidence that substantiates the performance concerns, the committee will make a recommendation that includes but is not limited to the following:

   1. Require that a course be repeated
   2. Require successful completion of a behavioral contract within a specified time that addresses the issue
   3. Suspend the student for a specified amount of time with conditions for readmittance to the program
   4. Dismiss the student from the program

The Chair of the Formal Review Committee will notify the student in writing of the decision within five calendar days. The Chair of the Department of Human and Organizational Development will also be notified. The student may appeal within ten days of formal receipt of notification. Appeal is made directly to the Dean of the College of Education. The Dean’s decision is final.

**FACULTY ENDORSEMENT**

Upon successful completion of the program’s requirements for the M.Ed. degree and demonstration of the requisite competencies described in this manual, students will receive the program’s endorsement to enter the counseling profession in their specialized area. Students will only receive endorsement for the area of the specialization for which they have been prepared. Students who complete the school counseling program will receive endorsement for school counseling-related positions, and students in the clinical mental health counseling track will receive endorsement for positions related to that specialization.

**GRADUATION**

Formal graduation ceremonies are held only in May each year, but degrees are awarded at the close of each semester as well as the summer term. Before the published deadline at the beginning of the final semester, the student must complete a *Notification of Intent to Graduate* (Appendix C) form and submit it to the Admissions and Education Coordinator for Graduate Studies, Sherrie Lane.
During the final semester, each graduating student will receive a letter detailing any problems (e.g., incompletes, changes needed in the Program of Studies, etc.) which need correction prior to graduation. The student should check with the Business Office and the University Library no later than two weeks before graduation to determine whether there are any outstanding fees or bills.

Students who will not participate in the graduation ceremony must submit a Graduation in Absentia form at least two weeks before graduation. If not picked up within ten days from the Admissions Office, diplomas will be mailed to the permanent address listed on the Intent to Graduate form.

**LICENSURE**

**Clinical Mental Health Counselors**
To receive the program’s endorsement for progress towards eligibility to become a Licensed Professional Counselor, students in HDC Clinical Mental Health Counseling must meet all program requirements for CACREP. Licensure requirement vary by state and may include completing all relevant coursework, practicum, internship, comprehensive exams, fingerprinting and background checks, application, fees, letters of recommendation, post-master’s supervised practice, and earning passing scores on all relevant state and/or national exams. For more information about LPC and LPC-MHSP requirements in the State of Tennessee contact:

Board of Professional Counselors, Marital & Family Therapists, and Clinical Pastoral Therapists
227 French Landing, Suite 300
Nashville, TN 37243
615/532-3202, x 25138
800/778-4123, x 25138
615/532-5369 (fax)
[http://health.state.tn.us/boards/PC_MFT&CPT/](http://health.state.tn.us/boards/PC_MFT&CPT/)

**School Counselors**
Tennessee certification and endorsement for school counseling is called “licensure.” The State Department of Education offers PreK-12 licensure for school counselors in Tennessee (see State of Tennessee Licensure Standards [www.state.tn.us/education/lic/doc/acettchlicstds.pdf](http://www.state.tn.us/education/lic/doc/acettchlicstds.pdf)). The HDC School Counseling program is an approved program of the Tennessee Department of Education. Graduates of the HDC School Counseling program will be recommended for the preK-12 License as a Professional School Counselor upon completion of all coursework, practicum, internship, comprehensive exams, and Praxis. Students must submit fingerprints and receive background clearance to be approved for site placements. Students must also complete a course in first aid and CPR prior to graduation in order to receive recommendation for licensure. HDC School Counselor candidates must have their credentials and program plans reviewed by the Peabody School of Education Certification Coordinator, Mr. Michael Jackson. His office is located in the Administration Building on the Peabody Campus. To contact him, call (615) 322-8407.
Counselor licensure differs in each of the 50 states. As a consequence, reciprocity can be confusing and unpredictable. Students electing to work outside the State of Tennessee are urged to check certification/licensure standards early in their graduate work.

CREDENTIALING

The credentialing of professional counselors takes various forms. Credentialing itself is an umbrella term to cover such areas as licensure, certification, registration, and so on. Below are described some of the major areas students in HDC might wish to explore.

National Certified Counselor (NCC)

The National Board for Certified Counselors (NBCC) was initiated as a result of the American Association for Counseling and Development's professional concerns and efforts in the area of credentialing. In 1982, the NBCC was incorporated as an independent, voluntary, not-for-profit organization whose primary purposes are to establish and monitor a national certification system, to identify to professionals and the public those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors. This process grants recognition to counselors who have met predetermined NBCC standards in their training, experience, and performance on the NBCC National Certification Examination (NCE) for Certification and Licensure.

By granting certification, it is not the intent of the NBCC to certify counselors for employment nor to impose personnel requirements on agencies and organizations. Rather, it is the intent to provide a national standard that can be used as a measure of professionalism by interested agencies, groups, and individuals. The responsibility for professional integrity and excellence remains with the counselor. It is further intended that national certification will encourage the continuing professional growth and development of National Certified Counselors (NCCs) and advance cooperation among groups and agencies actively involved in the credentialing of counselors and counselor educators. Both School and Clinical Mental Health track students are encouraged to sit for this exam.

The NBCC exam (NCE) is administered two times each year (April & October). The April examination is offered on Peabody campus and is open to HDC students during their last semester of the program (because the program is accredited by CACREP). Information and registration materials are available from Dr. Gina L. Frieden in Mayborn 203 or by writing:

NBCC
3 Terrace Way, Suite D
Greensboro, NC  27403-3660
Phone: (336) 547-0607
Fax:     (336) 547-0017
e-mail: nbcc@nbcc.org
Website: http://www.nbcc.org
**PRAXIS**

Candidates for licensure as a School Counselor PreK–12 in Tennessee are required to complete the appropriate subject area exam only and are not required to take the Principles of Learning and Teaching (PLT) exams. Two versions of the exam are offered. "CDT" refers to computer-delivered tests. "PDT" refers to paper-delivered tests. While Tennessee will accept either version, it is recommended that HDC students take the CDT version (*Professional School Counselor 5421*), as it covers material aligned more closely to the current professional standards than the PDT version (*Professional School Counselor 0421*). Test and registration information can be found at [http://www.ets.org/praxis/tn/requirements](http://www.ets.org/praxis/tn/requirements). Students must pass the PRAXIS in order to receive a license, but they will be allowed to graduate without passing the exam.

**National Certified School Counselor (NCSC)**

NBCC also offers a National Certified School Counselor (NCSC) specialty credential, which recognizes counselors who possess a minimum of a master’s degree in counseling with coursework in school counseling and who have passed a national application and examination process. HDC students in the School Counseling Track are able to apply their coursework toward the achievement of the NCSC credential.

The NCSC credential is a result of the joint efforts of the American Counseling Association (ACA), the American School Counselor Association (ASCA) and the National Board for Certified Counselors. The NCSC credential was first offered to qualified counselors in 1991. The NCSC credential is not a license to practice. This credential requires:

A. An advanced degree (master’s or higher) with a major study in counseling,
B. A school counselor credential issued by your state’s department of education OR coursework completed in each of nine content areas required by NBCC, plus at least 6 semester hours of academic credit in counseling field experience(s). Must be able to document you earned at least 3 semester hours of credit in counseling field experience(s) in a school setting,
C. At least 3 academic years of post-graduate counseling supervision and work experience as a school counselor in a PreK-12 school setting.

After completing each of the above, applicants must pass the National Certified School Counselor Examination (NCSCE). Please note, students interested in attaining both the NCC and NCSC credentials need take only the National Certified School Counselor Examination (NCSCE) to obtain both the NCC and NCSC credentials. (Students who have already passed the NCE to attain the NCC credential will need to pass the NCSCE at a later date to attain the NCSC credential.) Currently, no state uses the NCSCE for state licensure purposes. Peabody does not administer the NCSCE at this time. Please contact NBCC for applications, schedules, and test sites.
ACCREDITATION

The HDC Clinical Mental Health Counseling program has been accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) since 1983. The HDC School Counseling program has been accredited since 1994. Accreditation is a process in which an association or agency grants public recognition to a school, institute, college, university, or specialized program of study having met certain established qualifications or standards. In the counseling profession, accreditation is a professional credential applicable to programs, not individual counselors.

Accreditation is important because it is assumed that graduates of accredited programs are better prepared to provide professional counseling services and therefore to serve the public welfare; each graduate of a CACREP program has demonstrated foundational knowledge and competencies for professional counseling. Accreditation also means that graduates of accredited programs are often exempt from regulations/rules imposed on graduates of non-accredited programs. For example, the NBCC exempts graduates of a CACREP program from the two-year post-master’s waiting period (including 100 hours of supervision and 3,000 hours of counseling work experience) before sitting for the NCE.

CACREP is an organizational affiliate of the American Counseling Association (ACA). It is a legally separate, not-for-profit corporation technically distinct from ACA but retains nontechnical linkages to ACA. The governance of CACREP is facilitated through the leadership of a chairperson and a three-person Executive Committee and a Board of Directors, all of whom are elected by CACREP members. It also has an executive director who coordinates members.

PROFESSIONAL ORGANIZATIONS AND ACTIVITIES

AMERICAN COUNSELING ASSOCIATION (ACA)

The American Counseling Association (ACA) is an organization of nearly 50,000 counselors, students, university faculty and related members interested in or working in the counseling profession. Its origins go back almost 60 years and ACA has undergone numerous name changes. It contains the following 19 divisions:

• Association for Assessment in Counseling and Education (AACE)
• Association for Adult Development and Aging (AADA)
• Association for Creativity in Counseling (ACC)
• American College Counseling Association (ACCA)
• Association for Counselors and Educators in Government (ACEG)
• Association for Counselor Education and Supervision (ACES)
• Association for Gay, Lesbian and Bisexual Issues in Counseling (AGLBIC)
• Association for Multicultural Counseling and Development (AMCD)
• American Mental Health Counselors Association (AMHCA)
• American Rehabilitation Counseling Association (ARCA)
• American School Counselor Association (ASCA)
Membership in ACA is open to practicing counselors as well as students working on degrees in counseling. Of all professional organizations, ACA is the one most suited to HDC students.

**CHI SIGMA IOTA**

*Chi Sigma Iota* (CSI), the International Counseling Academic and Professional Honor Society, was established January 1, 1985. The impetus for the formation of an international honor society in counseling came from a desire to provide recognition for outstanding academic achievement as well as outstanding counseling service within the counseling profession.

The purpose of the society as noted in Article 1 of the By-Laws is: “To promote scholarship, research, professionalism, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling (*Chapter Leadership Manual*, May 2003, p. 3).”

Chi Sigma Iota chapters serve as links within their respective communities to promote interaction between counselor educators, students, alumni, and local professionals. The chapters provide a forum for interaction, sharing of concerns, discussion of issues, and support for common interests (*Chapter Leadership Manual*, May 2003, p. 6).

The Vanderbilt University chapter, Eta Delta Chi Chapter of Chi Sigma Iota, was formed for the purpose of promoting continuing education and scholarly and service activities to its members and the community at large. The Chapter works to provide education and support to counselor educators, students, alumni, and other mental health professionals.

To become a member, students must have completed at least nine hours in the HDC master’s program and have a 3.5 GPA. Elections are held in the spring semester and new officers are initiated at the Annual Initiation Ceremony. Officers include:

- President
- Past-President
- Vice President
- Treasurer
- Community Service Chair
- Multicultural Co-chairs
- Professional Development Chair
• Social Chair
• Wellness Chair
• New Member Relations

NASHVILLE PSYCHOTHERAPY INSTITUTE

The Nashville Psychotherapy Institute (NPI) is an organization of licensed psychotherapy professionals and students promoting mental health through educating and enhancing the community in which we live. Among the offerings NPI provides monthly speaker luncheons, membership directory, networking opportunities, a mentoring program, and an email listserv that includes a forum for referrals.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

As the name implies, the American Educational Research Association (AERA) is a national organization devoted to research in educationally related areas. The vast majority of members in AERA are college professors, graduate students and individuals conducting research in education or closely related areas. Of interest to HDC students, Division E of AERA is titled, Counseling and Human Development. Students interested in research or eventually contemplating a doctorate might consider a student membership in AERA.

TENNESSEE ASSOCIATIONS

Most of the associations previously mentioned in this section have state branches. In fact, some, such as ACA, have a branch in Tennessee known as Tennessee Counseling Association. There is even a Middle Tennessee branch. Your adviser can help you in locating the affiliate you are interested in. Membership materials are available in the HDC office.

The Tennessee Mental Health Counseling Association (TMHCA) and the Tennessee School Counseling Association (TSCA) are divisions of the Tennessee Counseling Association. The purposes of the divisions are:

A. To provide opportunities for continuing education to professional counselors in Tennessee.
B. To promote public confidence and trust in the counseling profession.
C. To unite in one organization all persons engaged or interested in any phase of counseling and development work in Tennessee.
D. To maintain and improve professional standards in the fields of counseling and development in the State of Tennessee.
E. To encourage the development of counseling and developmental activities throughout the State of Tennessee.
F. To coordinate counseling and developmental activities in Tennessee, functioning through public and/or private agencies.
G. To serve as an agency for information and pertinent to present or contemplated counseling and development programs in the State of Tennessee.
H. To disseminate information and focus public attention on legislation in any way affecting counseling and development in the State of Tennessee.
I. To stimulate creative and experimental activities throughout TCA.

In addition to professional organizations, Vanderbilt University hosts throughout the year seminars, lectures and workshops regarding mental health, psychology, human development, education, and so on. Look each week at the program bulletin boards, electronic listservs, at the Peabody Library, and on the Peabody College and Vanderbilt University websites. The local mental health community also holds periodic workshops and lectures. Announcements of these events can be found in the two Nashville newspapers as well as on bulletin boards or in announcements in class.

PROFESSIONAL STUDENT CAREER DEVELOPMENT

Vanderbilt's Peabody Career Development Office is the strategic career partner for students in the professional programs (Master's and Ed.D.). Career Development efforts are designed to effectively move students through the process of identifying a career path, building a compelling presentation and connecting with employers to launch a satisfying career (from Peabody Career Services).

Jeff Henley, Director of Professional Student Career Development, speaks with entering students each year about beginning the process upon program entry. He meets with students throughout students’ program of study to assist with career development and is available for individual meetings and appointments.

UNIVERSITY SERVICES

CENTER FOR STUDENT PROFESSIONAL DEVELOPMENT

The Center for Student Professional Development at Vanderbilt University offers a unique and valuable service to HDC students. This service provides information and services to assist students in planning and securing satisfactory career placement upon graduation. Of special importance to graduate students, including those planning academic careers, is the resume and personnel file service that assists them in the presentation of credentials and recommendations. A list of school and college teaching and staffing positions is maintained. Other students will be interested in career planning and job search resources, including campus interviews with representatives from mental health, business, industry, government and community service.

The center also acts as a clearinghouse for summer, part-time and temporary off-campus jobs. Career/Life Planning Workshops are also open to interested students. In addition to assistance offered by the Center for Student Professional Development, each graduate and professional program maintains an active role in placing its graduates. The director of the Center for Student Professional Development is located in room 110 Alumni Hall, and can be reached by phone at 322-2750.

VANDERBILT UNIVERSITY PSYCHOLOGICAL AND COUNSELING CENTER

The Psychological and Counseling Center (PCC), located at 2015 Terrace Place in Nashville, TN, is a broad-based service center available to students, faculty, staff members, and their
immediate families. Services include:

- Individual and group counseling for personal problems and issues
- Group support programs for learning specific techniques or skills such as relaxation, assertiveness, marital communication, reading and study skills, and weight, stress, and time management
- Administration of national testing programs
- Career counseling
- Outreach and consultation with faculty and staff

Students may make appointments by calling the PCC at 615-322-2571. Their web address is: http://www.vanderbilt.edu/pcc/.

**CENTER FOR TEACHING**

Many HDC students participate in classroom instruction as part of assistantships. The Center for Teaching (CFT) was founded in 1986 to advance teaching excellence in the College of Arts and Science, and expanded in 1997 to serve the entire university. CFT’s programs and services are available to any member of the university's teaching community, including full-time and part-time faculty, teaching assistants, post-doctoral fellows, and anyone else involved in the instructional process at Vanderbilt.

Through confidential individual consultations, facilitating faculty and graduate student working groups, offering practical and theoretical workshops on teaching and learning, and providing other programs and services, CFT supports all aspects of the educational process. CFT’s staff includes a director, assistant directors, a program coordinator, administrative support staff, graduate student teaching fellows, and undergraduate students. All of the senior staff members have earned Ph.D.'s and continue to teach at Vanderbilt in their respective fields. A complete list of CFT’s programs and services can be found online. The CFT is located in 1114 19th Avenue South, on the 3rd Floor, and is open from 8:00 a.m. to 4:30 p.m., Monday through Friday.

**FINANCIAL AID**

There are many types of financial aid potentially available to HDC students. These include federal student financial aid funds, institutional scholarships, assistantships, and employment programs. Any student desiring financial aid of any type is required to fill out the following:

1. The Free Application for Student Financial Aid (FAFSA) form.
2. The Vanderbilt University Financial Aid Application for Graduate and Professional Students
3. The Peabody College Application for Financial Aid

All application materials for financial assistance may be downloaded by using the links above.

The Federal Family Education Loan programs (including the Federal Stafford Loan, subsidized and unsubsidized), the Federal Work-Study Program, and the Federal Perkins Loan are funded primarily through federal assistance and are available to graduate and professional students.
Each department at Peabody makes scholarship and assistantship awards annually. The faculty of the department reviews the students eligible for scholarship monies and determines the awards. This typically occurs in Feb – April. Criteria for awards include stated needs, scholarship, and the balance of new/returning students.

Limited assistantships are available within the HOD department. These include teaching assistantships for undergrad HOD courses, assistantships within the HDC program and research assistantships. A student interested in a graduate assistantship should give their resume to the Admissions and Education Coordinator for Graduate Studies, Sherrie Lane, and she will forward to the HOD faculty member (usually the Chair or Assistant Chair) responsible for assignment. An assistantship will either be a 20 hr/week assignment or a 10 hr/week assignment. The salary for these is sometimes accompanied by free tuition but may be stipend only. Assistantship details about aid and responsibilities are provided when the announcement of openings is made.

Work-study students are eligible to work up to 20 hours per week during the academic year. Work-study jobs are available in both the university and medical center. The graduate assistantships qualify as work-study jobs.

Students may also seek employment with faculty members receiving federal or foundation grants. To locate these positions, check with administrative assistants or faculty members in both the Peabody and Vanderbilt Psychology Departments, the Peabody Human & Organizational Development Department, the Peabody Special Education Department, and the Vanderbilt Medical Center. For a listing of Vanderbilt student employment opportunities, please check the Student Employment website, [http://www.vanderbilt.edu/FinancialAid/fwsstudy.htm](http://www.vanderbilt.edu/FinancialAid/fwsstudy.htm)

Peabody College has a strict policy that a professional student may not work more than 20 hours per week at all campus jobs combined.

**DISABILITY SERVICES PROGRAM**

To receive reasonable accommodations for a disability at Vanderbilt University, students are to apply for services through the Disability Services Program (DSP). Please keep in mind that a specific process must be completed before the DSP staff can make any accommodation recommendations to faculty. On average, the process takes at least two weeks to complete; however, if the student’s documentation does not meet all of the requirements listed from the documentation guidelines, the process will be delayed. For more detailed information about our services, please contact the DSP Monday – Friday between 8:00 a.m. and 5:00 p.m. at (615) 322-4705. The Disability Services Program is located in Suite 108 of Baker Building.
SUPERVISED FIELD EXPERIENCES

INTRODUCTION

The inclusion of supervised field experiences in the Human Development Curriculum within the Department of HOD reflects a commitment to applied experiential learning opportunities under professional supervision. These field experiences are offered as one semester of Practicum and two consecutive semesters of Internship and provide a core training opportunity for students enabling them to formalize a conceptual model for helping others.

The supervised field experiences in HDC draw heavily from the didactic portion of the curriculum as a philosophical and theoretical basis for counseling with clients in two primary settings: community agencies and schools. This section of the handbook focuses on the supervised field experiences for the purpose of acquainting and orienting the HDC student to program requirements, policies, procedures, and expectations. This section is intended to answer all questions and clarify confusion generally associated with this aspect of training.

PROFESSIONAL PERFORMANCE REVIEW

All policies and procedures related to field experiences in the HDC program are determined by and monitored by the HDC Faculty. Individual HDC Faculty members are responsible for holding the students in their courses accountable for mastery of coursework and requirements in order to meet the requirements for matriculation to field experiences. Additionally, all HDC Faculty members are responsible for participating in the PPR process as appropriate to their position. For more information see Personal and Professional Expectations for Student Matriculation on page 28 of this manual.

PREREQUISITES FOR ENROLLING IN INTERNSHIP

As mentioned above, the HDC Internship draws from a foundation of coursework, some of which are viewed as prerequisite and others of which can be taken concurrently. HDC students must complete a minimum of two semesters of HDC 3890: Internship (6 credit hours). While students should enroll in the HDC Internship at the end of their program so that virtually all coursework is complete and foundational, there are four (4) specified courses which must be satisfactorily completed before the Internship can be attempted. These courses are:

- **HDC3310: Theories of Counseling**
  Provides an overview of prevailing theories of counseling and psychotherapy.

- **HDC3850: Pre-practicum in HDC**
  Laboratory course designed to focus on the development of helping skills and techniques.

- **HDC3760: Group Counseling**
  A course designed with a didactic component to teach students how to be effective group counseling leaders as well as a highly experiential personal growth group experience that provides students with feedback on interpersonal skills and a variety of intra and interpersonal growth issues.
**HDC3600: Social, Legal, and Ethical Issues in Counseling**
This course is designed to provide the prospective counselor with knowledge of the profession's ethical and legal standards, as well as the social/community aspect of the profession. The course will explore the evolution of those standards, methods of change, and applications to various professional activities.

**HDC3870: Practicum**
The HDC program requires that each student complete a minimum of one semester (3 credit hours) of HDC 3870: Practicum. This course introduces the student to the agency or school setting and includes 100 clock hours on-site, including 10 group hours of observing and/or facilitating groups during the spring semester. The assessment includes an evaluation from both the site supervisor and the faculty supervisor.

No student will be permitted to register for HDC Internship without successfully completing the above coursework. Individual student readiness for field work will also be assessed during the PPR processes. **No practicum or internship experiences are offered during the summer.**

**PRACTICUM AND INTERNSHIP HANDBOOKS**

The *HDC Clinical Mental Health Counseling Practicum and Internship Handbook* and the *HDC School Counseling Practicum and Internship Handbook* are available within Vanderbilt’s main webpage, under “Students” choose Online Access to Knowledge (OAK): HOD Graduate/Professional Programs: HDC Program Info. You must have a valid OAK username and password to access this site.

**FIELD EXPERIENCE SITES**

The HDC student has some choice in selecting field experience sites from a number of agencies and schools within the greater Nashville area. Each field site must be consistent with the individual's career goals and must also meet field site criteria as detailed further in the respective HDC practicum and internship handbook. **Students must discuss with their track’s clinical coordinator (School: Dr. Andy Finch; Clinical Mental Health: Dr. Heather L. Smith) prior to contacting any potential site.** This must occur the semester preceding their actual placement.

Each track’s clinical coordinator serves as the resource person to assist the student in identifying approved sites and in activating the proper procedures for contacting these sites. Sites usually require an interview to assess the appropriateness of placement. Final commitment to specific placement is contingent upon agreement among the site supervisor, student, faculty, and faculty supervisor. The field experiences coordinator will initiate completion of a written contract that finalizes the site placement. The site contract is used to activate liability insurance during the period of placement. Students must show proof of purchasing professional liability insurance during semesters they are enrolled in field experiences.

Heather Smith coordinates the Clinical Mental Health Counseling track and teaches four graduate courses in the program as well as an undergraduate course. Her responsibilities include coordinating practicum and internship placements and working with students to secure
placements. She monitors site experiences and does outreach with current sites as well as new agencies that may serve as potential sites in the future. She updates the supervisor handbook and works with the Program Director in developing the annual Professional Development Workshop for Supervisors.

Andy Finch coordinates the School Counseling track and teaches four courses in the program as well as an undergraduate course. He recently has had a course release to serve as co-principal investigator on a grant related to his work on Recovery Schools. His responsibilities include implementing changes in the School Counseling track related to curriculum, advising and teaching. He coordinates placements of School Counseling students with metro Nashville schools as well as the districts and private schools from the surrounding area. He does outreach with potential sites that may host HDC students in the future. He recommends graduating students for state licensure as professional school counselors. He also recommends students who have successfully completed all requirements for licensure to Chris LaFevor, the Peabody licensure and certification officer.

Field site placements involve counseling supervision from both site supervisors and program faculty. Faculty and site supervisors need the opportunity for direct interfacing. Because of the importance of this liaison, students may not obtain field placements outside the greater Nashville area. Any exceptions must be formally submitted as a written request to the respective field experiences coordinator. The coordinator will then review these exceptions in collaboration with the HDC Faculty.

EVALUATIONS

Each student can expect evaluations of performance from both the faculty supervisor and the site supervisor. The faculty supervisor will give on-going feedback throughout the semester during individual supervision sessions. Site supervisors will be asked to complete written evaluations twice during each semester of field placement.

Evaluations will include, but not be limited to, issues of skill progress, personal style, ethical conduct, and professionalism. The student will also have the opportunity to evaluate their faculty supervisor, site, and site supervisor. Criteria for final grades for the site experience will be outlined by individual faculty and written in syllabi.

FIELD EXPERIENCE POLICIES

The track-appropriate HDC Field Experiences Coordinator will make recommendations related to Field Experiences to the HDC Director and HDC Faculty.

The following policies are specific to field experiences and are in addition to those already mentioned in this Handbook:

1. All clinical mental health agency site placements are to be made for the duration of two consecutive semesters. Requests for site changes within or between these semesters must be made in writing to the track-specific coordinator.
2. All student complaints and grievances related to field experiences will be heard by the
track-specific HDC Coordinator, which in turn, will make a recommendation for action to the HDC Program Director.

3. All claims of unethical or unprofessional practice made against an HDC student enrolled in a field experience will be brought to the attention of the track-specific HDC Coordinator, who in turn, will initiate a PPR for the student as appropriate.

4. Any student who receives a failing grade in a field-based course will be required to repeat that course before going on to the next level of training or before being allowed to graduate and may undergo a PPR.

5. If the student is evaluated as being unable to engage in counseling activities because of personal interferences, a PPR will be initiated.

**IMPORTANT NOTICE**

“In compliance with federal law, including the provisions of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, and the Uniformed Services Employment and Reemployment Rights Act, as amended, and the Genetic Information Nondiscrimination Act of 2008, Vanderbilt University does not discriminate against individuals on the basis of their race, sex, religion, color, national or ethnic origin, age, disability, or military service, or genetic information in its administration of educational policies, programs, or activities; admissions policies; scholarship and loan programs; athletic or other University-administered programs; or employment. In addition, the University does not discriminate against individuals on the basis of their sexual orientation, gender identity, or gender expression consistent with the University’s nondiscrimination policy. Inquiries or complaints should be directed to Anita J. Jenious, J.D., Director; the Equal Opportunity, Affirmative Action, and Disability Services Department; Baker Building; PMB 401809, 2301 Vanderbilt Place; Nashville, TN 37240-1809. Telephone (615) 322-4705 (V/TDD); FAX (615) 343-4969” (Visit the EEO/AA of Vanderbilt University online.)

Vanderbilt University reserves the right, through its established procedures, to modify the requirements for admission and graduation and to change other rules, regulations and provisions, including those stated in these guidelines and other publications, and to refuse admission to any student, or to require the withdrawal of a student from the University according to University procedures. All students, full or part-time, who are enrolled in Vanderbilt courses, are subject to the same policies. Official University policies, standards, and procedures can be found in the *Vanderbilt University Student Handbook*. 
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Total: 60 sem. hrs.

Name: ____________________________ Adviser: ____________________________

Date Filed: ______________________ Student ID #: _______________________

Student Signature __________________ Date __________________ Adviser Signature __________________ Date __________________

Program Coordinator Signature ________________ Date ________________ Department Chair Signature ________________ Date ________________

Dean’s Signature ________________ Date ________________
# HUMAN DEVELOPMENT COUNSELING PROGRAM
## PROGRAM OF STUDIES (48 Credit Hours)
### SCHOOL COUNSELING

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Appendix B: Informed Consent Verification form

Vanderbilt University Human Development Counseling Program
Verification of Informed Consent

I, ______________________, hereby state that I have reviewed the material included in this handbook and submit myself to its precepts.

Further, I understand that I must use this handbook as a resource throughout the program, and must communicate with my program adviser about any changes to my planned program.

Signature: ______________________

Date: ______________________

This signed form must be returned to Sherrie Lane at Mayborn Hall, to be placed in your file.
Appendix C - Intent to Graduate

NOTIFICATION OF INTENT TO GRADUATE PROFESSIONAL DEGREES

INSTRUCTIONS

DATE: __________________________

1. Please provide all information requested. It is necessary for completion of graduation checkout and preparation of the Commencement program.

2. Send the completed form to the Peabody Administration & Records Office.

I INTEND TO COMPLETE ALL DEGREE REQUIREMENTS AND GRADUATE IN:
May 20____ Aug. 20____ Dec. 20____

NAME (exactly as it appears on your permanent record):
_________________________________________________________________
First Middle/Maiden Last

STUDENT ID# ________________________ HOMETOWN __________________________
(required for Commencement Program)

DEGREE EXPECTED (please circle) M.Ed. Ed.D. Other ___________

MAJOR (as approved on your Program of Studies): __________________________

MAJOR PROFESSOR OR ADVISER:
____________________________________________________________________

OTHER DEGREES HELD AND GRANTING INSTITUTIONS
Exact Degree Title Year Institution Location
____________________________________________________________________
____________________________________________________________________

ADDRESS: ____________________________________________________________

City State Zip Code
DAYTIME TELEPHONE: ______________________________________________________

PERMANENT ADDRESS: ______________________________________________________

City State Zip Code

TELEPHONE: ________________________________________________________________

DEGREE REQUIREMENTS YET TO BE COMPLETED: (Include all courses with the grade of “I” or “IP”)
Discipline-Number Title Credit Hours Instructor Sem./Yr.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Completion of Thesis, Independent Study, Doctoral Study, or Dissertation
Comprehensive Examination
Dissertation Defense Revised 4/14/00 (lrc/Peabody Registrar Forms/Notification of Intent to Graduate.doc)
Appendix D - Request for Master’s Written Comprehensive Examination

HUMAN DEVELOPMENT COUNSELING PROGRAM
Request for the Master’s Comprehensive Examination

_____________________________________
Student Name

_____________________________________

_____________________________________
Mailing Address

_____________________________________
Home Telephone/Business Telephone

I hereby request permission to take comprehensive examinations for the

M.Ed. Degree in the ________________________ semester, 20____.

My Program of Studies for the Master’s degree was approved by the Department
Chair in the ____________________________ semester, 20____. I have completed at
least 30 semester hours of at least B average coursework toward the M.Ed. Degree.

I request to be examined in the three HDC curriculum areas listed below and
have obtained the agreement of the professors designated as readers.

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>First Reader</th>
<th>Second Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative</td>
<td>Assigned</td>
<td>Assigned</td>
</tr>
<tr>
<td>CPCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Examination</td>
<td>Assigned</td>
<td>Assigned</td>
</tr>
</tbody>
</table>

_____________________________________
Signature of Faculty Adviser

_____________________________________
Student Signature

_____________________________________
Date

_____________________________________
Date

** PLEASE SUBMIT THIS COMPLETED FORM TO SHERRIE LANE**
Appendix E - Declaration of Intent to Submit Master’s Thesis

DECLARATION OF INTENT TO SUBMIT MASTER’S THESIS
Department of Human and Organizational Development
Division of Human Development Counseling

Student’s Name__________________________ ID#________________________

Current Address____________________________

(City, State)_____________________________ Zip________________________

Anticipated Graduation Date______________________________________________

Adviser’s Name________________________________________________________

Major Adviser’s Signature_______________________________________________

Area of Degree Concentration: School/Clinical Mental Health (circle one)

Title of Master’s Thesis:_________________________________________________

Home Phone Number:_____________________________________________________

Work Phone Number:_____________________________________________________

PLEASE ADVISE AT 615/322-8484 IF YOU CHANGE YOUR ADDRESS

Name:_______________________________________________________________

ID#:_______________________________________________________________

Date:_______________________________________________________________

Phone #:____________________________________________________________

Your major adviser and thesis adviser (if different from major adviser) must approve your
Master’s Thesis topic. Obtain your thesis adviser’s signature as you make progress toward the
completed paper. Without the signatures from your adviser, the Department Chair may reject the
paper and delay submission until the following semester (excluding summer school).

Anticipated completion date of Master’s Degree: _________________________
I. Thesis Topic

Names of committee members (must obtain signature of acceptance)

Committee chairperson: __________________________

II. Deadline for proposal defense meeting scheduled (June 1, 2014)

III. Deadline for proposal approval by all committee members (July 1, 2014)

Committee chairperson: __________________________

Committee member: __________________________

Committee member: __________________________

IV. Deadline for submission of final draft of thesis to committee (April 1, 2015)

V. Defense of Thesis (April 15, 2015)

Committee chairperson: __________________________

Committee member: __________________________

Committee member: __________________________

Results of defense Date: ________________

_____ Successfully defended

_____ Unsuccessfully defended

_____ Defended with distinction
Appendix F - State Licensure Requirements for School Counselors

Tennessee State Board of Education Licensure Standards:
Professional School Counselor (Pre-K through 12)

Date Standards Adopted or Most Recent Revision: July 31, 2009

Professional school counselors support teachers, other professional personnel, and parents in addressing the needs of students related to academic and career preparation and personal growth and development. An emphasis on teaching for prevention calls for the counselor to become a member of the instructional team, working closely with teachers. The counselor also works closely with school social workers, school psychologists, and family resource center staff in designing a team approach to meet student needs and overcome barriers to learning.

The professional school counselor provides instruction in small and large group settings, provides personal counseling and career guidance to individual students, and works with teachers to assist them in their role as advisors. The counselor also communicates with and provides education to parents. To assist counselors in responding effectively to the requirements of this role, institutions of higher education and local schools must collaborate in the design and implementation of professional school counselor preparation programs.

Prospective school counselors will complete studies in professional school counseling. The education and professional development of a counselor is initiated in graduate level course work, refined in field experiences, and enhanced during professional practice. Counselor preparation programs will provide the prospective candidate with the knowledge and skills to develop the following:

1. Understanding of the nature and needs of students in grade levels PreK-12. Ability to apply knowledge from the areas of human growth and development and learning theories; to identify learning problems; and to assist teachers and parents in responding to counseling and guidance interventions with students.

2. Understanding the process of social and cultural change with respect to various racial, gender, and ethnic groups, and knowledge of differing cultural and lifestyle patterns. Ability to develop plans and programs to prevent person and substance abuse, discrimination, and dropping out of school.

3. Understanding of the philosophical basis underlying the helping process. Ability to facilitate student growth and development and positive systemic change through counseling, advocacy, leadership, collaboration, and consulting activities, including contributing to the development and implementation of individualized educational programs (IEPs) for students with special needs.

4. Ability to lead large and small group counseling and guidance activities related to personal and interpersonal growth, self-help and problem solving, and career development.
5. Understanding changes in society and technology and the influence of changes on work and learning. Ability to develop and implement a comprehensive career development program.

6. Ability to assist in curriculum advisement and career counseling using a variety of materials, strategies, and technologies.

7. Understanding of appropriate tests and other assessments to assist students and their parents in making effective educational, social, and career decisions. Ability to use group-administered educational and psychological measurement and appraisal instruments.

8. Ability to plan, manage, deliver, and evaluate a comprehensive PreK-12 professional school counseling program. Understanding of research and research design. Ability to conduct research and evaluation projects related to the outcomes of professional school counseling services.

9. Understanding of the ethical and legal standards of school counseling professionals.

10. Ability to collaborate with parents, teachers, school social workers, school psychologists, family resource center staff, and other community partners in meeting student needs.

11. Ability to inform students, teachers, parents, and the community about the purposes and activities of the professional school counseling program.

12. Ability to work with parents and conduct parent education activities. Ability to use community resources and referral processes, and develop effective partnership arrangements with community agencies.

Program Implementation Standards

1. Candidates for licensure as a professional school counselor complete an approved preparation program in school counseling and a graduate degree.

2. Candidates for licensure acquire the knowledge and skills specified for professional school counselors. Candidates are recommended for licensure by an institution with an approved program in professional school counseling.

3. Professional school counselor candidates serve schools with grades pre-kindergarten through 12. Preparation programs will have identifiable aspects of both PreK-6 and 7-12 grade levels.

4. Institutions of higher education with approved preparation programs for professional school counselors work in collaboration with local school systems in the planning and delivery of preparation programs.

5. Institutions of higher education and local school systems jointly organize the professional
counselor clinical experience, comprised of both practicum and internship experiences, and are delineated in a written agreement. The clinical experience is the equivalent of at least a full semester in length. School counseling opportunities at both the PreK-6 and 7-12 grade levels will be provided to the candidate during the clinical experience. The combined school settings include a diversity of students. Candidates have an opportunity to demonstrate skills in individual and group counseling, teacher and parent consultation, classroom guidance, building cooperative relationships in the school, leadership, advocacy, and development of partnerships with community resources.

6. Candidates participating in the clinical experience are advised and guided by a site supervisor who has at least two years experience as a school counselor. Individuals serving as site supervisors are selected jointly by the school system and the institution of higher education, receive training as a site supervisor, and indicate a willingness to serve and to remain current in their field.

7. Professional school counselor candidates without prior teaching experience will have an additional orientation experience in a school as an early part of the preparation program. The orientation experience provides candidates the opportunity to observe, participate in, and analyze classroom instruction. The orientation provides the candidate with teaching experiences and feedback regarding the candidate’s teaching.

8. Institutions of higher education offering approved programs in school counseling develop and submit to the State Department of Education for approval admissions procedures that include:

   a) Assessment of personal characteristics and academic proficiency of the candidate as required by NCATE for programs at the advanced level; and

   b) An interview or review of the candidate’s application by an admissions board comprised of one or more practicing school counselors as well as one or more faculty from curriculum and instruction, educational administration, professional school counseling, or other appropriate faculties.

9. Programs in school counseling reflect the current knowledge base in school counseling and in teaching and learning, include faculty members in professional school counseling and other appropriate faculties, and are approved by the State Board of Education in accordance with the Teacher Education Policy and Program Approval Procedures adopted by the State Board of Education. Preparation programs are encouraged to meet the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

10. School counselors who serve in a supervisory role are not required to have an endorsement in administration/supervision or as a beginning administrator; however, they are encouraged to attain comparable administrative preparation.

11. Licensed school counselors who are candidates for an initial teaching license are not
required to have an additional induction experience (either as an enhanced student teaching semester or a year-long internship).

12. Candidates from Tennessee and from other states who are licensed and endorsed at the graduate level in school counseling in PreK-8 or 7-12 may be granted the PreK-12 license provided they have met one of the following conditions:

   a) The candidate has at least one year of documented successful counselor experience in the grade span not covered by the existing endorsement and has a positive recommendation by the school; or

   b) The candidate has six hours of graduate course work in current content in school counseling in the grade span not covered by the existing endorsement. Candidates submit evidence of completion of the six hours directly to the Department of Education, Office of Teacher Licensing.

If the candidate lacks (a) or (b), the candidate may be issued a Transitional License endorsed for counseling PreK-12, provided the superintendent indicates an intent to employ. The candidate must complete the required six hours of course work in current content in the area of school counseling in the grade span not covered by the existing endorsement. Candidates must submit evidence of completion of the six hours directly to the Department of Education, Office of Teacher Licensing before the Transitional License is renewed or before issuance of a regular license.

13. Candidates who have not yet completed the required clinical experience may be employed on a Transitional License provided that the following conditions are met:

   a) The counselor preparation institution in which they are enrolled certifies that the candidate can complete the PreK-12 school counselor program within two years consistent with the institution’s criteria;

   b) The candidate receives appropriate supervision by the institution during the clinical experience; and

   c) The local education agency certifies through a written agreement with the counselor preparation institution that the candidate will receive direct supervision by a licensed school counselor (having a minimum of two years experience as a school counselor) for a minimum of one hour per week and provide the opportunity to meet the grade level requirements necessary to certification.

14. Candidates who hold a graduate degree in community/agency counseling may be employed on a Transitional License, provided the following conditions are met:

   a) The candidate is enrolled in an approved graduate program in professional school counseling;
b) The candidate has completed at least 24 hours in graduate course work applicable to the professional school counseling program; and

c) The local education agency certifies through a written agreement with the counselor preparation institution that the candidate will receive direct supervision by a licensed school counselor (having a minimum of two years experience as a school counselor) for a minimum of one hour per week.

15. Candidates who hold at least a master’s degree in a counseling program or related field, such as school social work or school psychology, and have appropriate clinical experience may be employed on a Transitional license provided the following conditions are met:

a) The candidate successfully completes the specialty examination required by the State Board of Education; and

b) The local education agency certifies that the candidate will receive direct supervision by a licensed school counselor (having a minimum of two years experience as a school counselor) for a minimum of one hour per week; and

Prior to the first renewal of the Transitional License, the candidate must enroll in an approved professional school counselor licensure program and must submit evidence of satisfactory annual progress. The candidate must complete course work appropriate to the candidate’s needs not to exceed 24 semester hours in an approved professional school counselor licensure program before the issuance of a regular license.

16. All candidates on a Transitional License must be evaluated in accordance with procedures approved by the State Board of Education. Prior to the first renewal of the license, the candidates must have completed a successful evaluation.

17. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating school counselor preparation programs: Tennessee Model for Comprehensive School Counseling (2005); CACREP 2001 Standards for Accreditation, Council for the Accreditation of Counseling and Related Educational Programs (2001); Ethical Standards for School Counselors (2004); Code of Ethics, American School Counselor Association (2005); and current research related to school counseling.

18. The revised standards become effective no later than July 31, 2009.
Appendix G - Professional Development Requirement

*SAMPLE*
(Letterhead is preferred)
Completion of HDC Professional Development Requirement

Date: ________________

______________________________ has completed six individual sessions of counseling as part of the requirements for the Human Development Counseling program, Vanderbilt University.

______________________________

Name, Credential, Name of Agency
Appendix H - Professional Performance Review

Criteria for Professional Performance Evaluation

Name of Student __________________________________________

Today’s Date____________________________________________

1. **Openness to new ideas** (rated from Closed [1] to Open [5])

   1. Was dogmatic about own perspective and ideas.
   2. Ignored or was defensive about constructive feedback.
   3. Showed little or no evidence of incorporating constructive feedback received to change own behavior.

   4. Was amenable to discussion of perspectives other than own.
   5. Accepts constructive feedback without defensiveness.

   4. Solicited others' opinions and perspectives about own work.
   5. Invited constructive feedback, and demonstrated interest in others' perspectives.

2. **Flexibility** (rated from Inflexible [1] to Flexible [5])

   1. Showed little or no effort to recognize changing demands in the professional & interpersonal environment.
   2. Showed little or no effort to flex own response to changing environmental demands.
   3. Refused to flex own response to changing environmental demands despite knowledge of the need for change.
   4. Was intolerant of unforeseeable or necessary changes in established schedule or protocol.

   4. Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate.
   5. Effort to flex own response to new environmental demands was evident but sometimes inaccurate.

   4. Showed accurate effort to recognize changing demands in the professional & interpersonal environment.
   5. Independently monitored the environment for changing demands and flexed own response accordingly.

   4. Attempts to understand needs for change in established schedule or protocol to avoid resentment.
them. - Accepted necessary changes in established schedule and attempted to discover the reasons for them.

3. **Cooperativeness with others** (rated from Uncooperative [1] to Cooperative [5])

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Showed little or no engagement in collaborative activities.</td>
<td>Engaged in collaborative activities but with minimum allowable input.</td>
<td>Worked actively toward reaching consensus in collaborative activities.</td>
<td>Invited feedback by direct request and positive acknowledgement when received.</td>
<td>Effort toward recognition of how own words and actions impacted others.</td>
</tr>
<tr>
<td>2</td>
<td>Undermined goal achievement in collaborative activities.</td>
<td>Accepted but rarely initiated compromise in collaborative activities.</td>
<td>Was willing to initiate compromise in order to reach group consensus.</td>
<td>Showed evidence of active incorporation of supervisory feedback received into own views and behaviors.</td>
<td>Initiates feedback from others regarding impact of own words and behaviors.</td>
</tr>
<tr>
<td>3</td>
<td>Was unwilling to compromise in collaborative activities.</td>
<td>Was concerned mainly with own part in collaborative activities.</td>
<td>Showed concern for group as well as individual goals in collaborative activities.</td>
<td>Demonstrated a balanced willingness to give and receive supervisory feedback.</td>
<td>Regularly incorporates</td>
</tr>
</tbody>
</table>

4. **Willingness to accept and use feedback** (rated from Unwilling [1] to Willing [5])

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<tr>
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<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discouraged feedback from others through defensiveness and anger.</td>
<td>Was generally receptive to supervisory feedback.</td>
<td>Invited feedback by direct request and positive acknowledgement when received.</td>
<td>Effort toward recognition of how own words and actions impacted others.</td>
<td>Effort toward recognition of how own words and actions impacted others.</td>
</tr>
<tr>
<td>2</td>
<td>Showed little or no evidence of incorporation of supervisory feedback received.</td>
<td>Showed some evidence of incorporating supervisory feedback into own views and behaviors.</td>
<td>Showed evidence of active incorporation of supervisory feedback received into own views and behaviors.</td>
<td>Initiates feedback from others regarding impact of own words and behaviors.</td>
<td>Initiates feedback from others regarding impact of own words and behaviors.</td>
</tr>
<tr>
<td>3</td>
<td>Took feedback contrary to own position as a personal affront.</td>
<td>Showed some defensiveness to critique through over-explanation of own actions--but without anger.</td>
<td>Demonstrated a balanced willingness to give and receive supervisory feedback.</td>
<td>Regularly incorporates</td>
<td>Regularly incorporates</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrated greater willingness to give feedback than to receive it.</td>
<td>Demonstrated greater willingness to receive feedback than to give it.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

5. **Awareness of own impact on others** (rated from Unaware [1] to Aware [5])

<table>
<thead>
<tr>
<th></th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Words and actions reflected little or no concern for how others were impacted by them.</td>
<td>Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.</td>
<td>Effort toward recognition of how own words and actions impacted others.</td>
<td>Initiates feedback from others regarding impact of own words and behaviors.</td>
<td>Regularly incorporates</td>
</tr>
<tr>
<td>2</td>
<td>Ignored supervisory feedback about how words and actions were</td>
<td>Responded as necessary to feedback regarding</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
negatively impacting others.

negative impact of own words and actions on others, but at times, with resentment.

feedback regarding impact of own words and behaviors to effect positive change.

6. **Ability to deal with conflict** (rated from Unable [1] to Able [5])

<table>
<thead>
<tr>
<th>1</th>
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<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Was unable or unwilling to consider others' points of view.</td>
<td>- Attempted but sometimes had difficulty grasping conflicting points of view.</td>
<td>- Always willing and able to consider others' points of view.</td>
<td>- Almost always willing to examine own role in a conflict.</td>
<td>- Was consistently open to supervisory critique about own role in a conflict.</td>
</tr>
<tr>
<td>- Showed no willingness to examine own role in a conflict.</td>
<td>- Would examine own role in a conflict when directed to do so.</td>
<td>- Was responsive to supervision in a conflict if it was offered.</td>
<td>- Initiated problem solving efforts in conflicts.</td>
<td>- Actively participated in problem solving efforts.</td>
</tr>
<tr>
<td>- Ignored supervisory advisement if not in agreement with own position.</td>
<td>- Showed no effort at problem solving.</td>
<td>- Would examine own role in a conflict when directed.</td>
<td>- Participated in problem solving when directed.</td>
<td>-</td>
</tr>
<tr>
<td>- Displayed hostility when conflicts were addressed.</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

7. **Ability to accept personal responsibility** (rated from Unable [1] to Able [5])

<table>
<thead>
<tr>
<th>1</th>
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<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Refused to admit mistakes or examine own contribution to problems.</td>
<td>- Was willing to examine own role in problems when informed of the need to do so.</td>
<td>- Monitored own level of responsibility in professional performance.</td>
<td>- Invited constructive critique from others and applied it toward professional growth.</td>
<td>- Accepted own mistakes and responded to them as opportunity for self-improvement.</td>
</tr>
<tr>
<td>- Lied, minimized or embellished the truth to extricate self from problems.</td>
<td>- Was accurate and honest in describing own and others roles in problems.</td>
<td>- Accepted own mistakes and responded to them as opportunity for self-improvement.</td>
<td>- Avoided blame in favor of self-examination.</td>
<td>-</td>
</tr>
<tr>
<td>- Consistently blamed others for problems without self-examination.</td>
<td>- Might blame initially, but was open to self-examination about own role in problems</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. **Ability to express feelings effectively and appropriately** (rated from Unable [1] to Able [5])

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Showed no evidence of willingness and ability to articulate own feelings.</td>
<td>– Showed some evidence of willingness and ability to articulate own feelings, but with limited range.</td>
<td>– Was consistently willing and able to articulate the full range of own feelings.</td>
<td>– Showed evidence of willingness and accurate ability to acknowledge others' feelings.</td>
<td>– Expression of own feelings was consistently appropriate to the setting.</td>
</tr>
<tr>
<td>– Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.</td>
<td>– Showed some evidence of willingness and ability to acknowledge others' feelings--sometimes inaccurate.</td>
<td>– Showed evidence of willingness and accurate ability to acknowledge others' feelings.</td>
<td>– Expression of own feelings was consistently appropriate to the setting.</td>
<td>– Initiated discussion of own feeling in supervision.</td>
</tr>
<tr>
<td>– Acted out negative feelings (through negative behaviors) rather than articulating them.</td>
<td>– Expressions of feeling usually appropriate to the setting--responsive to supervision when not.</td>
<td>– Willing to discuss own feelings in supervision when directed.</td>
<td>– Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients.</td>
<td>– Maintained clear personal-professional boundaries with clients.</td>
</tr>
<tr>
<td>– Expressions of feeling were inappropriate to the setting.</td>
<td>– Willing to discuss own feelings in supervision when directed.</td>
<td>– Was responsive to supervision for occasional insensitivity to diversity in professional interactions.</td>
<td>– Demonstrated consistent sensitivity to diversity.</td>
<td>– Satisfactorily ensured client safety and well-being.</td>
</tr>
<tr>
<td>– Was resistant to discussion of feelings in supervision.</td>
<td></td>
<td></td>
<td>– Used judgment that could have put client safety and well-being at risk.</td>
<td>– Appropriately safeguarded the confidentiality of clients.</td>
</tr>
</tbody>
</table>

9. **Attention to ethical and legal considerations** (rated from Inattentive [1] to Attentive [5])

<table>
<thead>
<tr>
<th>1</th>
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<th>5</th>
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</thead>
<tbody>
<tr>
<td>- Engaged in dual relationships with clients.</td>
<td>- Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients.</td>
<td>- Maintained clear personal-professional boundaries with clients.</td>
<td>- Demonstrated consistent sensitivity to diversity.</td>
<td>- Satisfactorily ensured client safety and well-being.</td>
</tr>
<tr>
<td>- Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self.</td>
<td>- Was responsive to supervision for occasional insensitivity to diversity in professional interactions.</td>
<td>- Appropriately safeguarded the confidentiality of clients.</td>
<td>- Used judgment that could have put client confidentiality at risk.</td>
<td>- Appropriately safeguarded the confidentiality of clients.</td>
</tr>
<tr>
<td>- Endangered the safety and the well being of clients.</td>
<td>- Used judgment that could have put client safety and well-being at risk.</td>
<td></td>
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<tr>
<td>- Breached established rules for protecting client confidentiality.</td>
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</table>
10. **Initiative and motivation** (rated from Poor Initiative and Motivation [1] to Good Initiative and Motivation [5])

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<tr>
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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often missed deadlines and classes.</td>
<td>Rarely participated in class activities.</td>
<td>Often failed to meet minimal expectations in assignments.</td>
<td>Displayed little or no initiative and creativity in assignments.</td>
<td>Met all attendance requirements and deadlines.</td>
</tr>
<tr>
<td>Missed the maximum allowable classes and deadlines.</td>
<td>Usually participated in class activities.</td>
<td>Met only the minimal expectations in assigned work.</td>
<td>Showed some initiative and creativity in assignments.</td>
<td>Regularly participated in class activities.</td>
</tr>
<tr>
<td>Met or exceeded expectations in assigned work.</td>
<td>Consistently displayed initiative and creativity in assigned work.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NOTIFICATION OF PROFESSIONAL PERFORMANCE CONCERN

To (notified student):

From (issuing faculty):

I. This is to notify you that your professional performance as defined in the Professional Performance Review Process (PPR) section of the HDC Student Handbook is rated below four (4) in the following area(s):

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Openness to new ideas</td>
<td>1 2 3 4 5</td>
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<tr>
<td>2. Flexibility</td>
<td>1 2 3 4 5</td>
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<tr>
<td>3. Cooperativeness with others</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. Willingness to accept and use feedback</td>
<td>1 2 3 4 5</td>
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<tr>
<td>5. Awareness of own impact on others</td>
<td>1 2 3 4 5</td>
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<tr>
<td>6. Ability to deal with conflict</td>
<td>1 2 3 4 5</td>
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<tr>
<td>7. Ability to accept personal responsibility</td>
<td>1 2 3 4 5</td>
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<tr>
<td>8. Ability to express feelings effectively and appropriately</td>
<td>1 2 3 4 5</td>
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<tr>
<td>9. Attention to ethical and legal considerations</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10. Initiative and motivation</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

II. Description of observation or events:
III. Performance Changes Required (describes specific performance changes needed in each area rated below a four):

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

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

Date: ____________________

Student: ______________________________________________________

Issuing Faculty: ______________________________________________