

# HANDBOOK COUNSELING Ph.D. PROGRAM

2023-2024

## Counseling Graduate Program

Department of Counseling and Human Services



Revised July 2023

## Table of Contents

PROGRAM DESCRIPTION .....	4
EXPECTATIONS OF STUDENTS, REQUIREMENTS BEYOND COURSES, EXAMINATIONS, AND THE DISSERTATION.....	4
SCOPE OF THIS HANDBOOK .....	5
MISSION STATEMENT .....	5
Program Objectives .....	5
UNIVERSITY ORGANIZATIONAL STRUCTURE .....	6
ACCREDITATION .....	7
MATRICULATION REQUIREMENTS .....	7
Ph.D. PROGRAM COURSE PREREQUISITES AND PLAN OF STUDY .....	7
DOCTORAL PROGRAM COURSES.....	10
REGISTRATION FOR COURSES.....	15
BACKGROUND CHECK AND CLEARANCE.....	15
CHS DOCTORAL STUDENT TEACHING MENTORING AND EVALUATION PROCESS	16
PRACTICUM AND INTERNSHIP POLICIES AND PROCEDURES .....	16
GRADUATE STUDIES AND DOCTORAL FORMS .....	17
DOCTORAL STUDENT AREA OF EXPERTISE .....	18
ADVISORS AND EXAMINATIONS .....	19
Initial Advising of Ph.D. Students .....	19
.....	19
.....	21
Research Skills .....	21
Comprehensive Portfolio (Candidacy Examination) .....	21
Submission and Review of Comprehensive Portfolio (Written Examination) Process .....	21
Defense of Comprehensive Portfolio (Oral Examination) Process.....	22
Earl 612 792 reW*nQ EMC /Span A MCID 38/Lang (en-US)BDC q0.00000912 4 0 1 24Tf1 0 (E)7,12 Tf1 0 0	





are encouraged to assist full-  
courses during the time they are completing their degrees. Students can visit the following link  
for general information on graduate assistantships at ODU:

<https://www.odu.edu/facultystaff/employee-services/graduate-assistantships>.

Doctoral students are expected to abide by all policies in this handbook, including meeting at appropriate times with their advisor, completing all forms in a timely manner, adhering to all program and university policies, demonstrating appropriate professional demeanor within classes and at their field placement sites, embracing a counselor identity, upholding ethical and professional standards, being committed to scholarship and academic excellence, and adhering to all deadlines.

### **SCOPE OF THIS HANDBOOK**

This handbook for Ph.D. students is designed to supplement the ODU Graduate Catalog (see at <http://catalog.odu.edu/graduate>). As a result, many policies and procedures set forth in the catalog are not repeated in this handbook but are binding on Ph.D. students. In the event a policy or procedure in this handbook conflicts with the ODU Graduate Catalog, the ODU Graduate Catalog provisions will prevail. However, this handbook may add additional requirements that are not stated in the Catalog and the Catalog specifically allows graduate programs to set additional requirements.

- Objective 3: Understand the theoretical and clinical applications of supervision and be able to employ supervisory skills with counselors and counselor trainees.
- Objective 4: Develop sound pedagogy and teaching methods which can be applied in teaching and presenting.
- Objective 5: Develop knowledge of research and program evaluation methods that can be applied at varied settings.
- Objective 6: Demonstrate ethical and culturally relevant leadership and advocacy practices.
- Objective 7: Demonstrate appropriate professional dispositions in the areas of professionalism, accountability/conscientiousness, self-regulation, and interpersonal skills.

### **UNIVERSITY ORGANIZATIONAL STRUCTURE**

The Counseling Graduate Program includes the following full-time faculty members: Dr. Nina Brown, Dr. Vanessa Dominguez, Dr. Emily Goodman-Scott, Dr. Tim Grothaus, Dr. Gulsah Kemer, Dr. Jeffry Moe, Dr. Ed Neukrug, Dr. Judith Preston, Dr. Lauren Robins, Dr. Alan Schwitzer, Dr. Stephanie Smith-Durkin, and Dr. Brittany Suggs, and part-time faculty members who change from semester to semester.

All faculty members in the Counseling Graduate Program are members of the Department of Counseling and Human Services (CHS). The Counseling Graduate Program is a part of that department and all faculty members in the program report to the Department Chair, Dr. Mark Refhuss

of the university, Dr. Brian O. Hemphill.

## **ACCREDITATION**

Accreditation of universities and university programs is voluntary. Universities and programs choose to seek accreditation to ensure that their academic programs meet the highest standards that have been set by academics, professionals, and professional associations throughout the United States. ODU is accredited by the Southern Association of Colleges and





## Pre-required Coursework for Counseling Ph.D. Program

Student Name: \_\_\_\_\_ Advisor Name: \_\_\_\_\_

**X = ODU**  
**completed Course**  
**= must Prefix &**  
**be taken Number G[N**

## DOCTORAL PROGRAM COURSES

In the ODU Graduate Catalog, please see the description of the counseling courses at <http://catalog.odu.edu/courses/coun/> and foundations courses at <http://catalog.odu.edu/courses/foun/>.

**COUN 670 Introduction to Counseling Supervision**  
**COUN**

**Counseling Ph.D. Program of Study Form (Sample)**

<b>Required Courses for Area of Expertise (12 credits required)</b>	
<b>*Example - Counselor Education</b>	
<b>Type of Course</b>	<b>Credit Hours</b>
Supervision Course - COUN 846	3

COUN 869	Advanced Supervised Practicum in Counseling	3
COUN/FOUN	Doctoral Level Elective Approved by the Advisor	3
<b>Total Hours:</b>		<b>9</b>
Recommended Additional Tasks:	Choose dissertation chair and committee members Presentation at a professional conference	

<b>Summer 2025</b>	
<b>Course</b>	

## Sequence of Course Offerings in Counseling Programs

**Course #**

**Course Title**

COUN 685	Diagnosis & Treatment Planning Mental Health Counseling	x	x	x
COUN 691	Family Systems and Family Development	x	x	x
COUN 695	Special Topics: Human Sexuality			x
COUN 695	Special Topics: Play Therapy		x	
FOUN 611	Introduction to Research	x	x	x
COUN 707	Adult and College Student Development	x		x
COUN 742	Advanced Counseling Theory & Practice			x
COUN 744	Advanced Group Counseling	x		
COUN 795	Special Topics: Trauma and Crisis Counseling	x		

FOUN 813	Advanced Program Evaluation		x	x
TLCI 814	Qualitative Research Design	x	x	x
FOUN Courses	Required and Elective FOUN courses may be accessed in LEO online or from the FOUN program			

**\*Please check EFL program as FOUN class offerings change from time to time\***

### **REGISTRATION FOR COURSES**

Doctoral students in collaboration with their advisor will develop a written plan for completing their degree that includes a schedule for registering for courses throughout the degree program during the first enrolled semester. This plan can be modified as needed, but any changes should be reviewed and approved by the faculty advisor.

Students may register for courses each term without consulting their faculty advisor. Faculty advisors may be contacted for registration advice if problems arise. If students are following the schedule of course completion developed previously with their faculty advisor, there should be no need for additional consultation regarding course selection. An exception to this would be when the sequence of course offerings are changed, such as those described above.

Full-time ODU professors have the authority to determine whether a student will be admitted to filled classes they are teaching. Students should contact the professor directly if they wish to enroll in a filled class. In the event an adjunct professor is teaching a filled counseling class, request for admission to that class should be directed to the Doctoral Graduate Program Director.

Students who wish to enroll in more than 12 credit hours in the Fall or Spring semester, or more than 9 hours in a Summer term must request permission prior to registering from the Doctoral Graduate Program Director. A signed form is required to complete registration when taking more than 12 credits in Fall or Spring or more than nine credits in Summer.

### **BACKGROUND CHECK AND CLEARANCE**

Old Dominion University requires a background clearance check of students before entering their field experiences. The background clearance must be successfully completed by the end of their first semester for **ALL** students, as this is a requirement before entering practicum or other field experiences.

The process to complete the ODU clearance background check is located at: <http://www.odu.edu/success/academic/teacher-education/placement/background-checks>. The

ODU clearance process includes: an FBI fingerprint, a child protective service/social service review, and a Virginia State Police sex offender registry review. Students are advised to complete this clearance process at least two semesters before starting practicum since the clearance process takes a minimum of eight weeks to complete.

Anyone who does not have satisfactory background check results on file will ***NOT*** be able to participate in Practicum/Internship. When obtaining their background check, it is important that the doctoral student read the instructions carefully and follow them accurately. Any delays in the processing background check could result in deferring application to the next semester. Please note there are specific instructions for candidates in the Hampton Roads area, outside the Hampton Roads area, and outside the state of Virginia.

Doctoral students check Leo Online for the results of their background check. They will be located under the test scores. If the results have not been posted within 8 weeks of submission, please contact Carol Smith-Giles at [csmith@odu.edu](mailto:csmith@odu.edu) or 757-683-3348. A score of passing.







by their advisor (e.g., couples and family counseling; LGBTQ issues in the schools; administration and program evaluation, and so forth). The dissertation topic must be closely related to the professional expertise area declared by the Ph.D. student. Professional expertise areas must reflect areas of expertise held by one or more full-time faculty members at ODU.

## **ADVISORS AND EXAMINATIONS**

### **Initial Advising of Ph.D. Students**

All newly admitted doctoral students will be advised by their assigned advisor during their first two semesters of study. The summer term is considered as a semester. Prior to the student enrolling in their first semester, the advisor will determine which prerequisite courses have been completed and which must be taken as advisor also will determine whether credits completed after the student earned their degree will transfer into the doctoral program. If transfer credits are approved, the advisor will file the Office of Graduate Studies Form G1 (Evaluation of Transfer Credits). Students should bring that completed form to the advising appointment if they wish to have courses transferred. It is unusual to approve more than 12 transfer credits. If it is anticipated that any of the doctoral

examination before

Studies Form G3 (Re-Validation of Out-of-Date Credit by Examination). Students should provide their advisor with that completed form at the time it is determined that the out-of-date courses have been validated through examination.

requirements, students are expected to read the ODU graduate catalog, the Darden College of Education and Professional Studies doctoral handbook, the ODU dissertation guide, and this handbook before asking questions.

plan for completing their degree programs. The advisors serve as mentors for students by assisting them in further developing their identity as a professional counselor and adopting professional approaches to their work and interactions with others. The advisor, as well as other faculty members, can also be very helpful in assisting students in finding employment as counselor educators or leaders in the counseling profession once they have completed their degree programs.

By ODU Office of Graduate Studies policy, each doctoral student must meet with their advisor during the month of April each year they are in the doctoral program (after having completed one full semester in the program; if a student has not completed a full semester by the first April in the program, the annual review appointment is not required). The doctoral student will complete the annual progress report and their advisor will add their comments and sign it after they have met and reviewed the form together. The annual progress report will be signed

advising folder. A copy of this form to be completed by doctoral students is included in the appendices of this handbook.

committee chair) sign several

documents completed and filed on their behalf. Students are asked to bring forms that are required to be completed for the degree to advising meetings, exams, or defenses. Students should be provided with a copy of all forms completed and signed by their faculty advisors and (, or de)6(f)-20(e)



submission and defense dates of the comprehensive portfolio.

5. On the scheduled date, the student delivers a Word or PDF version of their comprehensive portfolio to \_\_\_\_\_ their designee via email attachment.
6. \_\_\_\_\_ shares the portfolio with committee members to score.
7. Upon hearing from the committee members within a week, the advisor notifies the student and other committee members of the written examination results and proceeds to the oral examination.

The process for grading the written examination will be as follows:

1. \_\_\_\_\_ portfolio to other two committee members and will ask them to provide their votes on each separate question and sections of the option student selected by no later than one week.
2. In the event a committee member believes they cannot grade \_\_\_\_\_ answers because of a lack of expertise, their vote will be based on the questions and option sections they do grade. Committee members will vote pass or fail on each question and option sections on each questions and option sections to pass the written candidacy examination. If any of the questions and option sections \_\_\_\_\_ arrange for another time to retake the question(s) that was (were) \_\_\_\_\_ grade.
3. Committee members will read the portfolio within one week of receipt and will report \_\_\_\_\_ visor their pass or fail vote. If no vote is submitted within one week of receiving the paper and an extension of time to grade the paper has not been \_\_\_\_\_ that committee member will be recorded as an abstention. Two committee member

submission of written examination and should last no longer than one hour.

Student will not have access to the oral candidacy examination questions prior to the scheduled meeting. Successful completion of the comprehensive portfolio defense is based upon -up questions to the written examination were appropriately and comprehensively addressed.

student and report to the Graduate Program Director within one day.

Once the oral candidacy examination has been passed, the student will complete the relevant part of the Office of Graduate Studies Form D3 (Result of Doctoral Examination or Requirement; see at <https://www.odu.edu/content/dam/odu/offices/graduate-studies/docs/forms/doctoral-level/d3-result-of-doctoral-examination-or-request.pdf>). The student will obtain their will then sign, obtain necessary signatures, and submit the form to the appropriate offices.

If a student fails the oral candidacy examination, they must take and pass the examination prior to the end of the next semester. The written candidacy examination does not have to be retaken if it was passed earlier. Failure to retake a failed oral examination by the end of the next semester or failing to pass the oral exam on the dismissal from the doctoral program.

### **Comprehensive/Candidacy Examination Portfolio**

Read each question carefully and formulate your response to answer the specific question being asked.

Prepare your answers to the examination questions in a Word document with APA formatting. As you are p2 reW\*n355W\*n355W\*Tm0 G1d07.1 Tm0 Goh92 rGt 0 612 792Tm0 G334.6 Tm0 G( )





the student is expected to reflect on their leadership and service experiences in at least two different departmental, college, school, local, regional, national, and/or international organizations and/or associations. The statement must also include ethical and culturally sustaining leadership experiences and perspectives of the student.

2. Submission of a 3-page double-spaced *teaching philosophy statement* informed by theory the student is expected to reflect on their solo teaching (2 content-based HMSV) and/or co-teaching (2 content-based teaching experiences and perspectives of the student).
3. Submission of a 3-page double-spaced *counseling orientation statement* informed by the student is expected to

identified a faculty member who the student probably will ask to chair the dissertation committee, the student may begin to work informally with that faculty member. Both the doctoral student and the faculty member will have the understanding that the student may change their mind about whom they will select to chair their dissertation up until the



of Out-of-service will be granted an extension of time for the period of their military service, not to exceed five years.

### **CONTINUOUS ENROLLMENT REQUIREMENT**

After successfully defending their dissertation proposal, doctoral students must register for at least one credit each term (fall, spring, and summer) until they graduate. Normally, Ph.D. students will register for at least 3 credits of dissertation each term they are doing work on their dissertation after their dissertation proposal has been approved. Special permission from the Graduate Program Director must be obtained to register for fewer than 3 credits of dissertation in any semester in which dissertation credits are earned. Doctoral student candidates who fail to register each term without requesting and receiving a leave of absence may be dismissed from the doctoral program.

A candidate who finds it necessary to be excused from registration for a semester must report formally, before the beginning of the semester, to the dissertation committee and the

complete the first draft of the first three chapters of their dissertation. Students will complete this task according to the schedule developed by the faculty member who is teaching COUN 898. The faculty member teaching COUN 898 will defer to the specifications and expectations of the faculty member the student intends to chair their dissertation committee. Students and their dissertation committee chairs, or intended dissertation committee chairs, must plan to meet on a regular basis during the semester in which the student is enrolled in COUN 898. In addition, dissertation committee chairs, or intended dissertation committee chairs, must be willing to provide students with regular feedback on their writing as they complete sections of the three chapters of the dissertation that they will complete during the semester. The faculty member who teaches COUN 898 will provide feedback to students on their chapter drafts. However, a student should follow the directives of their dissertation committee chair or intended dissertation committee chair in the event there are conflicts in the feedback of the faculty member who teaches COUN 898 and their chair or intended chair.

In the event a student completes COUN 898 without completing the first draft of the first three chapters of their dissertation, the student will be awarded a grade of Incomplete if the student has made some progress toward completing the draft. If progress has not been made at an acceptable level, the student will receive a grade of Incomplete. In the event a student does not

## **Human Subjects Approval**

Before students may begin to collect data for their dissertation study, they must submit

All counseling doctoral students who have not yet defended their dissertation proposals are encouraged to attend so that they can appropriately prepare for their own proposal defense when that time arrives. The dissertation proposal defense is a formal academic event and should not include any social or ceremonial activities. Family and friends are welcome to wait outside the proposal room.

At the proposal meeting, the dissertation committee chair will introduce the student, the other committee members, and guests. The student will be asked to briefly summarize their proposed study and then will answer any questions posed by dissertation committee members. The dissertation committee chair may, at their discretion, ask if any guests have comments to make regarding the dissertation proposal. The committee chair may ask other committee members or the doctoral student making the dissertation proposal to respond to comments from guests. The dissertation committee members will then confer in a closed meeting regarding the dissertation proposal and will determine, by majority vote, whether the student may proceed with the study and, if so, which modifications the student must make in their proposal plan or document. In the event the dissertation proposal is not accepted by majority vote, the student will work with the dissertation committee chair in preparing another proposal document and another dissertation proposal meeting will be scheduled once the dissertation committee chair is satisfied with the revised proposal. After the committee has completed its deliberations, the results will be announced verbally to the student and any guests who are in attendance.

After the dissertation proposal meeting has ended, the dissertation committee chair will notify the Graduate Program Director of the results. The doctoral student will complete the form, obtain necessary signatures, and submit Graduate Studies Form D3 (Result of Ph.D. Examination or Requirement) to the Graduate Program Director who will sign and file the completed form. Note that a student is not allowed to defend their dissertation proposal and final dissertation in the same semester.

### **Completion of the Dissertation Research Project**

Once doctoral students have completed their comprehensive portfolio, have obtained human subjects approval, and their dissertation committee has approved their dissertation proposals, they may collect the data for their dissertation research projects. Students should work closely with their dissertation committee chairs throughout the time they are collecting and analyzing their data and writing their final three dissertation chapter drafts.

### **The Dissertation Defense**

The formal defense should not be scheduled by the dissertation committee chair until they are satisfied with the dissertation document and believes that the other dissertation committee members will be satisfied with it as well. The defense is a formal academic event and should not include any social or ceremonial activities.

Doctoral students and their dissertation committee chairs should take note each semester of the deadline for holding dissertation defenses for students who wish to graduate that semester. Completed dissertations with completed forms must be submitted to the Office of Graduate Studies no later than the last day of classes of the semester in which the student expects to graduate. To ensure that students graduate the semester that they plan to graduate, it may be necessary to schedule dissertation defense dates no less than three weeks in advance of the last day of classes for that semester. If final dissertation copies are not submitted to the Office of Graduate Studies by the last day of classes, students will not graduate that semester, and will have to wait until the end of the next semester. Any exceptions to this policy must be requested

completed dissertation, the chair will schedule the dissertation defense meeting. The chair will ensure the other faculty members are available for the meeting and will secure a time and place for the meeting to be held. The graduate program director or dissertation committee chair will place an announcement in the university wide announcements inviting the university community to attend and will invite department full-time and part-time faculty members and all current





[dissertation/docs/thesis\\_dissertation\\_guide.pdf](#)).

- 6) After the submission, the ETD will email and ask the candidate to revise the dissertation document if they find any issues; otherwise, they will email the candidate to let them know that their dissertation will be published on ProQuest soon.

## **COUNSELOR LICENSURE AND CERTIFICATION**

Ph.D. counseling students are encouraged to become licensed as Professional Counselors or School Counselors in Virginia or the jurisdiction in which they plan to live and work. Students who plan to work as school counselors should become licensed as school counselors by the State

with their faculty advisor or with other members of the faculty who are familiar with available credentials.

If a student wishes to graduate meeting the requirements for both school counseling and mental health counseling, they must meet the degree requirements for both CACREP accredited concentrations. This would include meeting the curricular requirements for each concentration and a minimum of a 600-clock hour internship for **each** concentration, for a total of 1200 hours of internship. The awarding of the degree(s) must occur simultaneously.

## **PERSONAL COUNSELING**

Counseling graduate students are encouraged by the faculty to seek personal counseling services during the time they are enrolled in the counselor preparation program. In keeping with the philosophy that counseling services can be helpful to all persons, not just individuals who have emotional or mental disorders, graduate students are encouraged to learn about themselves from being a client in a counseling relationship. In addition to self-exploration, being a client provides counseling students with the opportunity to experience what they ask their clients to do, which helps counseling students empathize more fully with clients who seek counseling services.

Although counseling graduate students may engage in conversations with counseling faculty members regarding personal matters in the course of their studies, it is inappropriate for counseling faculty members to become a counselor for a counseling graduate student. Faculty members and counseling graduate students should maintain their roles as professor and student at all times and are not ethically allowed to engage in counseling or personal relationships.

ODU graduate students are entitled to free individual counseling sessions through ODU Counseling Services. Counseling students who seek services in the center should identify themselves as counseling graduate students so they will be assigned to mental health professionals who are not students themselves in the ODU Counseling Graduate Programs. Privacy of counseling graduate students is insured by ODU Counseling Services staff members. ice provides psychoeducational groups on topics of interest to graduate students and emergency mental health services.

In addition to counseling services provided to students on the ODU campus, counseling graduate students may seek counseling through private practitioners in the community. Students who seek counseling in the community may be eligible for third party reimbursement for counseling services if they have a personal health insurance plan that reimburses for such services. Students who seek private counseling services in the community are encouraged to utilize the services of Licensed Professional Counselors (LPCs).

## **GRADE APPEALS**

In the event a student believes that a final grade for a course is unfair, the procedure for appealing a grade that is set forth in the ODU Graduate Catalog must be followed. Only final

grades in courses may be appealed.

## **POLICY FOR STUDENT RETENTION, REMEDIATION, AND DISMISSAL FROM THE PROGRAM**

### **Academic Concerns**

#### **General Academic Concerns**

In addition to the academic probation and suspension policy in the ODU Graduate Catalog, degree-seeking students in counseling graduate programs who earn a grade of C+ or lower (which includes grades of U) in a graduate course in their academic program are considered to be making unsatisfactory academic progress. In the event a student earns one or two grades of C+ or lower in a semester or summer term, the student is required to meet with their advisor prior to the beginning of the next semester or summer term or during the early part of the next semester or summer term to discuss reasons and to develop strategies in an attempt to avoid additional unacceptable grades. Upon earning a third grade of C+ or lower in a graduate course, a student will be academically suspended from the program and may not register for additional graduate courses in the counseling program. Suspended students who wish to be considered for reinstatement in the graduate program must follow the procedures set forth in the ODU Graduate Catalog.

The ODU Graduate Catalog states that students who have less than a 3.0 graduate grade point average on courses earned at ODU will be placed on probation and may be suspended if conditions set forth in the catalog are not met.

Doctoral students who do not meet the requirement for continuous enrollment and do not have a leave of absence approved previously will be suspended from the degree program.

Doctoral students who fail the comprehensive portfolio or the doctoral final examination (oral defense of the dissertation) twice will be suspended from the degree program.

All of the suspensions listed above are administrative in nature and there is no appeal for students who have been suspended for the reasons listed above. Students are notified by the Graduate Program Director that they have been suspended from the program and the Dean of the College and Registrar will be notified of such suspensions.

#### **Key Performance Indicators (KPI's)**

The doctoral program has developed a series of Key Performance Indicators that each  
five CACREP content areas (See  
the program.

of the nine areas, the faculty member who gave the grade will discuss with the student ways that the student can improve in this area prior to being assessed on the second KPI. If the student who

the first KPI, but below on the second, the faculty member who gave the grade on the second KPI will discuss with the student ways that the student can improve in that area.

## **Dispositional Concerns**

### **Key Professional Dispositions**

The Counseling Program has developed a series of Key Professional Dispositions with which contain four broad behavioral dispositional areas broken down into 18 traits or behaviors (see Appendix II). students are assessed twice, first in COUN 846 (Advanced Supervision) and then in COUN 869

the student about steps they can take to develop positive skills in this area. If a student receives

areas

the student can work on that area. Lack of improvement in one or more of the broad behavioral dispositional areas can be cause for dismissal from the program.

### **Policy on Student Remediation and/or Dismissal from The Programs in The Darden College of Education and Professional Studies (DCEPS)**

The goal of this policy is to provide an avenue to support student success in the Darden College of Education and Professional Studies. All students are expected to follow the ODU Code of Student Conduct, the Technical Standards, and appropriate professional standards identified by the program.

At any point in the program, if a faculty member has serious concerns about any of the

the personal or professional characteristics of a student that may call i fitness for the Counseling doctoral program, the faculty member shall, after confidential consultation with one or more full-time faculty members in the program, initiate the process outlined below. Issues related to violations of the Code of Student Conduct, including academic integrity violations (e.g., plagiarism, cheating, facilitation, and/or fabrication) should be addressed by the Office of Student Conduct & Academic Integrity.

1. The faculty member, accompanied by an additional full-time faculty member, will first address the student individually to identify the concerns and determine if a plan for addressing the problem is feasible.
2. If the situation of concern is not resolved at the conclusion of the conference with the student, or in the event a plan has been developed to address the problem but the requirements set forth in the plan are not met, the faculty member will send a private memo

student and summarizing the conference that took place with the student and/or the established plan.

3. The Program Director, or designee, will seek input pertaining to the situation from the student and may hold a meeting with the student and faculty member to attempt to resolve the issue. If prior attempts by the faculty member to resolve the issue are deemed insufficient or the meeting with the Program Director or designee, and the faculty member, and the student does not result in a resolution of the issue, the Program Director or designee will alert the Department Chair of the situation and will then call a private program faculty meeting to discuss the concerns.
4. The program faculty will discuss the situation in a private meeting. The faculty can decide not to take action or can consider a recommendation deemed appropriate for the situation. Some possible recommendations include: asking the student to participate in personal counseling or some other self-reflective, change-oriented experience; asking the student to sign a professional development plan in which expected behaviors are detailed; asking the student to take additional coursework or activities to complete the degree; asking the student to take a leave of absence from the program for a period of time; asking the student to permanently withdraw from the program; or referring the case to the Office of Student Conduct & Academic Integrity. A letter describing the problem, the steps taken leading up to the private meeting, and the recommended remediation will be written. A copy will be placed
5. The Program Director or designee will then meet with the student to inform him/her of the student will be given a copy of the letter placed in their records.
6. If the student does not voluntarily agree to follow the recommendations provided by the faculty, the student may request a review with the Department Chair. The request must be made in writing and must specify the reasons why the student feels the recommendations are inappropriate.

10. office. The Chair or designee associated with the student and the student will have the right to challenge, for valid cause, any or all of the members of the committee and, in that event, replacements will be appointed and no further challenge will be permitted. The committee will be asked to decide whether to require the student to take the recommendations of the Department Chair. The committee will interview the Chair, the Program Director or designee, the faculty member or faculty members who initiated the concern about the student, the student, and other pertinent witnesses as well as all related documentation. The committee, after careful deliberation, will make its recommendation to the Department Chair, who will relay the information in the form of a letter to the Department Chair, Program Director or designee, and the student.
11. If the Program Director or designee, or the student believes that the established procedures for the appeal have not been followed, an appeal for a rehearing may be made to the Dean of

Sleeping in class/other inappropriate times  
Frequent intoxication

Emotional Signs

Inappropriate emotional outbursts



## **STUDENT COMPLAINT PROCEDURE**

Although the University and its Colleges have a variety of procedures for dealing with student-

and Chair

- e. A detailed description of the relief sought
- C. STEP 3 Investigation. The Chair may designate a faculty member to investigate the complaint. If the Chair is the subject of the complaint, the student shall contact the academic Dean who will designate a faculty member to investigate the complaint. The person investigating the complaint will meet, either independently or collectively, with the student and the person who is the subject of the complaint within 10 business days from the filing of the complaint. The decision should be issued in writing to the student and the faculty member within 20 business days of the date the complaint is filed. The complaint process is not intended to be an adversarial hearing and both the interviews of the student and the faculty member will usually be conducted without the other present.
- D. STEP 4 - Appeal Procedure. If the student is not satisfied with the resolution in Step 3, the student may file a formal appeal with the appropriate academic Dean. The appeal must be filed within five business days after the decision in Step 3 has been sent. The





**Ph.D. ANNUAL PROGRESS REPORT FORM COUNSELING  
OLD DOMINION UNIVERSITY**

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Date of Interview: \_\_\_\_\_ (Must be completed by April 1 each year.)

**Courses Completed**

Have you performed adequately in courses you completed during the past year?

### **Mentors**

Who do you consider to be your mentors? List below. If additional mentors have been suggested, list them below. If JETQq0.00000912 0 612 792 reW\*nBT/F1 12 Tf1 0 0 1 78.0273708.22 Tm0 g

## FACULTY PROFILES

Below are background summaries of the full-time faculty members in the Counseling Graduate Program. Each faculty member also has a web page accessed at <https://www1.odu.edu/chs/academics/counseling>.

**Dr. Nina Brown**  
[nbrown@odu.edu](mailto:nbrown@odu.edu)

Dr. Nina W. Brown is a Professor and Eminent Scholar of Counseling. Her scholarship interests include group counseling and psychotherapy, narcissism, and psychoeducational groups. Dr. Brown received her Ed.D. from The College of William and Mary. She is a Licensed Professional Counselor (LPC) and National Certified Counselor (NCC).

**Dr. Vanessa N. Dominguez**  
[vdomingu@odu.edu](mailto:vdomingu@odu.edu)

Dr. Vanessa Dominguez serves as the Clinic Director for the CHS Counseling Center and is a Clinical Assistant Professor at ODU. Her primary clinical and research interests include individual and relational stability in underserved populations, particularly for LGBTQ+ communities, transgender mental health, mindfulness stress reduction-based and trauma-informed approaches, social determinants of health impacting treatment adherence, as well as training counseling and other allied helping professionals in Integrated Behavioral Health (IBH) settings. She received her

University of Central Florida (UCF) and her PhD in Counseling at ODU. She has dedicated the majority of her career to promoting safe, healthy, and satisfying relationships. Dr. Dominguez is a Licensed Marriage and Family Therapist in Florida and Resident in Counseling in Virginia.

**Dr. Emily Goodman-Scott**  
[egscott@odu.edu](mailto:egscott@odu.edu)

Dr. Emily Goodman-Scott is an Associate Professor of Counseling at ODU. Her research interests include research interest is in school counseling including multi-tiered systems of support; preparation, and practice; counseling children with special needs; and prevention. She earned both a Ph.D. and M.A.Ed. from Virginia





**Dr. Lauren Robins**  
[lrobin@odu.edu](mailto:lrobin@odu.edu)

Dr. Lauren Robins is a



**6.B.3  
Teaching**

Students will learn effective methods of teaching that includes active learning.

*Teaching Presentation:* Students will present a lesson on how to teach a particular course in counselor education. They will use teaching guidelines that they have studied to plan both the process and content of

	<p>advocacy practices.</p>	<p>counseling or counselor education. Students will read/analyze leadership models/theories. Students will determine leadership opportunities at the program/local/state/regional/national levels and identify at least two opportunities that appeal to their professional interests and leadership abilities. Further, students will write a 5-10-page paper that includes an analysis of their leadership style, leadership opportunities, leadership theory/model, an action plan for leadership contributions, and ethical, cultural, and advocacy issues related to leadership.</p> <p>Class: Coun 801</p>	<p>b) Introduction: overview, purpose, rationale, problem statement, significance, and multicultural-social justice concerns</p> <p>c) Critical Literature Review: Locate the problem focus and study within the context of current scholarship, reference pertinent theories and models,</p> <p>d) Baseline Method: Description of, setting, stakeholders, and key informants, processes for engagement and collaborative problem identification, awareness of systems-level concerns, and proposal for collecting baseline data related to identified problem.</p> <p>e) Proposed Intervention: Describe a change, intervention, or action that could be implemented at</p> <p>making sure it is grounded in the problem and the lived experience of your collaborative stakeholders.</p> <p>f) References and APA style</p> <p>Class: Coun 848</p>
--	----------------------------	--	---

**APPENDIX II: KEY PROFESSIONAL DISPOSITIONS**

<b>Counseling Dispositions Assessment Tool</b>						
	<b>Expectations Indicator</b>					
<b>Behavioral Domains</b>	5	4	3	2	1	
	<b>Exceeds (Demonstrates Competency)</b>	<b>At Level (At Competency)</b>	<b>Near (Developing Competency)</b>	<b>Below (Insufficient or Unacceptable)</b>	<b>Harmful</b>	<b>Unable to Observe (UO)</b>
<b>Professionalism</b>						
1. Demonstrates ethical behavior as per the ACA code of ethics						
2. Adapts to expectations/professional requirements in clinical/school settings						
3. Uses effective communication						
4. Demonstrates reflective practice (self-reflection about counseling practice)						
5. Demonstrates multicultural and diversity-sensitive practice						
6. Demonstrates professional demeanor appropriate for setting						

