**Counseling Internship**

EPCE 5094

3 Credit Hours

**Summer 2015**

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**Office Hours:** TBA

**Meeting Time/Place:** TBA

Education

1. **Course Goals**:

By the end of the semester, each student will be able to demonstrate appropriate progress toward the ability to:

* Be able to develop and implement a Treatment Plan.
* Be able to understand an implement the ACSA National Model.
* Be receptive to supervisory feedback and participate in the supervision sessions.
* Actively and constructively participate in peer group supervision.
* Demonstrate skillful use of core counseling skills learned in EPCE 5360.
* Conduct intake assessments and based on this information make appropriate recommendations in accordance with the ACA Code of Ethics for counseling services.
* Conceptualize clients’ situations in a way that provides constructive direction to the counseling process. Implement counseling theory.
* Use a variety of counseling techniques, procedures and resources as appropriate.
* Articulate a coherent, personalized counseling approach that is adequately based in counseling theory and research and is used in one’s actual counseling practice.
* Examine how counselor behavior affects clients and how clients’ behavior affects counselors. Incorporate multicultural theories and multicultural counseling competencies.
* Develop clear and useful treatment or educational plans.
* Evaluate clients’ abilities, personality traits, and preferences through selecting, administering, and interpreting standardized and non-standardized appraisal instruments and through collection of other information.
* Demonstrate the ability to consult and coordinate with other professionals and/or parents of clients.
* Make an appropriate referral for persons who require services beyond those available at the site.
* Conduct psychoeducational classes, workshops or presentations.
* Accurately assess one’s own strengths and limitations as a counselor and identify specific areas for work and improvement.
* Engage in professional and ethical conduct.
* Be aware of ACA and its divisions.
* Be aware of the Program Evaluation.

1. **Conceptual framework**

The conceptual framework encompasses the college’s [nine initiatives for change](http://sharepoint2010.itts.ttu.edu/EDUC/Education%20Archives/Big%20Nine%20Initiatives/Big%209%20Overview/Hovey%20wordsmithing%20of%20Ridley's%20022312%20revisions.docx). The essence of the framework is captured by the challenge, “Leading a Revolution in American Education.” This revolution, and thus the conceptual framework, has four major thrusts: 1) transforming educator/counselor preparation, 2) transforming client/university partnerships, 3) transforming educational research; and 4) transforming reward systems. All components are interrelated.

**A. NCATE Transformation**

Across the nation there are calls to drastically reform educator preparation, and Texas Tech University is responding by transforming its programs to meet those demands. A basic part of this transformation is rethinking how education and helping professionals are prepared. Becoming counselors and counselor educators means we must rethink how we advocate, disseminate knowledge, and conduct research. Doing so will transform Texas Tech counselor preparation programs from maintainers of the status quo to innovative leaders preparing counselors to meet the academic and economic challenges of the 21st Century. As such, this course takes into account both NCATE and CACREP accreditation standards.

“Leading a Revolution in American Education” is more than a theme; it captures several initiatives that are transforming educator preparation at the university. Many aspects of these reforms are found throughout this course—reforms that will change you.

* You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher level skill and product competencies you will develop.
* You will learn what is valued by employers and counseling professionals. State and national standards (i.e., *ASCA National Model*, Advocacy Competencies, Multicultural Counseling Competencies, codes of ethics), CACREP accreditation standards, professional literature, a variety of focus groups, and counseling supervisors/employers were all involved in determining the learning outcomes for this course.
* Instruction will be connected to improve beneficence within the profession as well as positive outcomes of clients/students you will be counseling.
* This course does not stand alone, but is part of an integrated program that has well-articulated and distinctive outcomes.

Products for both the Master’s degree in Clinical Mental Health Counseling and the Master’s degree in School Counseling listed as follows:

**1). Distinctive Products: EPCE: School Counseling and Clinical Mental Health Counseling Programs**

* **MEd – School Counseling**
  + **Implement the ASCA National Model, a model whereby school counselors create, implement and evaluate the impact of value-added programs and services responsive to the needs of the school and all stake-holders.**
* **MEd – Clinical Mental Health Counseling**
  + **Create, implement and evaluate the impact of treatment plans and programs that serve the needs of the clients, communities, and agencies where our graduates are employed.**

**2). Distinctive Assessments for Master’s Programs (EPCE 5094 is a Phase 3 class)**

* Students will successfully complete 600 clock hours over 2 semesters at a school or mental health counseling site.
* Students will provide effective counseling services to students and clients at their site.
* Students at school settings will effectively use a school counseling website.

1. **Counselor Education Technology Competencies**

Specific technology courses covered in this course include:

1 Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic database, 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.

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

1. **CACREP Standards**

CACREP standards are imbedded within the course and can be viewed at httphttp://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf. Specific standards taught in this course are listed as follows:

II.G.1. PROFESSIONAL ORIENTATIONS AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/ interorganization collaboration and communications;

d. self-care strategies appropriate to the counselor role;

f. professional organizations, including membership benefits, activities, services to members, and current issues;

g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

II.G.2.d. individual couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

III. PROFFESIONAL PRACTICE - Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

SUPERVISOR QUALIFICATIONS AND SUPPORT

A. Program faculty members serving as individual or group practicum/internship supervisors must have the following:

1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.

2. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.

3. Relevant supervision training and experience.

B. Students serving as individual or group practicum student supervisors must meet the following requirements:

1. Have completed a master’s degree, as well as counseling practicum and internship experiences equivalent to those in a CACREP-accredited entry-level program.

2. Have completed or are receiving preparation in counseling supervision.

3. Be supervised by program faculty, with a faculty-student ratio that does not exceed 1:6.

C. Site supervisors must have the following qualifications:

1. A minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.

2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.

3. Knowledge of the program’s expectations, requirements, and evaluation procedures for students.

4. Relevant training in counseling supervision.

D. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

E. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.

INTERNSHIP

III.G. The program requires completion of a supervised internship in the student’s designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experiences of a professional counselor appropriate to the designated program area. Each student’s internship includes all of the following:

* 1. At least 240 clock hours of direct services, including experience leading groups.
  2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
  3. An average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
  4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
  5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
  6. Evaluation of the student’s counseling performance throughout the internship including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

CLINICAL MENTAL HEALTH COUNSELING

FOUNDATIONS

A. Knowledge

2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.

3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.

4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).

8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

COUNSELING

C. Knowledge

3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).

5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling service network.

7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

9. Understands professional issues relevant to the practice of clinical mental health counseling.

D. Skills and Practices

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.

2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.

4. Applies effective strategies to promote client understanding of and access to a variety of community resources.

5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

6. Demonstrates the ability to use procedures for assessing and managing suicide risk.

7. Applies current record-keeping standards related to clinical mental health counseling.

8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.

4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.

2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.

3. Demonstrates the ability to modify counseling systems, theories, techniques and interventions to make them culturally appropriate for diverse populations

ASSESSMENT

G. Knowledge

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

H. Skills and Practice

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation of interpretation of assessment protocols.

2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.

RESEARCH AND EVALUATION

I. Knowledge

2. Knows models of program evaluation for clinical mental health programs.

3. Knows evidence-based treatments and basic strategies for evaluation counseling outcomes in clinical mental health counseling.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of clinical mental health counseling.

2. Develops measureable outcomes for clinical mental health counseling programs, interventions, and treatments.

DIAGNOSIS

K. Knowledge

1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM*).

2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.

L. Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM,* to describe the symptoms and clinical presentation of clients with mental and emotional impairments.

2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

SCHOOL COUNSELING

FOUNDATIONS

1. Knowledge

2. Understands ethical and legal considerations specifically related to the practice of school counseling.

3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.

4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.

5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.

6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

B. Skills and Practice

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.

2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.

3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.

4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to divers individuals, groups, and classrooms.

2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

ASSESSMENT

G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

H. Skills and Practices

1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.

3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

4. Makes appropriate referrals to school and/or community resources.

5. Assesses barriers that impede students’ academic, career, and personal/social development.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.

3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

J. Skills and Practice

1. Applies relevant research findings to inform the practice of school counseling

2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences

3. Analyzes and uses data to enhance school counseling programs.

ACADEMIC DEVELOPMENT

L. Skills and Practices

1. Conducts programs designed to enhance student academic development.

2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

COLLABORATION AND CONSULTATION

N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in schools.

2. Locates resources in the community that can be used in the school to improve student achievement and success.

3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

4. Uses peer helping strategies in the school counseling program.

5. Uses referral procedures with helping agents in the community (e.g., mental health center, businesses, service groups) to secure assistance for students and their families.

LEADERSHIP

P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent educational programs, materials used in classroom guidance and advisor/advisee programs for teachers).

1. **Course Purpose**

The purpose of EPCE 5094 is to help students implement counseling skills into counseling practice. Through direct supervision, students will counsel a minimum of 300 hours at their internship site. These 300 hours are in addition to class attendance of 3 hours each week. From the 300 hours, a minimum of 120 hours must be obtained in Direct Counseling.

**VI. Course Description**

This 3 credit hour course provides an opportunity for students to have direct experience and interaction with individuals and groups seeking counseling services. Weekly supervision is provided on observed, recorded, and reported experiences in field settings. EPCE 5094 is a variable credit course. EPCE 5094 (2 hours) taken over three semesters with 12-13 hours per week at the internship site, or EPCE 5094 (3 hours), taken two semesters with 20-25 hours per week at the internship site, each semester, fulfills degree plan requirements for the internship experience. During summer, EPCE 5094 taken for 3 hours requires 300 hours at the internship site during May, June and part of July. During summer this averages 25-30 hours per week. Students may not enroll in more than 3 semester hours of Internship (EPCE 5094) each semester (includes Fall, Spring & Summer).

* 1. **Prerequisites**

Prerequisites: Admission to the EPCE program and completion of EPCE 5360. Students cannot enroll in more than 3 semester hours of EPCE 5094 each semester, including summer sessions.

* 1. **Methods of Instruction**

This course utilizes didactic teaching, group discussions, group supervision, taped sessions, and research articles. Students are evaluated through taped sessions, site supervisors evaluations of students, written summaries of research articles, and ability to comply a portfolio.

# Course Objectives/Learning Outcomes and Assessments

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| --- | --- |
| **Student Learning Outcomes: At the conclusion of the course, students will:** | **Assessments: Assessments will be made as follows:** |
| Demonstrate the use of a variety of counseling skills, techniques, procedures, and resources. (CACREP III.; CMHC A.38; C.37; D.12479; E.34; F.123; G.1; H.1; I.23; SC A.356; C.1245; D.15; H.4; N.45) | Students will demonstrate these skills in class. Students will demonstrate how to implement theory into practice. Students will present a tape transcript for evaluation. |
| Demonstrate a knowledge of counseling practice including how to conduct an intake interview, treatment planning, case conceptualization, and use this information in the site to conduct programs for students, parents, and teachers as part of the *ASCA National Model (*CACREP CMHC C.5; D12; G1; H12; J2; SC C.245; H.1235; J.23; L.13; P.12) | Students will be evaluated by their site supervisor; students will be evaluated by the University professor and students will present for evaluation a case study in class. |
| Implement the Advocacy Competencies, Multicultural Competencies and the *ASCA National Model*. (CACREP  II.G.2.d; CMHC E.34; F.23; SC A.5; B.2; E.124; F;123; I.13) | Students will implement the models via case conceptualizations include information about parents, counseling tapes, and role plays. These assignments will be evaluated. |
| Articulate their counseling approach based on theory, research, and multicultural and advocacy competencies. (CACREP II.g.1.j.; III; CMHC E.34; F.2; G.1; SC B.2; C.1: F.23) | Students will discuss their theory as well as other theories in class. Students will complete a portfolio that will be graded by the University professor. |
| Develop accurate treatment or educational plans, make appropriate referrals, make appropriate client assessments. (CACREP CMHC D.1249; F.12; SC D.5: H.4: N.2) | Students will be evaluated by class discussions and by their internship tapes. Students will be evaluated by their site supervisor. |
| Engage in appropriate professional and ethical conduct.( CACREP II.g.1.j; CMHC A.2; B.1; SC A.2; B.1; E.1) | Students will be evaluated by the University professor regarding ethical behavior in class and at their internship site; students will turn in a written summary of an “Ethics At-Risk” tape; students will conceptualize a case involving an ethical dilemma; students will demonstrate knowledge of ethical decision-making. |

# Course Requirements/Methods of Evaluation Employed

**\*Counseling Tapes**

Students will turn in a minimum of 2 tape transcripts for evaluation as assigned by the professor. Permission forms must be signed by the client for taping. (More than 2 tape transcripts may be assigned) (CACREP III. H. 5; School Standards D).

**The tape must include** (A)Intern Evaluation Feedback Form, (B) Counselor-In-training Counseling Competencies Rubric, (C) Statement indicating Release Form was signed, (D) interview record form, (E)10-15 minute Typescript with responses identified (typescript must be **7-8 pages**, double-spaced), and (F) Frequency Count.

**Tape 1 is Due: June 2: Tape 1 for Internship II**

**June 8: Tape 1 for Internship I**

**Tape 2 is Due: June 23: Tape II**

NOTE: Since these tapes will be listened to and reviewed by the your site supervisor, and the tape transcripts will be reviewed by the professor, doctoral student and students enrolled in this class, please be sure your client signed permission form states this.

**Journals**

Journal articles may be assigned depending on class topics and student needs. Also journal articles may be assigned by the site supervisor.

**Assignments, Evaluation Procedures, and Grading Policy**

Methodology

Students will meet each week for group supervision at the University and for individual supervision at the Internship Site. Typically, students will spend about 20-25 hours a week at the field setting for 3 semester hour credits. Students must complete a total of 600 hours in internship experiences over 2-3 semesters. The internship provides an opportunity for students to perform all the professional activities of a professional counselor pertinent to the student’s program emphasis. It includes a minimum total of 600 hours at the internship site(s) with 240 hours being direct service work with clients/students appropriate to the student’s program emphasis. Students must have a minimum of 4 on-going clients. Participation in a variety of professional activities is classified as indirect service; these include such activities as staff meetings, conferences, supervision, workshops, etc. Students must be supervised a minimum of one hour each week by their on-site supervisor (CACREP III. H. 1, 2, 3; School Standards D).

**A&E Assessment**

The A&E assignment for EPCE 5094 is the successful completion of internship. To accomplish this goal, the A&E assignment is the demonstration of counseling skills via a counseling tape. The tape will be the End-of-Phase assessment and will be assessed using the Counselor-In-Training Feedback Form. Each student’s performance will be assessed by the Site Supervisor using the Student Intern Evaluation Form. In addition to the end-of-phase assessment, the following phase III rubrics will be used: Evaluation of Treatment Planning and Counselor-In-Training Counseling Competencies.

1. Field Site Responsibilities. Students will perform the activities that a regularly employed staff member in the field site setting is expected to perform. These activities will be carried out according to the nature and requirements of the setting and are under the supervision of the Field Site Supervisor. The University Supervisor delegates supervisory and administrative responsibility for field site activities to the Field Site Supervisor. The University Supervisor will stay in phone contact with the Field Site Supervisor as needed. The University Supervisor will not generally visit the field site during the internship, unless this is necessary or desirable, or if the field site supervisor or intern requests a visit. At the end of the semester the field site supervisor will complete an evaluation on the student’s activities (CACREP III G. 4, 6; School Standards D).

If special problems or concerns (e.g., clinical, supervisory, interpersonal) should arise during the internship, the Field Site Supervisor is expected to contact the University Supervisor in timely fashion, depending on the nature of the problem. It is the responsibility of the University Supervisor to work with the Field Site Supervisor and the intern to resolve any special problems or concerns (CACREP III. D; School Standards D).

1. Log, Journal, and Client Case Notes. Students must keep a written log and a journal of their internship experiences. Client case notes are kept at the internship sites. These are to be kept as follows:
2. Log. The purpose of the log is to provide a record of all time spent in internship activities. The log serves as evidence that the student has met the content and time requirements of the internship. The log is to be signed by the Field Site Supervisor, the University Professor, and student.

2. Journal. The purpose of the journal is for students to write a weekly report of their internship activities. In these weekly reports students will (a) highlight the major activities and accomplishments of the week and (b) provide a self-appraisal of their progress. Each journal entry should be about 1/2 to one page in length. Each journal entry is due at or near the end of the month (CACREP School Standards D). **The Journal should be placed near the front of the portfolio following the course outline, ethics codes and proof of insurance.**

1. Case notes. Case notes are to be completed for each client. Case notes must be kept in accordance with the regulations of the field site for review by the on-site supervisor or submitted for review by the university supervisor as requested. Case notes should also be kept on phone calls (CACREP III. G. 4; School Standards D). **Case notes should be kept at the internship site not in the portfolio (see item I).**
2. Recorded sessions.

The recording of sessions in the field setting is completed in accordance with the regulations of the internship field site and the Field Site Supervisor. The intern should record (video or audio tape) as many client sessions as possible. The recordings should be used for self-evaluation, peer group presentations, and instructor evaluation of the intern’s direct service skills (CACREP II. G. 6. a, d, e; III. F. 4; III. G. 2, 5; School Standards D).

1. On-Campus Classes and Supervision. Students will meet for internship class 3 hours/week. The University Professor will lecture on the topics listed on the course syllabus. In addition, the university professor will schedule individual/group supervision sessions (CACREP II. G. 6. d; III. G. 3; School Standards D).
2. Field-Site (Off-Campus) Supervision. Students will also meet with their Field Site Supervisor for a minimum of one (1) hour each week. The Field Site Supervisor may also require interns to participate in group supervision (CACREP II. G. 6. e; III. G. 2; School Standards D).
3. Ethical and Professional Conduct. Internship students must behave in accordance with the ACA Ethical Standards and other standards of accepted professional conduct, including attire appropriate to professional counseling. Special attention is called to standards of confidentiality (CACREP II. G. 6. e, g; School Standards D).
4. Insurance. All students must provide proof of professional liability insurance coverage before they will be permitted to see clients. Students are free to obtain this insurance through any insurance company recommended by a counseling association. Professional liability insurance is available through the American Counseling Association (CACREP I. S; School Standards D).

1. Required Readings. Students are expected to read the assigned readings from books and journals and other readings that may be assigned by the instructor during the course of the semester. Also students should consult readings from previous courses as needed (CACREP II, D. 4; III. G. 4).
2. Portfolio. As part of the evaluation for the semester, students will assemble a portfolio documenting their learning from their involvement in the following activities. Minimally the portfolio should include the following components (CACREP III. D. 3; III. H. 1, 4, 6, 7; School Standards D):

1. Course Outline

1. ACA Code of Ethics & at least one other Code.
2. Summary of Risk Management Tape.
3. Proof of your liability insurance.
4. Journal – Weekly Journal.
5. Counselor/Client Agreement.
6. Outline and description of group counseling that you conducted for a special population or for a special type of problem.
7. Summary of assessments used at your setting.
8. Description of counseling services (brochures, forms, handouts, descriptions of counseling activities, etc.).
9. Listing of referral resources and other community agencies where there is collaboration with counselors in your setting.
10. Description of any presentation or workshop that you planned or attended.
11. Brochures from professional meetings you attended.
12. Statement(s) of your beliefs about counseling.
13. Log of your hours signed by your site supervisor. Log must indicate total hours, Direct and Indirect Hours.
14. Copies of any evaluations you received.
15. Agency administrative structure – decision making processes.
16. Personnel policies related to evaluation.
17. Class Handouts.

**\*Note: Do not have any identifying data regarding clients on any assignment. Please note client records cannot be removed from your internship site.**

The portfolio will be yours to keep. You should bring the portfolio to the mid-term and final evaluation meeting with your University Professor. At the final evaluation meeting you should bring completed assessments of your internship supervisor(s) and internship site. The University Professor will provide you with these forms.

Evaluation

Students will be evaluated and given a pass/fail grade on basis of the following:

1. Appropriate level of counseling skills and competencies as demonstrated in the presentation of videotaped counseling sessions and other direct evidence of counseling (CACREP III G. 5, 6; School Standards D).
2. Attendance and active participation in internship class, including constructively giving feedback to, receiving feedback from, and discussing feedback with the University Professor and doctoral students during the group supervision meetings (CACREP III. G. 3; School Standards D).
3. Case conceptualization skills as demonstrated through presentations and recorded sessions (CACREP III. G. 4; School Standards D).
4. Completeness and quality of portfolio.
5. Evidence of professional and ethical behavior in all dealings with clients and counseling professionals and university faculty.
6. Internship evaluation forms completed by site supervisors (CACREP III. G. 6; School Standards D).

The grade of Pass in Internship therefore represents the highest of marks in such areas as skill, professional/ethical conduct and written assignments. All must be achieved at a satisfactory level to obtain a grade of Pass.

Success in the Counselor Education Program consists of more than grades. Work habits and attitudes play a major role in the success of any counseling student. Any of the following actions are considered just cause for immediate dismissal from the Counselor Education Program:

1. Dishonesty (cheating, plagiarism, etc.)
2. Unauthorized disclosure of confidential information
3. Negligence or misconduct
4. Mistreatment of clients, fellow students, research participants, or faculty
5. Abusing a client, fellow student, faculty member, or staff member
6. Violations of the rules, regulations, and principles in the Code of Ethics and Standards of Practice as identified by the American Counseling Association and Texas Tech Code of Student Affairs.
7. Receipt of a Failing grade in Practicum or Internship.
8. Willful submission of false information or alteration of any official records, counseling reports, papers, examinations or dissertations.
9. Willful conduct that may cause injury to self or others.
10. Sexual harassment and/or violence in the workplace as defined by Texas Tech University

### **Attendance**

Students are expected to attend class on time and participate actively in all group and individual supervision meetings. If circumstances are such that you cannot attend a meeting or you will be late, you should contact the course professor or the individual with whom you are scheduled to meet before the time of the meeting. You should note all excused absences in your log.

#### **Failure to Successfully Complete Internship**

While we have every reason to anticipate your successful completion of Internship, occasionally problems do arise. These will be handled as noted in the Student Handbook.

# VII. Content Outline:

**EPCE 5094**

**Class Schedule**

**Summer 2015**

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Assignment** |
| May  4/5 | Overview of Class  Signed Contracts  Liability Insurance  Hour Requirements  Professional Counseling Associations  Counselor/Client Agreement  Supervision  Risk Management Tape (Ethics Tape) | **Due April 15:** Signed Contracts, Signed Hour Requirement Sheet  **Due May 5:** Read ACA Code of Ethics & one other Code of Ethics  **Due May 11:** Listen to & write Summary of Ethics Tape  <http://mediacast.ttu.edu/mediasite/SilverlightPlayer/Default.aspx?peid=4957843b450b407184a9d8ee34d698b91d> |
| May 11/12 | Ethical Dilemmas  (CACREP II. K l. h. 5. g)  Counseling Tapes - Format  Supervision - Format | **Due May 11 in your Portfolio**  1. Course Syllabus  2. Liability Insurance Proof  3. 2005 ACA Code of Ethics and  4. One other Code of Ethics  5. Counselor/Client Agreement  6. Written Summary of Ethics Tape |
| May 13 | Guest Speaker  Research: Ethical & Legal Issues |  |
| May 25 | Guest Speaker  Assessment (CACREP II. K. 8. d, e)  Consultation (CACREP II. K. 5. a, e)  Case Study (CACREP II. K. 5. b) | **Due June 1:** Time Log signed by student & Site Supervisor |
| June 1/2 | Counseling Theory & Counseling Techniques (CACREP II. K. 6. e; CACREP II. K. 5. c, d).  Suicide/Crisis Intervention  Supervision | **Due June 2:** Tape 1 for Internship II  **Due June 8:** Tape 1 for Internship I |
| June  8/9 | Supervision  Difficult Counseling Case  Case Conceptualization  Treatment Planning  ASCA National Model | **Due June 8:** Evaluation of your counseling skills by your Site Supervisor (Use EPCE Form) |
| June 15/16 | Supervision  Site Visit (CACREP II. K. 1. b)  Advocacy (CACREP II. K. 2. f, g; CACREP II. K. 3. d, e)  Advocacy Competencies  Diversity  Multicultural Counseling Competencies | **Due June 23:** Tape II  **Due June 29:** Time Log signed by Student & Site Supervisor |
| June 22/23 | Supervision  Site Visit (CACREP II. K. a. b)  Supervision  Licensure and Certification for Counselors (CACREP II. K. 1. a,b,d)  Professional Associations | (no class on July 4, University holiday)  **Due June 23** Portfolio  **Due June 23** Tape II |
| June  29/30 | Child Abuse  Adult (elder) Abuse  Results of Ongoing Program Evaluation and Assessment (CACREP II. K. 8. d, e) | A. Site Supervisor’s Evaluation of Student  B. **Due July 6:** Time Log signed by Student & Site Supervisor  C. Student’s Evaluation of Site Supervisor  D. Student’s Evaluation of Internship Site (CACREP III. H. I; CACREP III. L)  E. **Due June 29** Time Log |
| July 6  July 13 | Evaluations  Class Wrap Up | **Due July 6:** Final Time Log signed by Student & Site Supervisor |

**NOTE:** Time Logs and Tapes are major assignments and must be turned in on time. Failure to turn in the tape on-time and the time log with the required hours obtained each month will result in a grade of F. Time Logs must be signed by Student & Site Supervisor.

**NOTE:** Each week you should write in your counseling journal and place the weekly journal as item 5 in your portfolio.

# VIII. Required Text:

**Textbooks**

**Recommended**

Baird, B. N. (2010). *The internship, practicum, and field placement handbook* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Bradley, L. J., & Ladany, N. (2010). *Counselor supervision: Principles, process, & practice* (3rd ed.). Philadelphia: Taylor and Frances.

Johnson, S. L. (2004). *Therapist guide to clinical intervention: The 1-2-3s of treatment planning* (2nd ed.)*.* New York: Academic Press.

Schultheis, G. M. (1998). *Brief therapy homework planner.* New York: John Wiley.

Wiger, D. E. (2010). *The clinical documentation sourcebook: The complete paperwork resource for your mental health practice* (4th ed.).New York: John Wiley.

# Other Class Policies

Please read the Practicum and Internship Handbook. Students are responsible for understanding and implementing the policies and procedures in the Handbook.

**Violence and Sexual Harassment**  
All students are responsible for knowing and adhering to Texas Tech policies on sexual harassment and violence.

# Scholastic Dishonesty

Students are expected to exhibit ethical conduct at all times. Plagiarism and/or copying from another’s work are considered cheating and students will receive no credit for assignments if this conduct is displayed.

**X**. **Handicapping Conditions**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours.  Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided.  For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

**XI. Religious Observances**

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence.

**XII. Course Resources and Bibliography**

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*issues.* Pacific Grove, CA: Brooks/Cole.

Dear Student enrolled in EPCE 5094:

This letter is written to clarify the hour (clock hour) requirements for internship. As a student enrolled in Internship you are required to complete a total of 300 hours at your Internship Site (if you are enrolled in 3 semester hours the total is 300 hours, if you are enrolled in 2 semester hours the total is 200 hours). From the total of 300 hours, a minimum of 120 hours must be in **DIRECT** counseling hours. Based on the total 300 hours, here are the requirements for Summer, 2015. That is, I have listed below the number of hours due at the end (last Tuesday) of each month.

|  |  |  |
| --- | --- | --- |
| ***Hours Due On:*** | ***Direct Hours*** | ***Indirect Hours*** |
| May 25 | 50 | 65 |
| June 29 | 50 | 75 |
| July 6 | 20 | 40 |
| ***Totals*** | 120 | 180 |

I will check your hours on the days listed above. The hours must be recorded on your Internship Log and signed by both you and your Site Supervisor. Your signature below indicates that:

1. I have read the above and am aware of the hour requirements as listed above. These hours at the Internship Site are in addition to class attendance each week.
2. I realize that failure to obtain the hours **each** month on **time** will result in my **not** passing internship. I realize that the direct/indirect hours at my site are assignments, and I **cannot** be late in completing the hours. Failure to complete the hours on any of the due dates listed above will result in a grade of F for the course.
3. I understand that a grade of I (Incomplete) is **not** given in Internship.

Please note that I am sending this not to upset you, but to clarify our policies so that in the beginning you know the requirements. I mention this because in the past, some students assumed they could be late and “catch up” on their hours. Further, some students thought they could receive an Incomplete for Internship. Both are inaccurate assumptions.

**Please remember all site contracts and proof of insurance are due on April 1st.** Please note that class begins on Monday, May 18th. (If you have another class that meets at this time, please attend your class but inform me as your current class will take precedence). You may begin collecting internship hours the week of April 13th, if you have completed your hours for Spring 2015 and your professor agrees.

**This form is due April 1st or earlier.** Please return it to Dr. L.J. Gould, Education Bldg., Room 216. Also, please remember to make a copy for your records.

Print Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Dr. Bradley**

Loretta J. Bradley, PhD

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**Reform Syllabus Supplement**

**Counseling Internship**

**EPCE 5094**

**Phase 3**

**A. Conceptual Framework**

The conceptual framework encompasses the college’s nine initiatives for change. The essence of the framework is captured by the challenge “Leading a Revolution in American Education.” This initiative has four major components: (1) transforming educator/counselor preparation, (2) transforming client/university partnerships, (3) transforming educational research, and (4) transforming the reward system. These components are interrelated.

**B. Course Phase**

The courses in the Counselor Education program are divided into three phases. A Phase 1 course is a course in which the focus is on the acquisition of knowledge and skills. Essentially Phase 1 courses are designed to provide the students with the knowledge base and the foundation for Phase 2 and Phase 3 courses. Phase 2 courses are designed to incorporate the knowledge and skills from the Phase 1 courses and assimilate them into practice in a classroom setting. Essentially Phase 2 classes focus on application within the classroom. In contrast, Phase 3 classes incorporate the knowledge and skills from Phase 1 classes and the simulated application from Phase 2 classes and implements them in an actual counseling setting.

Counseling Internship (EPCE 5094) is a Phase 3 class. Accordingly, students in counseling internship will successfully:

* + Provide effective counseling services during a 300-hour internship to students and clients at an internship site appropriate to their specific program.

**C. Trademark Outcomes & Distinctive Skills**

This course serves both the Clinical Mental Health Counseling Counseling program and the School Counseling program and will contribute to students’ achievement of program goals in the following manner.

**Trademark Outcomes for Clinical Mental Health Counseling**

The Trademark Outcomes (TOs) for the Clinical Mental Health Counseling program are:

Students will create and implement treatment plans and programs to serve the needs of clients, communities, and agencies.

Distinctive Skills

The distinctive skills for the Clinical Mental Health Counseling program are:

* Students will develop and conduct a needs assessment (pre and post measures of mental health gains) to identify programs needed for their work settings.
* Students will develop and deliver treatment plans that address clients’ individual needs.
* Students will apply effective use of appropriate counseling techniques in congruence with client needs.

Course Alignment with Skills & Outcome

The Clinical Mental Health Counseling program has been designed to accomplish the above three interrelated skills. Accordingly, the following distinctive skills are incorporated into this course:

* + Using the information obtained from the Needs Assessment, students will design and implement a program at their internship site (e.g., program to reduce substance abuse, program to successfully work with clients diagnosed with depression).
  + Using a treatment plan model, students will implement the treatment plan at their internship site.
  + Using the techniques acquired in Phase 2 courses, students will implement techniques that address such client needs as anger management, success in relationships (couples, peer), self-concept improvement, and career indecision.

**Trademark Outcome for School Counseling**

The Trademark Outcome (TO) for the School Counseling program is: students will implement the American School Counselor Association (ASCA) National Model.

Distinctive Skills

The distinctive skills are:

* + Students apply effective use of counseling techniques per the “Responsive Services” component of the ASCA National Model.
  + Students demonstrate effective interaction skills to stakeholders in schools and disseminate information to stakeholders in schools while implementing components of the ASCA National Model.

Course Alignment with Skills & Outcome

The School Counseling program has been designed to accomplish the above two interrelated skills. Accordingly, the following distinctive skills are incorporated into this course:

* Using the ASCA National Model, students will design a program that maintains focus on student success.
* Using the ASCA National Model, students will implement a program that results in an increase in students seeking counseling services that are aimed at informing and advocating for student success.
* Using the ASCA National Model, students will implement essential therapeutic skills at their internship site.

**D. Alignment of Course Assessment with End-of-Phase Assessment**

This course’s assessment is successful counseling skills as exhibited by students at their internship site and an acceptable score on the rubrics. The above assignments are aligned with the End-of-Phase Assessment in that counseling skills are required for the t-chart skills and scope and sequence completion.

**E. Activity and Evaluation (A & E)**

The activity and evaluation (A & E) for the counseling internship class is to provide counseling services at their internship site. This aligns with the MEd—Clinical Mental Health Counseling trademark outcome which states:

Students will create and implement treatment plans and programs to serve the needs of clients, communities, and agencies.

In order for students to be successful at the internship site, the student must develop a treatment plan and implement that plan at the internship site.

**A&E Assessment**

The A&E assignment for EPCE 5094 is the successful completion of internship. To accomplish this goal, the A&E assignment is the demonstration of counseling skills via a counseling tape. The tape will be the End-of-Phase assessment and will be assessed using the Counselor-In-Training Feedback Form. Each student’s performance will be assessed by the Site Supervisor using the Student Intern Evaluation Form. In addition to the end-of-phase assessment, the following phase III rubrics will be used: Evaluation of Treatment Planning, Counselor-In-Training Counseling Competencies.

**Texas Tech University**

**College of Education/Counselor Education**

**Counselor-in-Training Feedback**

(CACREP II.G.1.bj; II.G.2.d; III; III.G.56; CMHS B.12; D. 1245689; F.123; H.123; J.12; L.12; SC A.5; B.12; D.12345;F.1234; H.12345; J.123; I.3; L.123; N.1245; P.12)

**Directions: Lines 1 and 2 of this Feedback are completed by the Counselor-in-Training (student). The remainder of the form will be completed by your University Professor. This form is to be turned in with the audio/video tape and given to your University Professor.**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Client Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tape #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Faculty Evaluation: \_\_\_\_\_ Meets Minimum Competency Skill Levels**

**\_\_\_\_\_ Does not meet Minimum Competency Levels**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Far Below***  ***Expectations***  ***1*** | ***Below***  ***Expectations***  ***2*** | ***At***  ***Expectations***  ***3*** | ***Above***  ***Expectations***  ***4*** | ***Far Above***  ***Expectations***  ***5*** |

Note: The above scale has been applied to the following statements. A rating below 3 does not meet minimum program standards.

1. Counselor greets client in friendly, warm, manner, and opens the session with the appropriate amount of structure.
2. Counselor encourages client to tell his/her own story by appearing accepting and interested. In addition, counselor allows the client to set the pace and determine the initial direction of the session.
3. Counselor timing is appropriate (e.g., does not rush the client, appropriate use of silence).
4. Counselor employs open-ended responses to encourage client participation.
5. Counselor tracks client statements accurately (e.g., does not lead or lag behind).
6. Counselor responds accurately, reflecting both the content and affect of client’s message.
7. Counselor allows client to lead through feedback and clarification of client messages, rather than sending counselors own messages.
8. Counselor uses responses effectively in controlling the direction of the counseling session. Counselor uses higher level counseling responses.
9. Counselor communicates warmth, caring, and positive regard through voice tone and body language (when applicable).
10. Counselor closes the session appropriately.

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Texas Tech University**

**College of Education/Counselor Education**

**Counselor-in-Training Counseling Competencies**

**Phase 3**

(CACREP II.G.1.bj; II.G.2.d; III; III.G.56; CMHS B.12; D. 1245689; F.123; H.123; J.12; L.12; SC A.5; B.12; D.12345;F.1234; H.12345; J.123; I.3; L.123; N.1245; P.12)

**Directions: Lines 1 and 2 of this Feedback are completed by the Counselor-in-Training (student). The remainder of the form will be completed by your University Professor. This form is to be turned in with the audio/video tape and given to your University Professor.**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Client Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tape #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Faculty Evaluation: \_\_\_\_\_ Meets Minimum Competency Skill Levels**

**\_\_\_\_\_ Does not meet Minimum Competency Levels**

| **Sub-skill** | **Beginning**  **1** | **Basic**  **2** | **Proficient**  **3** | **Advanced**  **4** | **Exceptional**  **5** | **Score** |
| --- | --- | --- | --- | --- | --- | --- |
| **Opening of session is conducted appropriately in a friendly manner** | The student never exhibits a friendly manner during the opening of the session. | The student almost never exhibits a friendly manner during the opening of the session. | The student sometimes exhibits a friendly manner during the opening of the session. | The student almost always exhibits a friendly manner during the opening of the session. | the student always exhibits a friendly manner during the opening of the session. |  |
| **Opening of session is conducted appropriately providing structure for the session** | The student never provides structure during the opening of the session. | The student almost never provides structure during the opening of the session. | The student sometimes provides structure during the opening of the session. | The student almost always provides structure during the opening of the session. | The student always provides structure during the opening of the session. |  |
| **Exhibits encouraging behavior to the client** | The student never encourages the client to tell his/her own story and direct the session. | The student almost never encourages the client to tell his/her own story and direct the session | The student sometime encourages the client to tell his/her own story and direct the session | The student almost always encourages the client to tell his/her own story and direct the session | The student always encourages the client to tell his/her own story and direct the session |  |
| **Exhibits appropriate timing in responding to the client** | The student never uses appropriate timing; always rushes the client; never uses silence | The student almost never uses appropriate timing; almost always rushes the client; almost never uses silence | The student sometimes uses appropriate timing; sometimes rushes the client; sometimes utilizes silence | The student almost always uses appropriate timing; almost never rushes the client; almost alwaysutilizes silence appropriately | The student always uses appropriate **timing**; never rushes the client; always **uses silence** appropriately |  |
| **Asks open-ended questions** | The student never employs open-ended responses to encourage client participation. | The student almost never employs open-ended responses; however almost always uses close-ended responses. | The student sometimes employs open-ended responses to encourage client participation. | The student almost alwaysemploys open-ended responses to encourage client participation. | The student always employs **open-ended responses** to encourage client participation. |  |
| **Accurately tracks client’s statements** | The student never tracks client’s statements accurately. | The student almost never tracks client’s statements accurately. | The student sometimes tracks client’s statements accurately. | The student almost always tracks the client’s statements accurately. | The student always tracks the client’s statements accurately. |  |
| **Accurately reflects client’s content and affect** | The student never responds accurately to client by reflecting the content or affect of the client’s message. | The student almost never responds accurately to client by reflecting the content or affect of the client’s message. | The student sometimes responds accurately to client by reflecting the content or affect of the client’s message. | The student almost always responds accurately to client by reflecting the content or affect of the client’s message. | The student always responds accurately to client by reflecting the content or affect of the client’s message in a way that enhances the counseling relationship and client’s insight into self. |  |
| **Clarifies client’s message** | The student never allows the client to lead through feedback and clarification of client’s message; always sends his/her own messages. | The student almost never allows the client to lead through feedback and clarification of client’s message; almost always sends his/her own messages. | The student sometimes allows the client to lead often through feedback and clarification of client’s message; sometimes sends her/his own messages. | The student almost always allows the client to lead through feedback and clarification of client’s message; almost never sends her/his own messages. | The student always allows the client to lead through feedback and clarification of client’s message; never sends his/her own messages. |  |
| **Uses responses to control the direction of the session** | The student never uses responses effectively in controlling the direction of the counseling session. | The student almost never uses responses effectively in controlling the direction of the counseling session. | The student sometimes uses responses effectively in controlling the direction of the counseling session; sometimes uses higher level counseling responses. | The student almost always uses responses effectively in controlling the direction of the counseling session; almost always uses higher level counseling responses. | The student always uses responses effectively in controlling the direction of the counseling session; always uses higher level counseling responses. |  |
| **Exhibits empathy, Congruence, and Unconditional Positive Regard** | The student never communications warmth, caring, and positive regard through voice tone and body language. | The student almost never communications warmth, caring, and positive regard through voice tone and body language. | The student sometimes communications warmth, caring, and positive regard through voice tone and body language. | The student almost always communications warmth, caring, and positive regard through voice tone and body language. | The student always communicates warmth, caring, and positive regard to client through voice tone and body language. |  |
| **Closing of session is conducted appropriately in a friendly manner** | The student never exhibits a friendly manner during the closing of the session. | The student almost never exhibits a friendly manner during the closing of the session. | The student sometimes exhibits a friendly manner during the closing of the session. | The student almost always exhibits a friendly manner during the closing of the session. | The student always exhibits a friendly manner during the closing of the session. |  |
| **Closing of session is conducted appropriately providing structure for the session** | The student never provides structure during the closing of the session. | The student almost never provides structure during the closing of the session. | The student sometimes provides structure during the closing of the session. | The student almost always provides structure during the closing of the session. | The student always provides structure during the closing of the session. |  |
| **Total Score** |  |  |  |  |  |  |
| **Mean Score** |  |  |  |  |  |  |

Note: A rating below 3 does not meet minimum program standards.

**Comments**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Evaluation of Treatment Planning - Phase 3**

(CACREP II.G.gj; II.G.2.d; III; CMHC C.5; D12; G1; H12; J2; SC C.245; H.1235; J.23; L.13; P.12)

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student R#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is designed to help supervisors provide feedback about the performance of students enrolled in practicum or internship. The time you take to complete this form is very much appreciated. This form will become a part of the student’s record for this course and may be considered in assigning grades. Please use the scale below and enter the number corresponding to your rating of each item. There is space at the end for comments.

| **Sub-skill** | **Beginning**  **1** | **Basic**  **2** | **Proficient**  **3** | **Advanced**  **4** | **Exceptional**  **5** | **Score** |
| --- | --- | --- | --- | --- | --- | --- |
| **Treatment Plan** |  |  |  |  |  |  |
| *Develops a multi-level treatment plan that gives a clear direction for therapy* | The student never demonstrated the ability to develop a **multilevel treatment plan**. | The student almost never demonstrated the ability to develop a multilevel treatment plan. | The student sometimes demonstrated the ability to develop a multilevel treatment plan. | The student almost always demonstrated the ability to develop a multilevel treatment plan with deep insight, and offered a clear direction for therapy; and articulated the rationale for each of the interventions. | The student always demonstrated the ability to develop a multilevel treatment plan with deep insight, and always offered a clear direction for therapy beyond what would be expected by practitioners in the field; incorporated multiple models or techniques selected for treatment that were always clearly linked to the presenting issue(s). |  |
| *Plans and conducts treatment in a manner that is clearly reflects a theory of change* | The student never **articulated a theory of change** with the client. | The student almost never articulated some theory of change with the client. | The student sometimes articulated a theory of change with the client. | The student almost always articulated a theory of change with client. | The student always articulated a theory of change with the client. |  |
| *Applies influence strategies effectively* | The student never **applied influence strategies** effectively. | The student almost never applied influence strategies effectively. | The student applied influence strategies effectively. | The student almost always applied influence strategies effectively in therapy. | The student always applied influence strategies effectively in therapy by using multiple techniques. |  |
| **Client Systems** |  |  |  |  |  |  |
| *Integrates client systems into therapy / presentations* | The student never **integrated client-system components** in therapy / presentations. | The student almost never integrated client-system components in therapy / presentations. | The student sometimes integrated client-system components in therapy / presentations. | The student almost always able to integrate client-system components in therapy/ presentations; and almost always demonstrated a systematic orientation with understanding of micro, macro and mezzo systems in which client exists in regards to personal, career, and group counseling. | The student always able to integrate client-system components in therapy/ presentations; and always demonstrated a systematic orientation with understanding of micro, macro and mezzo systems in which client exists in regards to personal, career, and group counseling. |  |
| **Theory** |  |  |  |  |  |  |
| *Articulates and applies multiple theories in case notes* | The student never articulated and applied multiple theories in therapy case notes. | The student almost never articulated and applied multiple theories in therapy case notes. | The student sometimes articulated and applied multiple theories in therapy case notes. | The student almost always articulated and applied multiple theories in therapy case notes. | The student always articulated and applied multiple theories in therapy case notes. |  |
| *Maintained theoretical consistency between the plan and presenting issues* | The student never maintained theoretical consistency between the plan and presenting issues. | The student almost never maintained theoretical consistency between the plan and presenting issues. | The student sometimes maintained theoretical consistency between the plan and presenting issues. | The student almost always maintained theoretical consistency with client(s) between the treatment plan and presenting issue. | The student always maintained theoretical consistency with client(s) within treatment plan and presenting issue. |  |
| **Ethics** |  |  |  |  |  |  |
| *Adheres to professional ethical standards* | The student never adhered to professional ethical standards. | The student almost never adhered to professional ethical standards. | The student sometimes adhered to professional ethical standards. | The student almost always adhered to professional ethical standards. | The student always adhered to professional ethical standards related to the case. |  |
| *Proactively addresses ethical concerns or questions* | The student never addressed ethical concerns or questions in supervision or consultation. | The student almost never addressed ethical concerns or questions in supervision or consultation. | The student sometimes addressed ethical concerns or questions in supervision or consultation. | The student almost always addressed several ethical concerns or questions in supervision or consultation. | The student always proactively addressed ethical concerns or questions in supervision or consultation. |  |
| *Implements a decision-making model with clients* | The student never used a decision-making model with clients. | The student almost never used a decision-making model with clients. | The student sometimes used a decision-making model with clients. | The student almost always implemented a decision-making model with clients. | The student always implemented a decision-making model with all clients. |  |
| **Diversity** |  |  |  |  |  |  |
| *Shows respect and appreciation of differences* | The student never demonstrated respect for client(s) and never showed understanding and appreciation of differences/ diversity with clients. | The student almost never demonstrated respect for client(s) and almost never showed understanding and appreciation of differences/ diversity with clients. | The student sometimes demonstrated respect for client(s) and sometimes showed understanding and appreciation of differences/ diversity with clients. | The student almost always demonstrated respect for client(s) and almost always actively engaged in tangible efforts to understand, appreciate and engage differences/diversity with clients. | The student always demonstrated an exemplary respect for client(s) and actively engaged in tangible efforts to understand, appreciate and engage differences/diversity with clients. |  |
| *Provides counseling in a culturally-appropriate manner* | The student never provided culturally appropriate counseling. | The student almost never provided culturally appropriate counseling. | The student sometimes provided culturally appropriate counseling. | The student almost always provided culturally appropriate counseling. | The student always provided culturally appropriate counseling. |  |
| **Self of Therapist** |  |  |  |  |  |  |
| *Demonstrates awareness of personal characteristics of self and the role of self as therapist* | The student never demonstrated an awareness of personal characteristics of self and role of self as therapist. | The student almost never demonstrated awareness of personal characteristics of self and role of self as therapist. | The student sometimes demonstrated an awareness of personal characteristics of self and role of self as therapist. | The student almost always demonstrated a higher level of awareness of personal characteristics of self and role of self as therapist. | The student always demonstrated an exemplary awareness of personal characteristics of self and role of self as therapist related to the client and the client’s experiences. |  |
| *Understands limitations of self, and adjusts techniques for presenting issues* | The student never demonstrated  an understanding of limitations of self. | The student almost never demonstrated awareness of limitations of self and almost never recognized limitations. | The student sometimes demonstrated an understanding of limitations of self. | The student almost always demonstrated an understanding of limitations of self. | The student always demonstrated an understanding of limitations of self and was always able to determine how to adjust personal counseling techniques for client presenting issues. |  |
| *Seeks supervision and makes referrals at appropriate times* | The student never was aware of when to seek supervision and/or make appropriate referrals | The student almost never was aware of when to seek supervision and/or make appropriate referrals. | The student was sometimes aware of when to seek supervision and/or make appropriate referrals. | The student almost always was aware of when to seek supervision and/or make appropriate referrals. | The student always was keenly aware of when to seek supervision and/or make appropriate referrals. |  |
| **Total Score** | | | | | |  |
| **Mean Score** | | | | | |  |

**Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Texas Tech University**

**College of Education/Counselor Education**

**Rubric to Rate Professionalism and Class Citizenship**

**Student Name: Class: Date: Instructor:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Subskill | **Unacceptable**  **1** | **Poor**  **2** | **Fair/Adequate**  **3** | **Good**  **4** | **Excellent**  **5** | **Score** |
| **Attendance** | **Often misses class** | **Occasionally misses class** | **Attends almost all classes** | **Rarely misses class** | **Never misses class** |  |
| **Punctuality** | **Usually late to class** | **Often late to class** | **Occasionally slightly late to class** | **Rarely late to class** | **Never late to class** |  |
| **Preparedness** | **Usually ill- prepared for class, e.g., failure to read text** | **Often is ill- prepared for class, e.g., failure to read text** | **Usually comes to class prepared** | **Almost always comes to class well prepared** | **Always comes to class very well prepared** |  |
| **Engagement** | **Rarely contributes to class discussions** | **Often fails to contribute to class discussions** | **Usually contributes to class discussions** | **Almost always makes valuable contributions to class discussions** | **Always makes very valuable contributions to class discussions** |  |
| **Attentiveness** | **Usually distracted by emails, texts, Facebook, calls, etc.** | **Often distracted by emails, texts, Facebook, calls, etc.** | **Usually focused and free of distractions from emails, texts, Facebook, calls, etc.** | **Almost always focused and free of distractions from emails, texts, Facebook, calls, etc.** | **Always focused and free of distractions from emails, texts, Facebook, calls, etc.** |  |
| **Respectful** | **Usually ignores or disrupts speaker** | **Often ignores or disrupts speaker** | **Usually listens to speaker** | **Almost always listens responsively to speaker** | **Always listens very responsively to speaker** |  |
| **Teamwork** | **Usually avoids accepting work on the team** | **Often avoids accepting duties on a team** | **Usually accepts duties and responsibilities on a team effort** | **Almost always accepts and takes initiative to complete team tasks** | **Always assumes a leadership role on a team by not only contributing to the team’s mutual task but also by going beyond assigned responsibilities** |  |
| **Non-defensiveness** | **Usually responds to feedback defensively** | **Often responds to feedback somewhat defensively** | **Usually responds to feedback non-defensively** | **Almost always responds to feedback productively** | **Always utilizes feedback in productive and positive ways** |  |
| **Morale** | **Usually creates negative morale by being negative and recalcitrant** | **Often creates negative moral by being negative and recalcitrant** | **Usually achieves a balance of being cooperative while being proactive and having the courage of one’s convictions** | **Almost always achieves a balance of being cooperative while expressing proactivity in ways that enhance the class** | **Always conveys cooperation while also asserting proactive leadership that enhances the class** |  |
| **Decorum/Presentation/**  **Presence/Attire** | **Usually inappropriate for class/site context** | **Often inappropriate for class/site context** | **Usually appropriate for class context** | **Almost always appropriate for class context** | **Always appropriate for class context** |  |
| **Mean Rating Total/10** |  |  |  |  |  |  |

**Comments:**

**Texas Tech University**

**College of Education/Counselor Education**

**Student Intern Evaluation**

(CACRE II.G.1.bdfgj; II.G.2.d; III; III.G.123456; CMHC A.23478; B.12; C.3579; D.12456789; E.34: F.123; G.1; H.123; I.23; J.12; K.12; L.12; SC A.23456; B.12; D.12345; D.12345; E.124; F.1234; G.1; H.12345; I.13; J.123; L.123; N.12345; P.12 )

**Directions: This form is completed by the Site Supervisor.**

Internship Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student R#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is designed to help supervisors provide feedback about the performance of internship students. The time you take to complete this form is very much appreciated. This form will become a part of the internship student’s record for this course and may be considered in assigning grades. Please use the scale below and circle the number corresponding to your rating of each item. Space is provided for specific comments following each category group.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Far Below***  ***Expectations***  ***1*** | ***Below Expectations***  ***2*** | ***At***  ***Expectations***  ***3*** | ***Above Expectations***  ***4*** | ***Far Above***  ***Expectations***  ***5*** |

1. **Basic Work Requirements**
   1. Arrives on time consistently 1 2 3 4 5
   2. Uses time effectively 1 2 3 4 5
   3. Informs supervisor and makes arrangements for absences 1 2 3 4 5
   4. Completes requested or assigned tasks on time 1 2 3 4 5
   5. Completes required total number of hours or days on site 1 2 3 4 5
   6. Is responsive to norms about clothing, language, etc., on site 1 2 3 4 5

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Ethical Awareness and Conduct**
   1. Exhibits knowledge of general ethical guidelines 1 2 3 4 5
   2. Exhibits knowledge of ethical guidelines of internship/practicum 1 2 3 4 5
   3. Demonstrates awareness and sensitivity to ethical issues 1 2 3 4 5
   4. Exhibits personal behavior consistent with ethical guidelines 1 2 3 4 5
   5. Consults with others about ethical issues if necessary 1 2 3 4 5

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2  
Student R#:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Far Below***  ***Expectations***  ***1*** | ***Below Expectations***  ***2*** | ***At***  ***Expectations***  ***3*** | ***Above Expectations***  ***4*** | ***Far Above***  ***Expectations***  ***5*** |

1. **Knowledge and Learning**
2. Exhibits knowledge about the client population 1 2 3 4 5
3. Exhibits knowledge of treatment setting and approach 1 2 3 4 5
4. Is receptive to learning new information 1 2 3 4 5
5. Actively seeks new information from staff or supervisor 1 2 3 4 5
6. Exhibits ability to learn and understand new information 1 2 3 4 5
7. Exhibits understanding of counseling concepts, theories, and skills 1 2 3 4 5
8. Exhibits ability to apply new information in clinical/school setting 1 2 3 4 5
9. Evidence has been demonstrated to show increased achievement,  
   improved behavior, and other documented needs in a K-12 setting. 1 2 3 4 5
10. Exhibits knowledge of all components of *the ASCA Model* 1 2 3 4 5

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Response to Supervision**
   1. Actively seeks supervision when necessary 1 2 3 4 5
   2. Is receptive to feedback and suggestions from supervisor 1 2 3 4 5
   3. Understands information communicated in supervision 1 2 3 4 5
   4. Successfully implements suggestions from supervisor 1 2 3 4 5
   5. Is aware of areas that need improvement 1 2 3 4 5
   6. Is willing to explore personal strengths and weaknesses 1 2 3 4 5

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Work Products**
   1. Records are accurately kept and are completed on time 1 2 3 4 5
   2. Written or verbal reports are accurate and factually correct 1 2 3 4 5
   3. Written or verbal reports are presented in a professional manner 1 2 3 4 5
   4. Reports are clinically and/or administratively useful 1 2 3 4 5
   5. Treatment Plan was correctly developed and included parent   
      involvement if appropriate 1 2 3 4 5
   6. Treatment Plan brought about positive outcomes for the client 1 2 3 4 5
   7. Postsecondary options, instructional strategies and other components  
      of the *ASCA Model* were implemented effectively 1 2 3 4 5

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3  
Student ID#:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Far Below***  ***Expectations***  ***1*** | ***Below Expectations***  ***2*** | ***At***  ***Expectations***  ***3*** | ***Above***  ***Expectations***  ***4*** | ***Far Above***  ***Expectations***  ***5*** |

1. **Interactions with Clients**
   1. Appears comfortable interacting with clients 1 2 3 4 5
   2. Initiates interactions with clients 1 2 3 4 5
   3. Communicates effectively with clients 1 2 3 4 5
   4. Builds rapport and respect with clients 1 2 3 4 5
   5. Is sensitive and responsive to client’s needs 1 2 3 4 5
   6. Is sensitive to issues of multicultural counseling 1 2 3 4 5
   7. Is sensitive to issues of diversity including but not limited 1 2 3 4 5  
      to race/ethnic group, age, gender, physical challenges, SES

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. **Interactions with Coworkers**
   1. Appears comfortable interacting with other staff members 1 2 3 4 5
   2. Initiates interactions with staff 1 2 3 4 5
   3. Communicates effectively with staff 1 2 3 4 5
   4. Effectively conveys information and expresses own opinions 1 2 3 4 5
   5. Effectively receives information and opinions from others 1 2 3 4 5

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Overall, what would you identify as this student’s strengths?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What would you identify as areas in which the student could improve?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Would you recommend this student for employment or continued graduate studies?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Supervisor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Texas Tech University

College of Education | School Counseling

**Evaluation of *Maintains focus on student success*-Phase 3**

| Sub-skill | Beginning  1 | Basic  2 | Proficient  3 | Advanced  4 | Exceptional  5 | Score |
| --- | --- | --- | --- | --- | --- | --- |
| Interaction |  |  |  |  |  |  |
| Demonstrates Effective Interaction Skills | The student is unable to interact with stakeholders, uses no core counseling skills, and therefore, implementation of the ASCA National Model does not occur. | The student is able to interact with stakeholders, uses few core counseling techniques in interactions resulting in only partial implementation of the ASCA National Model. | The student is able to interact adequately with stakeholders using most of the core counseling techniques such that adequate implementation of the ASCA National Model occurs. | The student is able to interact effectively with stakeholders using the majority of core counseling techniques resulting in effective implementation of the ASCA National Model. | The student displays superior use of core counseling techniques that leads to outstanding interactions with stakeholders and consequently, complete implementation of the ASCA National Model occurs. |  |
| *Uses techniques to interact professionally and maintain focus on student success* | Solution-focused and/or other appropriate techniques are absent in interactions with school stakeholders. Interactions appear unprofessional. Levels of respect are missing in interactions. | Modest use of solution-focused techniques and other appropriate techniques limits professional interactions with school stakeholders. Levels of respect on the part of the counselor are not always evident. | Uses solution-focused techniques and other appropriate techniques to interact professionally with school stakeholders. These interactions result in adequate respect and professionalism on the part of the counselor. | Consistent use of solution-focused and other appropriate techniques lead to high levels of professional interactions with school stakeholders. These interactions result in a respectful posture on the part of the counselor. | Consistent use of solution-focused and other appropriate techniques lead to exceptional levels of professional interactions with school stakeholders. These interactions result in mutual respect between parties. |  |
| Self-Advocacy |  |  |  |  |  |  |
| *Effectively uses website design/development to communicate and advocate* | Development of website aimed at informing and advocating for student services is absent. | Partially develops and/or does not publicize a website that highlights counseling services aimed at informing and advocating for student success. | Develops and publicizes a website that highlights counseling services aimed at informing and advocating for student success. | Develops and publicizes a website that highlights counseling services aimed at informing and advocating for student success. The website uses Social Media or collects analytics. | Develops and publicizes a website that highlights counseling services aimed at informing and advocating for student success. The website uses both Social Media and collects data analytics. |  |
| *Publicizes program outcomes and needs* | Publicizing program outcomes and needs is not evident. | Publicizes program outcomes and needs but no tangible methods can be shared. | Publicizes program outcomes and needs. Describes one tangible method used (i.e. website, brochure, PowerPoint of a presentation). | Publicizes program outcomes and needs, and demonstrates two methods of publication used (i.e. website, brochures, PowerPoint of presentation, newsletter). | Publicizes program outcomes and needs and demonstrates several tangible products clearly illustrating these outcomes and needs (i.e. website, brochures, PowerPoint of presentation). |  |
| *Takes proactive steps to maintain focus on students* | Does not meet with administrators (i.e., campus principal, guidance director, person responsible for yearly evaluation) | Meets with administrators but does not discuss a focus on student services | Meets with school administrators to outline, prioritize, and **proactively** sustain focus on services aimed at student success | Meets at least three times with school administrators to outline, prioritize, and **proactively** sustain a focus on services aimed at student success. | Meets monthly with school administrators to outline, prioritize, and **proactively** sustain a focus on services aimed at student success. A plan is signed by counselor and administrator to detail counselor activities based on student focus. |  |
| *Uses assertiveness skills to maintain role integrity* | No use of assertiveness skills is present or aggressiveness has been used in lieu of assertiveness. | Use of assertiveness skills are lacking or misdirected and focus is not on services aimed at student success. | Uses assertiveness skills to **reactively** maintain focus on services aimed at student success. | Consistently and realistically uses assertiveness skills to **reactively** maintain focus on services aimed at student success. | Uses assertiveness skills realistically and consistently to **reactively** maintain focus on services aimed at student success. The impact of assertiveness is reflected upon and improved. |  |
| Assessment of Need |  |  |  |  |  |  |
| *Utilizes sources for information about the issue* | The student used inappropriate sources for investigating the issue. | The student used some sources that are appropriate for investigating the issue, but failed to use *all* appropriate sources. | The student used most sources that were appropriate for investigating the issue, but failed to use *some* appropriate sources. | The student used *all* sources that were appropriate for investigating the issue. | The student used appropriate and innovative sources for investigating the issue. |  |
| *Identifies needed services* | The investigation did not identify appropriate services at the student level. | The investigation identifies services at the student level, but no realistic actions appropriate at any other level. | The investigation identifies services at the student level, and realistic actions appropriate at one other level. | The investigation identifies services and realistic actions at all levels. | The investigation identifies services and realistic innovative actions at most or all levels. |  |
| Implementation |  |  |  |  |  |  |
| *Implements services* | The student does not implement services that are appropriate for stakeholders. | The student implements service at the stakeholder’s level, but does not take other actions appropriate at other levels. | The student implements service at the stakeholder’s level, and takes other actions appropriate at one other level. | The student implements services in an innovative manner, and also takes reasonable actions at both the community and socio-political level. | The student implements services in an innovative manner, and also takes innovative actions at both the community and socio-political level. |  |
| *Assesses impact* | The student is unable to assess the impact of intervention strategies using most of the traditional metrics. | The student is able to assess the impact of intervention strategies using some of the traditional metrics. | The student is able to assess the impact of intervention strategies using most of the traditional metrics. | The student assesses the impact of intervention strategies that include most of these traditional metrics: number of clients served, outcome relevant to goals, recidivism rates, dropout rates, client empowerment to self-provide, content analysis of case notes, case notes linked to outcomes. | The student assesses the impact of intervention strategies using all traditional metrics, and at least two other innovative measures of impact. |  |
|  |  |  |  |  |  |  |
|  | **Total Score** | | | | |  |
|  | **Mean Score** | | | | |  |

Comments: