## Doctoral Internship in Counseling

EPCE 6094

Phase 3

3 Credit Hours

## Fall 2020

**Instructor:** Dr. Loretta Bradley **Office Address:** EDUC 210 **Phone:** 806-834-1031

**Email Address:** [loretta.bradley@ttu.edu](mailto:loretta.bradley@ttu.edu)

## Office Hours: TBA

**Meeting Time/Place:** Education Bldg. Room 001

## Course Goals:

Interns are required to develop specific objectives for their internship experience that are consistent with the following major goals.

* 1. Development of advanced competencies in counseling and consultation. Doctoral interns in the first semester of internship are assumed to be functioning with entry level competencies of professional counselors.
  2. Development of skills in supervision, teaching, research and management/ leadership in counselor education.
  3. Development of an understanding of various counseling and supervision theories and an understanding of how to implement theory into practice.
  4. Development of an understanding of ethics including codes, principles, ethical dilemmas, and ethical decision-making models.
  5. Development of a knowledge about the counseling profession including history, ACA, ACA divisions, professional identity, and professional involvement.
  6. Development of an understanding of how to be an effective counselor in counseling persons from diverse subgroups (e.g., diversity by age, race, ethnicity, gender, sexual orientation, disability).
  7. Development of skills needed to describe and implement counseling theory, supervision theory, and consultation theory.
  8. Understanding of counselor's role as advocate.
  9. Understanding of professional credentialing (e.g., LPC, NCC, LPC-Supervisor)
  10. Understanding and implementing ethical codes and ethical decision making.

In conjunction with the University Professor, interns will develop an internship agreement describing their objectives, activities, and evaluation plans for satisfying course requirements. Specific objectives will be developed in areas of counseling, consultation, supervision, teaching, research, and leadership in counselor education.

The internship provides an opportunity for the student to further develop skills in counseling and acquire experiences and skills in representative activities of a counselor educator/private practitioner/school or agency administrator, including consultation, supervision, teaching, research and leadership. The primary method for helping students learn these skills is by providing direct supervised experiences. Through supervision, interns are encouraged to try new skills; analyze client, supervisee, or student needs; choose appropriate interventions; engage in self-evaluation; and plan for acquiring relevant new knowledge and skills. Group supervision and individual supervision are provided.

## 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%27s%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.

"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.

## CAEP (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 the 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 CAEP and CACREP accreditation standards.

In this course:

* + 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 skills and product competencies you will develop.
  + You will learn what is valued by employers and counseling professionals. These include but are not limited to, state and national standards (i.e. *ASCA National Model*, advocacy competencies, codes of ethics), CACREP accreditation standards, Multicultural Counseling Competencies, professional literature, and a variety of focus groups. Counseling supervisors/employers were all involved in determining the learning outcomes for this course.
  + Instruction will be connected to improved professional identity 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.

Trademark Outcomes:

Trademark Outcomes (signature products) and distinctive assessments were developed for the three programs in Counselor Educations.

**The Trademark Outcome for the PhD is:**

 **PhD- Counselor Education**

**Create, implement and evaluate the impact of the Advocacy and Social Justice Leadership Plan that impacts the needs of institutions of higher education, communities, schools, and the counseling profession.**



**A distinctive assessment for EPCE 6094 is:**

* + Complete 600 clock hours at a counseling site/university providing effective counseling services to clients and students.

Counseling Internship (EPCE 6094) is a Phase 3 course. A phase 3 course is a course in which students take the knowledge from Phase 1 classes and simulated experiences from Phase 2 classes and apply this knowledge in actual counseling settings (e.g. mental health counseling settings, private practice, school counseling, university settings). This class allows students to implement skills into an "actual" counseling settings.

## 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 databases, spreadsheets, and other forms of documentation or materials applicable to practice.
2. Be able to use such audiovisual equipment as video recorders, audio recorders,

projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.

1. Be able to acquire, use and develop multimedia software, (i.e., PowerPoint/Keynote presentations, animated graphics, digital audio, digital video) applicable to education, training, and practice.
2. Be able to use email.
3. 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.
4. Be able to subscribe, participate in, and sign off counseling related listservs or other internet based professional communication applications.
5. Be able to access and use counseling-related research databases

## CACREP Standards

CACREP standards are imbedded within the course and can be viewed at <http://www.cacrep.org/for-programs/2016-cacrep-standards/>. Specific standards taught in this course are listed as follows:

* + 1. Participate in appropriate professional counseling organizations.
    2. Learning experiences beyond the entry level and required in all of the following content areas: 6.B.a, b, c, d, e, f
       1. Theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, crises, disaster, and other trauma causing events.
       2. Theories and practices of counselor supervision.
       3. Instructional theory and methods relevant to counselor education.
       4. Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning.
       5. Design, implementation, and analysis of quantitative and qualitative research.
       6. Models and methods of assessment and use of data.
       7. Ethical and legal considerations in counselor education and supervision (e.g., 2014 *ACA Code of Ethics*, other relevant codes of ethics, standards of practice).

6.B. Programs must provide evidence that doctoral students will demonstrate knowledge, skills, and practices beyond the entry-level program requirements in *all* of the following areas. Programs may choose to emphasize one or more of the following areas congruent with program mission. 6.B.2.a,b,c,d,e,f,g,h,I,j,k

Supervision

1. Knowledge
   1. Understands the purpose of clinical supervision.
   2. Understand theoretical frameworks and models of clinical supervision.
   3. Understands the roles and relationships related to clinical supervision.
   4. Understands legal, ethical, and multicultural issues associated with clinical supervision.
2. Skills/Practices
   1. Demonstrates the application of theory and skills of clinical supervision.
   2. Develops and demonstrates a personal style of supervision. Teaching 6.B.3.a,b,c,d,e,f,g,h,i
3. Knowledge
   1. Understands the major roles, responsibilities, and activities of counselor educators.
   2. Knows instructional theory and methods relevant to counselor education.
   3. Understands ethical, legal, and multicultural issues associated with counselor preparation training.
4. Skills and Practices
   1. Develops and demonstrates a personal philosophy of teaching and learning.
   2. Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.
   3. Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.

Research and Scholarship 6.B.4.a,b,c,d,e,f,g,h,I,j,k

1. Knowledge
   1. Understand univariate and multivariate research designs and data analysis methods.
   2. Understand qualitative designs and approaches to qualitative data analysis.
   3. Knows models and methods of instrument design.
   4. Knows models and methods of program evaluation.
2. Skills/Practices
   1. Demonstrates the ability to formulate research questions appropriate for professional research and publication.
   2. Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.
   3. Demonstrates professional writing skills necessary for journal and newsletter publication
   4. Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.
   5. Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development.
   6. Demonstrates the ability to create and implement a program evaluation design.

Counseling 6. B.1.a,b,c,d,e,f

1. Knowledge
   1. Knows the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations.
   2. Understand various methods of evaluating counseling effectiveness.
   3. Understands the research base for existing counseling theories.
   4. Understand the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events.
2. Skills and Practices
   1. Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories.
   2. Demonstrates effective application of multiple counseling theories.
   3. Demonstrates an understating of case conceptualization and effective interventions across diverse populations and settings.

Consultation

1. This content area includes providing consultation in a clinical setting to other helping professionals or family members of clients or providing consultation to organizations (e.g., schools and agencies) under the supervision of a Counselor Education faculty member. (Minimum of 25 direct hours)

Leadership and Advocacy 6. B.5.a,b,c,d,e,f,g,h,i,j,k,l

1. Knowledge
   1. Understands theories and skills of leadership.
   2. Understand advocacy models.
   3. Identifies current multicultural issues as they relate to social change theories.
   4. Understands models, leadership roles, and strategies for responding to community, nation, and international crises and disasters.
   5. Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.
2. Skills and Practices
   1. Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.
   2. Demonstrates the ability to advocate for the profession and its clientele.

## Course Purpose

This **two-semester** course requires a total of 600 hours (300 hours/semester) in the practice of counseling, consultation, supervision, teaching, research and leadership. Students **MAY NOT** enroll in more than 3 hours of internship during the semester. (Students unable to complete the required 600 hours of internship in two semesters may enroll in internship (2 semester hours) during 3 semesters and complete 200 hours of internship each semester). Of the 600 hours, a minimum of 240 hours must be **direct** service. Direct counseling service is defined as face-to- face service in counseling, teaching, supervision, research, consultation, and leadership.

Examples of direct and indirect services are included under the "Requirements" section below.

Students receive individual or group supervision for all of the following activities: 6.C.8,9

* 1. ***Counseling***. The content area includes clinical or psychoeducational experiences with clients at an agency, counseling center, etc. or experience leading a counseling group at TTU University (under supervision by a full time EPCE faculty member). An intern accruing counseling hours must be supervised by a PhD level counselor (licensed masters level counselors with at least 5 years of experience may be approved) for a minimum of 1 hour each week. An intern serving as a group leader of master's degree counseling students will be under the supervision of the counselor education faculty member teaching the group counseling class. (Minimum of 50 direct hours, 25 hours fall semester, 25 hours spring semester) 6.C.7
  2. ***Supervision***. This content area includes supervision of students enrolled in masters level practicum or internship. Interns will work under the supervision of a full-time counselor education faculty member who is supervising the practicum or internship class. (Minimum of 50 direct hours, 25 hours fall semester, 25 hours spring semester) 6.C.8,9
  3. ***Teaching***. This content area includes serving as an assistant to a full-time counseling faculty member in teaching a course in counseling. During this experience, the faculty member serves as the doctoral student's supervisor. (Minimum of 50 direct hours, 25 hours fall semester, 25 hours spring semester) 6.C.7
  4. ***Consultation***. This content area includes providing consultation in a **clinical setting** to other helping professionals or family members of clients or providing consultation to organizations (e.g., consultation to schools and agencies) under the supervision of a full-time counselor education faculty member. Please note consultation is under supervision of EPCE faculty and occurs in a clinical setting. You (student) are the consultant not the observer of consulting services. (Minimum of 25 direct hours, 13 hours fall semester, 12 hours spring semester).
  5. ***Research***. This content area includes supervised participation in a faculty research project under the supervision of a full-time counselor education faculty member. The research might include gathering data needed for preparation of a grant application, writing a conference proposal (if accepted presentation of

research at conference), or writing an article for publication. Also, attending research presentations at conferences (ACA, ACES, TCA) will count. (Minimum of 25 direct hours, 13 hours fall semester, 12 hours spring semester) 6.C.7

* 1. ***Leadership***. This content area includes participation in professional counseling activities (e.g., involvement in professional associations under the auspices of ACA, ACA Divisions, or TCA (includes serving on ACA, ACA division, or TCA committees) under the supervision of a counselor education faculty member. This does not include writing papers or presentations as these are indirect hours. Please note leadership involves leadership in a professional counseling association. (Minimum of 10 direct hours, 5 hours for fall semester, 5 hours for spring semester) 6.C.7

The total for **Direct** service is 240 hours. Please note items 1-6 above total 210 hours. The remaining 30 hours of direct service must be obtained from areas 1-6. The remaining 360 hours of the required 600 internship hours may be obtained in either direct or indirect service from areas 1 to 6.

While you are enrolled in Counseling Internship (EPCE 6094), the intent is for students to further develop their professional skills and counseling techniques, evaluate approaches, implement an ethical code of conduct, engage in self-evaluation, demonstrate a commitment to increasing knowledge and research skills for becoming an effective counselor educator, private practitioner, or agency/school administrator who engages in caring, maturing, and facilitating relationships with colleagues, clients, supervisees, and students.

## Course Description

A course designed to help students implement advanced counseling skills into counseling practice at a counseling site (e.g., agency, school).

## Prerequisites

Prerequisite: Admission to the PhD program in Counselor Education (EPCE), completion of all coursework including practicum or supervision, and consent of instructor. This course may be repeated for credit. Students may not have any grades of Incomplete (I) in a required course. All grades of "I" must have been removed prior to enrollment in Internship.

## Methods of Instruction

This course utilizes face-to-face teaching and also online teaching. Additionally, didactic teaching, group discussions, class (individual and group) assignments (individual and group) are used, interactive and experiential assignments, on site supervision, and student generated research presentations. Students are evaluated through written papers, tape script, attendance, and participation in the above assignments.

## Instructional Units

Overview of Course Evaluation Procedures Site Supervision Ethical Codes

Internship Activities (6 areas) Counseling, Supervision, Teaching, Consultation, Research and Leadership

Professional Identity Career Development

Role of Counselor Educator Role of Private Practitioner Health & Wellness Difficult Cases

Advocacy Competencies

Multicultural Counseling Competencies Leadership/Advocacy Plan

Other topics may be included/assigned

## Course Objectives/Learning Outcomes and Assessments

|  |  |
| --- | --- |
| **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. | Students will demonstrate these skills in class. Students will demonstrate how to implement theory into practice. Students will present two tape transcripts for evaluation. |
| Demonstrate a knowledge of counseling practice including how to conduct an intake interview, treatment planning, and case conceptualization. | 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. | Students will implement the models via case conceptualizations, counseling tape transcripts, and role plays. These assignments will be evaluated. |
| Articulate their counseling approach based on theory, research, and multicultural and advocacy competencies. | 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. Students will complete a Learning Activity in which they must show that they  understand current topical and political issues in |

|  |  |
| --- | --- |
|  | counseling and/or how to respond to crisis situations. |
| Develop accurate treatment or educational plans, make appropriate referrals, make appropriate client assessments. | 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. | 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. |

1. **Course Requirements/Methods of Evaluation Employed Assignments**
2. Time Requirements
   1. Each student will attend class lectures on time. Each student will spend time in individual and group supervision.
   2. Each student enrolled in internship must complete 600 hours in internship extended over a minimum of two semesters. Of the 600 hours, a minimum of 240 hours must be obtained in direct service as described under course description. A grade of Incomplete (I) is not given in Internship.
3. Course Requirements
   1. Students must attend class, participate in class discussions, and participate in individual supervision. Failure to attend all classes will result in a grade of F.
   2. Students must submit two typescripts of client counseling sessions and/or supervision sessions. Late typescripts will not be accepted and will receive a grade of F.
   3. Students must complete all readings and assignments on time. Late assignments will not be accepted and will receive a grade of F.
   4. Students must present evidence of malpractice insurance on the first day of class. **(Students must have malpractice insurance before beginning any aspect of this class.)**
   5. Internship logs and evaluations from site supervisors are due on the date indicated in the syllabus. Late logs are not accepted. Any log turned in late will receive a grade of F for the course.

7. Please see the following (pages 14-17) for a complete listing of assignments and their respective due dates.

## Supervision

All interns will meet weekly with their on-site supervisor(s).

## Individual Supervision

Interns working in a clinical setting must receive a minimum of one hour of supervision from a field supervisor in that setting. Field supervisors must have a doctorate degree in counseling or equivalent doctorate degree from a related counseling area and be an approved site supervisor (EPCE Clinical Director approves). Contracts must be signed by site supervisors.

## Evaluation

Evaluation criteria are adapted according to each student's internship agreement. Evaluation criteria will be developed by the university supervisor, intern, and field supervisor and will be described in the Internship Agreement. The field supervisor will assess the intern's performance and provide an evaluation for the university supervisor (on September 24 and November 26). The following represent the general categories of evaluation.

Students will be evaluated and given a pass/no pass grade based on the following:

1. Level of supervision skills as demonstrated in supervision sessions) if involved in supervision activities during the semester).
2. Participation in group and individual supervision (constructively giving feedback to, receiving feedback from, and discussing feedback with the University Supervisor and other students during group meetings).
3. Evaluation by field supervisor showing achievement of specific field site objectives.
4. Quality and completeness of portfolio. (Students will develop a portfolio showing their activities and accomplishments during the internship. A log of their hours in each of the intern activities and weekly journal entries will also be included in the portfolio.) See below under "requirements."
5. Please note that meeting course written requirements is only one aspect of the course. To pass this course, the student must exhibit/implement strong ethical behaviors. Adhere to the 2014 ACA Code of Ethics and other codes at your site, complete all assignments on time, attend all classes (face-to-face, online) on time.

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.

## Requirements

1. Department requirements for this course include 600 supervised hours (300 hours/semester) of direct (minimum of 240 hours) and indirect counseling and counselor education services. Examples of direct and indirect services are listed below:

Direct

Providing face to face counseling, consulting, supervision or teaching

Conducting interviews, orientations, or psychoeducational programs

Indirect Preparing for provision of direct services

Professional reading, computer work, and background research relevant to a content area in the Intern Agreement

Approved professional development activity

Maintenance of client records

1. In conjunction with their university professor and consultation from supervisors in their proposed content areas, students will develop an Intern Agreement describing their objectives, activities and criteria and methods for evaluation of these activities.
2. Interns are required to participate in group supervision according to the course schedule and in individual supervision according to their Intern Agreement. Additional meetings may be scheduled at the request of the intern or the university professor.
3. Interns will arrive at group supervision meetings prepared to describe their direct service work for peer supervision. Interns will also be prepared to share their experiences in indirect services related to their intern activities.
4. Interns will review and agree to adhere to the *2014 ACA Code of Ethics*. Interns will be expected to be familiar with the standards relating specifically to the content areas of their internship (e.g., consultation, teaching, research).
5. Interns will record their time for each content area on a log. Students may devise their own record keeping system or use a form provided by the University Professor. The log entry must reflect the nature of the activity and its classification as direct or indirect hours. Each week, Interns should keep totals of their direct and indirect hours in each area (use 6 separate sheets).
6. Interns in a clinical setting must document direct counseling and consultation services with appropriate log notes signed by their on-site supervisor.
7. If needed, interns will prepare professional disclosure statements and informed consent materials as appropriate to sites where they complete direct service requirements. Materials will be submitted to the University Professor for approval.
8. Interns will maintain a portfolio containing a log of their activities in each content area (e.g., counseling, supervision, teaching, research, or consultation).
9. Interns will evaluate their site, site supervisor and University Professor.
10. Additional requirements may be made in response to needs and goals identified by supervisors or interns during the internship.

**Please note:** Failure to attend all classes and turn in all assignments on time will result in a grade of F.

## Content Outline

See the schedule of assignments/topics for the class meetings and the assignment overview on pages 14-19

# EPCE 6094

**Topics for Class Meetings**

|  |  |  |
| --- | --- | --- |
| Date | Topic | Bring to Class |
| **Weekend of August 28/29 and** | **Class Discussion Topics** | * Copies of articles by Smith & Okech (2016a), Sells & Hagedora (2016), and Smith & Okech (2016b). These are listed in the references. Read these articles before class on August 28th. * A hard copy of this syllabus * Portfolio to class. (Material that should be included in the portfolio can be found on page 15 under assignments.) |
|  | 1. Counselor Client   Agreement   1. Class requirements 2. Overview of Typescripts and its components. |
| **Weekend of October 9/10** | **Class Discussion Topics:**   1. Your Counseling Theory 2. Your Supervision Theory (CACREP II.G.5.d, e; G.6.c) 3. Your Career Development 4. Your Professional Identity 5. Issues in Supervision 6. Application Research Project (APEX) | * Updated Portfolio |
| **Weekend of November 20/21** | **Class Discussion Topics:**   1. Professional Wills 2. Program Evaluation | * Updated Portfolio |

# EPCE 6094

**Schedule of Assignments**

### All assignments except for Typescripts must be submitted before 11:59 pm of its due date via email to Dr. Bradley.

***Details on submitting the typescript is listed under the description of the assignment.***

|  |  |  |
| --- | --- | --- |
| Due Date | Assignment | Description of assignment |
| August 28th | Portfolio | Include a copy of each item listed below, in a binder. Continue to keep all internship related material in this binder.  1.Signed Contracts 2.Proof of Insurance  3.Counselor/Client Agreement 4.ACA + 1 other Code of Ethics 5.Multicultural Counseling  Competencies 6.Advocacy Counseling  Competencies |
| September 4th | Summary of Articles I.   1. Smith & Okech (2016a) 2. Smith & Okech (2016b) 3. Sells & Hagedorn (2016) | Summarize 2 of the 3 articles. This summary should be an APA style summary.  Page Count: 2 per article. |
| September 11th | Summary of Terms 1-6 | Write a paper summarizing the terms below. Define the term by including references that validate your statements. (You may discuss what this word means to counselors? How does it affect counselor educators? All of your thoughts must be buttressed by data/information that you reference in your written summary)  The terms include:   1. Aspirational ethics 2. Mandatory ethics 3. Codes of Ethics 4. Five Moral Principles 5. Professional will 6. Professional Identity |

|  |  |  |
| --- | --- | --- |
|  |  | Page count: 1.5-2 pages per term. |
| September 30th | Time Log I and Site Supervisor Evaluation I of you | Time logs and Evaluations must be signed and dated by you and the supervisor.  Email a copy of your log to Dr. Bradley.  Time logs (Page 65) and Evaluation forms (Page 42-44) can be found in the PhD Field Handbook.  Refer to page 36- Appendix A for details regarding the hours you must complete by this date. |
| September 30th | Typescript I | **Mail a copy of your typescript to Dr. Bradley. The typescript should be post marked by: September 25rd.**  Your typescript should be placed in a manila folder. Include the additional material listed below in the folder:   1. Checklist with each item checked off. (Page 68 of field handbook) 2. Release form (a one page paper with a few sentences that states: that the client has signed a consent form to be taped AND the typescript will be used for educational purposes in class without the client's name being used. The statement must also include a statement that the signed consent is in the client's counseling file at *(your agency)* counseling office. 3. Evaluation/ feedback forms (Page 69-72 in field handbook) 4. Interview Record form (Page 73- 74 in field handbook) 5. Include original and revised Frequency Count (Page 75 in field handbook)   \*\*Remove all identifying data from everything you submit (You may say "15 year old female") |

|  |  |  |
| --- | --- | --- |
|  |  | **Dr. Bradley's mailing address is:**  6548, 43rd Street,  Apartment 2219,  Lubbock TX, 79407 |
| October 2nd | Summary of Terms 1-4 | Write a paper summarizing the terms below. Define the term by including sources that validate your statements. (You may discuss what this word means to counselors? How does it affect counselor educators? All of your thoughts must be buttressed by data/information that you reference in the written summary)  The terms include:   1. Counseling theory 2. Supervision theory 3. Career Development 4. Professional Identity   Page count: 2 pages per term. |
| October 9th | Summary of Major Issues and Concerns in Supervision. | Write a summary discussing what you think are major issues in supervision. Discuss what your concerns are pertaining to supervision.  Page count: 2-3. |
| October 30th | Time Log II | Time logs must be signed and dated by you and the supervisor. Email a copy of your log to Dr. Bradley.  Time logs (Page 65) can be found in the PhD Field Handbook.  Refer to page 36- Appendix A for details regarding the hours you must complete by this date. |
| October 30th | Typescript II | Follow instructions for Typescript I. Mail copy your transcript to **Dr. Bradley at her home address. Mail must be postmarked by October 30th.** |

|  |  |  |
| --- | --- | --- |
| November 6th | Summary of Articles II.   1. Bradley, Hendricks & Kabell (2012) 2. Bradley, Hendricks & Whiting (2016) | Summarize 2 articles. This summary should be an APA style summary.  Page Count: 2 per article. |
| November 13th | Summary of Terms 1-6 | Write a paper summarizing the terms below. Define the term by including sources that validate your statements. (You may discuss what this word means to counselors? How does it affect counselor educators? All of your thoughts must be buttressed by data/information that you reference in the written summary)  The terms include:   1. Supervision 2. Counseling 3. Teaching 4. Consultation 5. Research 6. Leadership   Page count: 2 pages per term. |
| November 30th | Time Logs III, Site Supervisor Evaluation II of you, Your Evaluations of Supervisor. | Time logs and Evaluations must be signed and dated by you and the supervisor.  Email a copy of your log to Dr. Bradley, unless it is your final log.  Your Evaluations have 2 different forms. One of your site (Page 47-48) and one of your site supervisor (Page 45-46). They can be found in the PhD Field Handbook. **These final evaluations must be mailed to Dr. Bradley at her home address.**  Time logs (Page 65) and Evaluation forms (Page 42-44) can be found in the PhD Field Handbook.  Refer to page 36- Appendix A for details regarding the hours you must complete by this date. |
| December 2nd | Annotated Bibliography | The annotated bibliography MUST be in APA style (look up APA annotated bibliography for examples). |

|  |  |  |
| --- | --- | --- |
|  |  | Must contain at least 10 references. At least 7 of the references must be counseling journal articles or counseling textbook chapters. These 10 references should be articles/chapters that were not  required for class. |
| December 2nd | Final Time Log showing 300 hours across six areas as outlines on page 36- Appendix A. | Submit your final time log, with the cumulative log sheet. (An example can be found in the PhD field handbook- Page 66).  **Mail hard copies of final time log to Dr. Bradley at her home address** (This should be postmarked by December 2nd)  If you plan to transfer hours: create a new log (the one you use for each area) indicating how many direct and indirect hours you plan to transfer between semesters. Simple list "direct transfer hours" and write the number of hours under the direct column. List "indirect transfer hours" and write the number of hours under the indirect column.  Also, include a one-page statement stating "I plan to transfer direct hours and indirect hours to the  semester." |

1. **Required Text:**

No textbook is required.

Journal articles and book chapters will be assigned

For supervision readings, please refer to the Ladaney and Bradley Book.

## Course Policies

Electronics: All phones should be turned off during class. You may bring your laptop or tablet to class for taking notes and doing research that is related to class. However, if you are using your laptop, notebook, or phone for anything not class related, you will be asked to turn it off and not bring it again.

## Scholastic Dishonesty

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

"Scholastic dishonesty" includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Counselor Education students are expected to exhibit ethical conduct at all times.

## 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.

## Religious Observations

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. Students must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Failure to complete these assignments may result in appropriate responses from the instructor.

## ADA Compliance

A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a *Letter of Accommodation* from Student Disability Services. The *Letter of Accommodation* indicates to faculty that the student has provided proof of her/his

disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification.

The professor cannot make accommodations prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student's disability needs unless the student provides a *Letter of Accommodation* from Student Disability Services. Ideally, *Letters of Accommodation* should be presented to instructors at the beginning of the semester; however, *Letters of Accommodation* may be submitted at any point during a semester. If a *Letter of Accommodation* is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.

## Violence and Sexual Harassment

The university is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state law, the university prohibits discrimination based on sex and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence, sexual violence, and any other misconduct based on sex. Any acts that fall within the scope of this policy hereinafter are referred to as Sexual Misconduct.

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university's policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

This policy applies to all university students and employees, visitors, applicants for admission to or employment with the university, as well as university affiliates and others conducting business on campus. This policy will apply to on-campus and off-campus conduct of which the university is made aware and which adversely impacts the educational and employment environments of the university. The university will take all reasonable steps to prevent recurrence of any Sexual Misconduct and remedy discriminatory effects on the Reporting Party and others, if appropriate.

The full description of the University's policy on violence and sexual harassment can be found in OP 40.03.

## Title IX

Texas Tech University is dedicated to providing a safe and equitable learning environment for all students. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to The Student Resolution Center: (806) 742-SAFE (7233). The TTU Counseling Center (<http://www.depts.ttu.edu/scc/>) provides confidential support (806-742-3674) and the Voices of Hope Lubbock Rape Crisis Center has a 24-hour hotline: 806-763-RAPE (7273). For more information about support, reporting options, and other resources, go to: <http://www.depts.ttu.edu/sexualviolence/>

## Classroom Civility/Etiquette

Students are encouraged to follow the eight ethical principles supported in the *Strive for Honor*

brochure. They are:

* *Mutual Respect* – Each member of the Texas Tech community has the right to be treated with respect and dignity.
* *Cooperation and Communication* – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
* *Creativity and Innovation* – A working and learning environment that encourages active participation.
* *Community Service and Leadership* – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
* *Pursuit of Excellence* – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
* *Public Accountability* – We strive to do what is honest and ethical even if no one

is watching us or compelling us "to do the right thing".

* *Diversity* – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
* *Academic Integrity* – Being responsible for your own work ensures that grades are earned honestly.

The Counselor Education program supports the LGBTQIA community. Within the Center for Campus Life, the Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender expressions. Contact information for the Office of LGBTQIA is Student Union Building Room 201, [www.lgbtqia.ttu.edu,](http://www.lgbtqia.ttu.edu/) 806-742-5433.

## Resources for Safe Campus

Safety is important at Texas Tech. There is an Emergency system across the campus that allows contact with the Campus Police. One is on 18th Street between the Education Building and the Parking Garage. Other resources, including student safety, disability resources, student conduct, and student health services, can be found at [http://www.depts.ttu.edu/dos/bit/available-](http://www.depts.ttu.edu/dos/bit/available-resources.php) [resources.php](http://www.depts.ttu.edu/dos/bit/available-resources.php)

## References

Adler, A. (1964). *Social interest: A challenge to mankind.* Capricorn.

Adler, A. (1979). *Superiority and social interest: A collection of later writings* (3rd ed.) (H. L. Ansbacher & R. R. Ansbacher, Eds.). Norton.

Akos, P., & Elles, C. M. (2008). Racial identity development in middle school. *Journal of Counseling and Development, 86,* 26-34.

Alegre, A. (2011). Parenting styles and children's emotional intelligence: What do we know?

*Journal of Counseling and Development, 19,* 56-63.

Alexander, C., Kruczek, T., & Ponterotto, J. (2005). Building multicultural competencies in school counselor trainees. *Counselor Education and Supervision, 44,* 255-266.

Alford, K. M. (1998). Family roles, alcoholism, and family dysfunction. *Journal of Mental Health Counseling, 20*(3), 250-261.

Altmaier, E. M. (2011). Best practices in counseling grief and loss: Finding benefit from trauma.

*Journal of Mental Health Counseling, 33,* 33-46.

American Counseling Association. (2014). *ACA Code of Ethics*. Alexandria, VA: American Counseling Association.

American Mental Health Counselors Association. (2015). *AMHCA Code of Ethics.* Alexandria, VA: Author.

American School Counselor Association. (2016). *Ethical Standards for School Counselors.*

Alexandria, VA: Author.

Association of Counselor Education and Supervision (ACES). (2011). *Best practice in clinical supervision.* Retrieved from [https://www.acesonline.net/sites/default/files/ACES-Best-](https://www.acesonline.net/sites/default/files/ACES-Best-Practices-in-clinical-supervision-document-FINAL.pdf) [Practices-in-clinical-supervision-document-FINAL.pdf](https://www.acesonline.net/sites/default/files/ACES-Best-Practices-in-clinical-supervision-document-FINAL.pdf).

Astramovich, R., & Coker, J. K. (2007). Program evaluation: The accountability bridge model for counselors. *Journal of Counseling and Development, 85,* 162-173.

Atkinson, D. R., Morten, G., & Sue, D. W. (Eds.). (2004). *Counseling American minorities: Cross-cultural perspective* (6th ed.). William C. Brown.

Auxier, C. R., Hughes, F. R., & Kline, W. B. (2003). Identity development in counselors-in- training. *Counselor Education and Supervision, 43,* 25-38.

Avent, J. R., Wahesh, E., Purgason, L. L., Borders, L. D. and Mobley, A. K. (2015), A Content Analysis of Peer Feedback in Triadic Supervision. Counselor Ed & Supervision, 54: 68– 80.

Baird, B. N. & Mollen, D. (2018). *The internship, practicum, and field placement handbook* (8th ed.). Tyler & Francis.

Banker, J., Witting, A. B., & Jensen, J. (2019). Hormones and childhood trauma: Links between the physical and psychological. *The Family Journal*, *27*, 300-308.

Bardhoshi, G., Erford, B., Duncan, K., Dummett, B., Falco, M., Deferio, K., & Kraft, J. (2016).

Choosing assessment instruments for posttraumatic stress disorder screening and outcome research. *Journal of Counseling and Development, 94,* 184-195.

Bauman, S. (2010). *Cyberbullying: What counselors need to know.* American Counseling Association.

Beck, A. T. (1991). *Cognitive therapy and emotional disorders*. Penguin.

Benshoff, J., & Rowall, P. (2008). Using personal growth groups in multicultural counseling courses to foster students' ethnic identity development. *Counselor Education and Supervision, 48,* 2-16.

Berne, E. (1964). *Games people play.* Grove Press.

Bidell, M. P. (2012). Examining school counseling students' multicultural and sexual orientation competencies through a cross-specialization comparison. *Journal of Counseling & Development, 90,* 200-208.

Birrell, P., & Bruns, C. (2016). Ethics and relationship: From risk management to relational engagement. *Journal of Counseling and Development, 94,* 391-398.

Blackston, A., & Stewart, M. (2016). There's more thinking to decide: How the childfree decide

not to parent. *The Family Journal, 24,* 296-304

Blair, R. G. (2004). Helping older adolescents search for meaning in depression. *Journal of Mental Health Counseling, 26,* 333-349.

Borders, L., Welfare, L., Sackett, C., & Cashwell, C. (2017). New supervisors' struggles and

successes with corrective feedback. *Counselor Education and Supervision, 56,* 208-225.

Boyer, C. A. (2007). Women's caregiving careers and retirement financial insecurity. *Adultspan Journal, 6,* 49-63.

Bozard, R.L., & Young, S. (2016). The roles of family, friends, and romantic sexual partners in the body image of sexual minority men. *Journal of Counseling and Development, 94,* 150-161.

Bradley, L., Hendricks, B., & Kabel, D. R. (2012). The Professional Will: An Ethical Responsibility. *The Family Journal: Counseling and Therapy for Couples and Families, 20*(3), 309-314.

Bradley, L., Hendricks, B., Lock, R., Whiting, P., & Parr, G. (2011). Email communication issues for mental health counselors. *Journal of Mental Health Counseling, 33,* 67-80.

Bradley, L., Hendricks, B., Whiting, P. (2016). Wills: An ethical responsibility. *The Family Journal, 24,* 283-287.

Bradley, L. J., & Ladany, N. (2010). *Counselor supervision: Principles process and practice*

(3rd ed.). Taylor and Frances.

Bradley, L., Sexton, T., & Smith, H. (2005). The American Counseling Association Practice Research Network (ACA PRN): A research tool. *Journal of Counseling and Development, 83,* 488-492.

Bryan, S. (2018). Types of LGBT microaggressions in counselor education programs. *Journal of LGBT Issues in Counseling*, *12*, 119-135.

Burnham, J., & Lomax, R. (2009). Examining race ethnicity and fears of children and adolescents in the United States: Differences between White, African American and Hispanic populations. *Journal of Counseling & Development, 87,* 387-394.

Burns, S. (2010). Counseling adult clients experiencing chronic pain. *Journal of Counseling and Development, 88, 483-492.*

Buser, T. J., Pitchko, A., & Buser, J. K. (2014). Naturalistic recovery from nonsuicidal self- injury: A phenomenological inquiry. *Journal of Counseling & Development, 92*, 438-446.

Caldwell, C., & Freeman, S. (2009). End-of-life decision making. *Journal of Professional Counseling: Practice, Theory & Research, 37*, 21-34.

Calley, N. (2009). Promoting a contextual perspective in the application of the *ACA Code of Ethics:* The ethics into action map. *Journal of Counseling & Development, 87,* 476-483.

Calley, N. G. (2007). Integrating theory and research: The development of a research-based treatment program for juvenile male sex offenders. *Journal of Counseling and Development, 85,* 131-143.

Capuzzi, D., & Stauffer M. D. (2016). *Counseling and psychotherapy: Theories and interventions* (6th ed.). American Counseling Association.

Carter, R. T., & Atkinsulure-Smith, A. M. (1996). White racial identity and expectations about counseling. *Journal of Multicultural Counseling and Development, 24,* 218-229.

Cashwell, C. S., & Young, J. S. (2011). *Integrating spirituality and religion into counseling.*

American Counseling Association.

Castronova, M., & Wilson, C. (2018). Systemic work with a couple facing narcissism: A case analysis. *The Family Journal, 26,* 396-405.

Chandler, C., Portrie-Bethke, C., Minton, C., Fernando, D., & O'Callaghan, D. (2010). Matching animal–assisted therapy techniques and intentions with counseling therapy guiding theories. *Journal of Mental Health Counseling, 32,* 354-374.

Chang, D., Tong, H., Shi, Q., & Zeng, Q. (2005). Letting a hundred flowers bloom: Counseling and psychotherapy in the People's Republic of China. *Journal of Mental Health Counseling, 27,* 102-116.

Chang, R. (2005). Women, human rights and counseling: Crossing international boundaries.

*Journal of Counseling and Development, 83,* 259-262.

Chao, R. C. (2012). Racial/ethnic identity, gender-role attitudes, and multicultural counseling competence: The role of multicultural counseling competence. *Journal of Counseling & Development, 90,* 35-45.

Cherry, L., & Erford, B. (2017). *Crisis intervention and prevention 3rd ed.).* Pearson.

Chesley, G., Gillett, D., & Wagner, W. (2008). Verbal and nonverbal metaphor with children in counseling. *Journal of Counseling and Development, 86,* 399-412.

Cook, J., & Lawson, G. (2016). Counselor's social class and socioeconomic status: Understanding and awareness. *Journal of Counseling and Development, 94,* 442-454.

Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning

Corey, G., Corey, M., Corey, C., & Corey, C. (2018). *Issues and ethics in the helping professions*

(10th ed.). Cengage Learning.

Corey, G., Corey, M., & Haynes, R. (2015). *Ethics in action* (3rd ed.). Cengage Learning.

Corey, G., & Herlihy, B. (2015). *Boundary issues in counseling: Multiple roles and responsibilities* (3rd ed). American Counseling Association.

Corey, G., Muratori, M., Austin, J., & Austin, J. (2018). *Counselor self-care.* American Counseling Association.

Corey, M., & Corey, G. (2017). *Groups: Process and practice* (10th ed.). Cengage Learning.

Cottone, R. R., & Claus, R. E. (2000). Ethical decision-making models: A review of the literature. *Journal of Counseling & Development, 78*, 275-283.

Coy, D., & Kovacs-Long, J. (2005). Maslow and Miller: An exploration of gender and affiliation in the journey to competence. *Journal of Counseling and Development, 83,* 138-145.

Crunk, E., Burke, L., & Robinson, M. (2017). Complicated grief: An evolving theoretical landscape. *Journal of Counseling and Development, 95,* 226-233.

Culbreth, J., & Brown, L. (2009). *State of the art for clinical supervision.* Taylor & Francis Group.

Dimmitt, C., Carey, J., McGannon, W., & Henningson, I. (2005). Identifying a school counseling research agenda: A Delphi study. *Counselor Education and Supervision, 44,* 214-229.

Doweiko, H. E. (2011). *Concepts of chemical dependency* (8th ed.). Belmont, CA: Brooks-Cole.

Duba, J., Paez, S., & Kindsvatter, A. (2010). Criteria of nonacademic characteristics used to evaluate and retain community counseling students. *Journal of Counseling of Deevelopment, 88,* 154-163.

Duffy, T., Englar-Carlson, M. & Evans, M.P. (2014). *A counselor's guide to working with men*.

American Counseling Association.

Duffy, T., Haberstroh, S., Ciepcielinski, E., & Gonzales, C. (2016). Relational-cultural theory and supervision: Evaluating developmental relational counseling. *Journal of Counseling and Development, 94,* 442-454.

Eckstein, D., McRae, S., & Sperber, M. (2009). Forgiveness: Another relationship "f word"-a couple's dialogue*. The Family Journal, 17*, 256-262.

Eckstein, D., & La Grassa, L. (2005). The non-violent relationship questionnaire. *The Family Journal, 13,* 205-212.

Egan, G., & Reese, R. J. (2018). *The skilled helper: A problem-management opportunity- development approach to helping* (11th ed.). Cengage Learning.

Erford, B. (2017). *Orientation to the counseling profession (3rd ed.).* Merrill Counseling.

Ford-Sori, C., Maucieri, L., Bregar, C., & Kendrick, A. (2015). Training graduate students to

work with children and families: A content analysis of students' perceptions of a child-

focused course. *The Family Journal, 23,* 427-434.

Frankl, V. (1963). *Man's search for meaning.* Boston: Beacon Press. Freud, S. (1949). *An outline of psychoanalysis.* New York: Norton.

Furr, S. B., & Carroll, J. J. (2003). Critical incidents in student counselor development. *Journal of Counseling and Development, 81,* 483-490.

Gilliland, B., James, R., & Bowman, J. (2002). *Theories and strategies in counseling and psychotherapy.* (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Gladding, S. (2018). *The counseling dictionary* (4th ed.). American Counseling Association. Gladding, S. (2017). *The creative arts in counseling* (5th ed.). American Counseling Association. Glasser, W. (1985). *Control theory: A new explanation of how we control our lives.* Harper &

Row.

Gnilka, P. B., Chang, C. Y., & Dew, B. J. (2012). The relationship between supervisee stress, coping resources, the working alliance, and the supervisory working alliance. *Journal of Counseling & Development, 90,* 63-71.

Gnilka, P.B., Rice, K., Ashby, J., & Moate, R. (2016). Adult attachment, multidimensional perfectionism and the alliance among counselor supervisees. *Journal of Counseling and Development, 94,* 285-297.

Granello, D.H., & Gibbs, T. (2016). The power of language and labels: The "mentally ill" versus "people with mental illness". *Journal of Counseling and Development, 94,* 31-41.

Greason, P., & Cashwell, C. (2009). Mindfulness and counseling self-efficacy: The mediating, role of attention and empathy. *Counselor Education and Supervision, 49,* 2-19.

Haberstroh, S. (2009). Strategies and resources for conducting online counseling. *Journal of Professional Counseling: Practice, Theory & Research, 37,* 1-20.

Haberstroh, S., Parr, G., Bradley, L., Morgan-Fleming, B., & Gee, R. (2008). Facilitating online counseling: Perspectives from counselors in training. *Journal of Counseling and Development, 86,* 460-471.

Hackney, H., & Cormier, L. S. (2012). *The professional counselor: A process guide to helping*

(7th ed.). ] Prentice Hall.

Hansen, J. (2010). Consequences of the post-modernist vision: Diversity as the guiding value for the counseling profession. *Journal of Counseling and Development, 88,* 101-107.

Hays, D. (2017). *Assessment in counseling: Procedure and practice* (6th ed.). American Counseling Association.

Henderson, D., & Thompson, C. (2015). *Counseling children* (9th ed.). Cengage Learning Hendricks, C.B., Bradley, L.J., & Robertson, D.L. (2015). Implementing multicultural ethics:

Issues for family counselors. *The Family Journal*, 23, 190-193.

Heppner, P. P., Wampold B. E., Owen, J., Thompson M. N., & Wang K. T. (2015). *Research design in counseling* (4th ed.). Cengage Learning

Herlihy, B. J., Hermann, M. A., & Greden, L. R. (2014). Legal and ethical implications of using religious beliefs as the basis for refusing to counsel certain clients. *Journal of Counseling and Development, 92* (2), 148-153.

Hermann, M. A., & Herlihy, B. R. (2006). Legal and ethical implications of refusing to counsel homosexual clients. *Journal of Counseling and Development, 84,* 414-418.

Homrich, A., & Henderson, K. (2018). *Gatekeeping in the mental health professions.* American Counseling Association.

Hoover, S., & Morrow, S. (2016). A qualitative study of feminist multicultural trainees' social

justice development. *Journal of Counseling and Development, 94,* 306-319.

Houser, R., Wilczemski, F., & Ham, M. A. (2006). *Culturally relevant ethical decision-making in counseling.* Sage.

Huffstetler, B. (2001). Depression in older adults: Pervasive or preventable. *Adultspan Journal, 3,* 61-71.

Ivers, N., Johnson, P., Clarke, D.W., & Berry, R. (2016). The relationship between mindfulness and multicultural counseling competence. *Journal of Counseling and Development, 94,* 72-83.

Ivey, A., Ivey, M. B., & Simek-Downing, L. (1987). *Counseling and psychotherapy: Integrating skills, theory, and practice* (2nd ed.). Prentice-Hall.

Jamil, H., Nassar-McMillan, S. C., & Lambert, R. (2004). The aftermath of the Gulf War: Mental health issues among Iraqi Gulf War Veteran Refugees in the United States. *Journal of Mental Health Counseling, 26,* 295-309.

Jennings, L., Sovereign, A., Bottorff, N., Mussell, M., & Vye, C. (2005). Nine ethical values of master therapists. *Journal of Mental Health Counseling, 27,* 32-48.

Joe, J. (2018). Counseling to end an epidemic: Revisiting the ethics of HIV/AIDS. *Journal of Counseling & Development, 96,* 197-205.

Jones, K. (2010). The unstructured clinical interview. *Journal of Counseling & Development, 88,*

220-227.

Jongsma, A. E., Peterson, M., & Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner* (5th ed.)*.* John Wiley and Sons.

Jungers, C. (2010). Leaving home: An examination of late-life relocation among older adults.

*Journal of Counseling and Development, 88,* 416-424.

Kampfe, C. (2015). *Counseling older people: Opportunities and challenges*. American Counseling Association.

Kaplan, D., Francis, P., Hermann, M., Baea, J., Goodnough, G., Hodges, S., Spurgeon, S., &Wade, M. (2017). New concepts in the *2014 ACA code of ethics*. *Journal of Counseling and Development, 95,* 110-120.

Kazdin, A. E. (2013). *Behavior modification in applied settings* (7th ed). Waveland Press, Inc.

Kelley, S. D., English, W., Schwallie-Giddis, P., & Jones, L. M. (2007). Exemplary counseling strategies for developmental transitions of young women with attention deficit/hyperactivity disorder. *Journal of Counseling and Development, 85,* 173-182.

Kitchener, K. (1984). Invitation, critical evaluation and ethical principle: The foundation for ethical decisions in counseling psychology. *The Counseling Psychologist, 12,* 43-55.

Kocarek, C. E., & Pelling, N. J. (2003). Beyond knowledge and awareness: Enhancing counselor skills for work with gay, lesbian and bisexual clients. *Journal of Multicultural Counseling and Development, 31,* 99-113.

Kocet, M. M. & Herlihy, B. J. (2014). Addressing value-based conflicts within the counseling relationship: A decision making model. *Journal of Counseling and Development, 92* (2), 180-186.

Kopp, S. (1976). *The naked therapist.* Edits.

Kottler, J. (2017). *On being a therapist* (5th ed.)*.* Oxford University Press. Kubler-Ross, E. (1969). *On death and dying.* Macmillan.

Ladany, N., & Bradley, L. (Eds.). (2010). *Counselor Supervision* (4th ed.). Routledge. Lazarus, A. A. (1981). *The practice of multimodal therapy.* McGraw-Hill.

Lewis, J., Hayes, B., & Bradley, L. (1992). *Counseling women across the lifespan.* Love Publishers.

Mackelprang, R., & Salsgiver, R. (2016). *Disability: A diversity model approach in human service practice* (3rd ed.)*.* Oxford University Press.

Maslow, A. (1999). *Toward a psychology of being* (3rd ed.). Van Nostrand Reinhold. Meichenbaum, D. H. (1977). *Cognitive-behavior modification: An integrative approach.*.

Miller, R., & Prosek, E. A. (2013). Trends and Implications of proposed changes to the DSM-5 for Vulnerable Populations. *Journal of Counseling & Development, 91,* 359-366.

Neukrug, E. (2014). *A brief orientation to counseling: Professional identity, history, and standards.* Brooks/Cole.

Newhart, S., Mullen, P., & Gutierrez, D. (2019). Expanding perspectives: Systemic approaches to college students experiencing depression. *Journal of Counseling & Development*, *97*, 260-269.

Okun, B. F. & Kantrowitz, R.E. (2015). *Effective helping: Interviewing and counseling techniques* (8th ed). Cengage Learning.

Patterson, C. H. (1986). *Theories of counseling and psychotherapy* (4th ed.). Harper & Row. Perls, F. (1969a) *Gestalt therapy verbatim.* Real People Press.

Perls, F. (1969b). *In and out of the garbage pail.* Real People Press.

Pope, K. S., & Vasquez, M. (2005). *How to survive and thrive as a therapist.* American Psychological Association.

Prosek, E. A. and Hurt, K. M. (2014), Measuring Professional Identity Development Among Counselor Trainees. Counselor Ed & Supervision, 53: 284–293. doi: 10.1002/j.1556- 6978.2014.00063.x

Ratts, M., Toporek, R., & Lewis, J. (Eds.). (2010). *ACA advocacy competencies.* American Counseling Association.

Ratts, M., & Hutchins, M. (2009). ACA advocacy competencies: Social justice advocacy at the client/student level. *Journal of Counseling and Development, 87,* 269-276.

Remley, T., & Herlihy, B. (2019). *Ethical, legal, and professional issues in counseling (6th ed.).*

Pearson.

Rogers, C. (1951). *Client-centered therapy.* Houghton Mifflin. Rogers, C. R. (1961). *On becoming a person.* Houghton Mifflin.

Rogers, J. R., Bromley, J. L., McNally, C. J., & Lester, D. (2007). Content analysis of suicide notes as a test of motivational component of the existential-constructivist model of suicide. *Journal of Counseling and Development, 85,* 182-189.

Rossheim, B., & McAdams, C. (2010). Addressing the chronic sorrow of long-term spousal caregivers: A primer for counselors. *Journal of Counseling and Development, 88,* 477- 483.

Sandhu, D. S., & Brown, S. P. (1996). Empowering ethnically and racially diverse clients through prejudice reduction: Suggestions and strategies for counseling. *Journal of Multicultural Counseling and Development, 24,* 202-218.

Schmidt, J. (2013). *Counseling in schools: Comprehensive programs of responsive services for all students* (6th ed.)*.* Pearson.

Seligman, D., & Reichenberg, L. (2013). *Theories of counseling and psychotherapy (4th ed.).*

Prentice Hall.

Sells, J. N., & Hagedorn, E. B. (2016). CACREP Accreditation, Ethics, and the Affirmation of Both Religious and Sexual Identities: A Response to Smith and Okech. *Journal of Counseling & Development, 94*. 265-278.

Shepard, D. S. (2002). Using screenwriting techniques to create realistic and ethical role plays.

*Counselor Education and Supervision, 42,* 145-159.

Sheperis, D., Hennington, S., & Kocet, M. (2016). *Ethical decision making for the 21st century.*

Sage.

Skinner, B. F. (1948). *Walden II.* Macmillan.

Smith. L. C., & Okech, J. E. A. (2016a). Ethical Issues Raised by CACREP Accreditation of Programs Within Institutions that Disaffirm or Disallow Diverse Sexual Orientations. *Journal of Counseling & Development, 94*, 252-264.

Smith. L. C., & Okech, J. E. A. (2016b). Negotiating CACREP Accreditation Practices, Religious Diversity, and Sexual Orientation Diversity: A Rejoinder to Sells and Hagedron. *Journal of Counseling & Development. Journal of Counseling & Development 94,* 280-284

Sperry, L. (2016). Teaching the competency of family case conceptualization. *The Family Journal, 24,* 279-283.

Stare, B. G., & Fernando, D. M. (2014). Intimate partner violence typology and treatment: A brief literature review. *The Family Journal: Counseling and Therapy for Couples and Families, 22*(3), 298-303.

Steiner, C. (1974). *Scripts people live: Transactional analysis of life scripts.* Grove Press. Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A., Nadal, K. L., &

Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, *62*, 271-286.

Sue, D. W., & Sue, D. W., Neville, H. A. & Smith, L. (2019). *Counseling the culturally diverse: Theory and practice* (8th ed.). Wiley.

Sweitzer, H. F., & King, M. A. (2014). *The successful internship: Personal, professional, and civic development in experiential learning* (4th ed.). Brooks/Cole.

Tarvydas, V. M., Levers, L., & Teahen, P. (2017). Ethical guidelines for mass trauma and complex humanitarian emergencies. *Journal of Counseling and Development, 95,* 260- 267.

Teague-Palmiers, E., & Gutierrez, D. (2016). Healing together: Family therapy resources and strategies for increasing attachment security in individuals engaging in nonsuicidal self- injury. *The Family Journal, 24,* 157-164.

Tillich, P. (1952). *The courage to be.* Yale University Press.

Tyron, G. S. (1996). Supervisee development during the practicum year. *Counselor Education and Supervision, 35,* 287-294.

Vernon, A., & Shimmel, C. J. (2018*). Counseling children and adolescents* (5th ed.). Cognella Academic Publishing.

Villalba, J., & Redmond, R. (2008). Crash: Using a popular film as an experiential learning activity in a multicultural counseling course. *Counselor Education and Supervision, 47,* 264-277.

Wagner, H. H. and Hill, N. R. (2015), Becoming Counselors Through Growth and Learning: The Entry Transition Process. Counselor Ed & Supervision, 54: 189–202.

doi: 10.1002/ceas.12013

Ward, D. E. (1984). Termination of individual counseling: Concepts and strategies. *Journal of Counseling & Development, 63*, 21-25.

Warnke, M. A. (1996). Suggestions for teaching an advanced career counseling practicum.

*Counselor Education and Supervision, 35,* 239-246.

Wedding, D., & Corsini, R. (2018). *Current psychotherapies* (11th ed.). Cengage Learning. Welfel, E. R. (2015). *Ethics in counseling and psychotherapy* (6th ed.). Cengage Learning.

West, J. D., Bubenzer, D. L., Cox, J. A., & McGlothlin, J. M. (2013). Teaching in counselor education: Engaging students in learning. Alexandria, VA: American Counseling Association.

Whiting, P., & Bradley, L. (2007). Artful witnessing of the story: Loss in aging adults. *Adultspan Journal, 6,* 119-128.

Wing Sue, D., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist, 62*(4), 271-286.

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

Yalom, I. D. (1980). *Existential psychotherapy*. New York: Basic Books.

Yu, E., & Chang, E. (2018). Parent-child closeness and parents' meaning in life: Examining

ethnic differences. *The Family Journal, 26,* 300-306.

Zigler, E., & Stevenson, M. (1993). *Children in a changing world: Development and social issues.* Brooks/Cole.

## Rubrics

**All rubrics for this course can be found on page 41-44 of this syllabus.**

# EPCE 6094

**Appendix A**

Dear Student enrolled in EPCE 6094, Fall 2019:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Hours Due On:** | **Area:** | **Hours:** | | **Hours Due On:** | **Area:** | **Hours:** | |
| **Direct** | **Indirect** | **Direct** | **Indirect** |
| **Sept. 30** | Counseling | 5 |  | **Oct. 30** | Counseling | 10 |  |
|  | Supervision | 5 |  |  | Supervision | 10 |  |
|  | Teaching | 5 |  |  | Teaching | 10 |  |
|  | Consultation | 0 |  |  | Consultation | 5 |  |
|  | Research | 0 |  |  | Research | 5 |  |
|  | Leadership | 0 |  |  | Leadership | 0 |  |
|  | Other | 40 |  |  | Other | 80 |  |
|  | **Total**  **(September)** | **55** |  |  | **Total**  **(October)** | **120** |  |
| **Nov. 30** | Counseling | 10 |  |  |  |  |  |
|  | Supervision | 10 |  |  |  |  |  |
|  | Teaching | 10 |  |  |  |  |  |
|  | Consultation | 8 |  |  |  |  |  |
|  | Research | 8 |  |  |  |  |  |
|  | Leadership | 5 |  |  |  |  |  |
|  | Other | 74 |  |  |  |  |  |
|  | **Total (November)** | **125** |  |  |  |  |  |

## Grand Total = 300 Hours

**Please note for October 30 and November 30 submissions of direct/indirect hours, you must submit a cover sheet (cumulative hours sheet).**

# Agreement for EPCE 6094

I will check your hours on the days listed in your course outline. You should have seven (7) separate log sheets (counseling, supervision, teaching, consultation, research, leadership, other) to log your hours. The log sheets must be signed by the student and the faculty member (full- time Counselor Education Faculty, not Adjuncts). For counseling hours, your Site Supervisor must sign the log sheet.

Your signature below indicates that:

* 1. I have read the course syllabus and the above paragraph. Further, I am aware of the hour requirements as listed on page 34 and course requirements listed on pp. 14-17. The 300- hour requirements 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** the internship class. I realize that the above hour requirements are assignments, and I **cannot be late** in completing the hours. I further realize that failure to complete the hours in each category on any of the due dates listed above and on pp. 14-17, p. 34, course syllabus 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 have written the above requirements to clarify internship policies and requirements so that you have read and understand the requirements at the beginning of this class. I mention this because in the past, some students assumed they could be late and "catch up" on their internship hours. Other students thought they could receive a grade of incomplete. Both are inaccurate assumptions.

## All site contracts, and proof of insurance are due no later than August 15. You cannot collect any hours until these forms are submitted.

**This form is due no later than August 23 (make a copy, sign, and bring to class on August 23).**

**Loretta J. Bradley**

Loretta J. Bradley, Ph.D. (Print Student Name)

Paul Whitfield Horn Professor

Counselor Education Texas Tech University (Student Signature)

COE Box 41071 Counselor Education

Lubbock, TX 79409-1071 [Loretta.Bradley@ttu.edu](mailto:Loretta.Bradley@ttu.edu) (Date)

Ph: Office – 806/834-1031 Ph: Home – 806/438-1233 FAX: 806/742-2179

# EPCE 6094

**Appendix B**

Assignments

1. Develop a Portfolio

## Turn in Time Logs on: September 23, October 28, and November 25.

1. **Typescripts due September 23 and October 28** – Release Signatures from client & supervisee are required.
2. **Other Assignments:** Other assignments may be made over the semester.

**\*** Please note that time logs require the signature of your site supervisor. It is your responsibility to complete the log and give it to your site supervisor in time to allow him/her to sign and return it to you by the due date. The statement "My site supervisor has not returned my log" will not be accepted. Please do not ask the EPCE faculty member to give the log to Dr. Bradley. It is your responsibility to have it signed and given (you give or send it) to Dr. Bradley by the due date. It is not okay to say Dr. has my log to sign so I do not have it. Failure to turn in all logs on time will result in a grade of F.

These time logs must be signed and turned in by the dates outlined above (item #2).

# Reform Syllabus Supplement PhD Level: Counseling Internship EPCE 6094

**Phase 3**

## Conceptual Framework

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

## Course Phase

The courses in the Counselor Education program are divided into 3 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 courses focus on application within the classroom. In contrast, Phase 3 courses incorporate the knowledge and skills from Phase 1 courses and the simulated application from Phase 2 courses and implements them in an actual counseling setting.

Counseling Internship (EPCE 6094) is a Phase 3 PhD level course. Accordingly, students enrolled in counseling internship will successfully:

* + Provide effective counseling services in a 300-hour internship to students and clients at an internship site. The 300 hours for internship will be focused on the following six areas: consultation, counseling, leadership, supervision, research, and teaching.

## Trademark Outcomes & Distinctive Skills

This course is a required course in the PhD Counselor Education program. It contributes to

the students' achievement of program goals in the follow manner:

### Trademark Outcomes for the PhD in Counselor Education

The Trademark Outcomes (TOs) for the PhD Counselor Education Program are:

Students will develop an advocacy and social justice leadership plan that impacts the needs of institutions of higher education, communities, schools (P-12), and the counseling profession.

*Distinctive Skills*

* Students will develop advocacy leadership skills
* Students will conduct needs assessments (focus groups) with the target population to identify barriers that impair their quality of life.

*Course Alignment with Skills & Outcome*

The PhD Counselor Education program has been designed to accomplish the above two distinctive interrelated skills. Accordingly, the following distinctive skills are incorporated into the course.

* Using the Advocacy Competencies as foundation, students will create and implement an advocacy and social justice leadership plan at their internship site.
* Using the Advocacy Competencies as foundation, students will demonstrate leadership at one of the advocacy competency levels (e.g., client/student, school/community or public arena).
* Using the results from the Needs Assessment and Service Implementation, students will identify and implement needed services at their internship site.

## Alignment of Course Assessment with End-of-Phase Assessment

This course's assessment is counseling skills as evidenced by successful completion of 300 clock hours at the student's internship site and an acceptable rating on the rubrics. The above assignments are aligned with the End-of-Phase Assessment in that counseling skills across the six areas (consultation, counseling, leadership, supervision, research & teaching) are required for the implementation of an advocacy and social justice leadership plan and a needs assessment.

## Apply and Evaluation (A&E)

The activity and evaluation (A&E) for the counseling internship class is successful completion of 300 hours at the internship site. The student completes two separate internship classes for a total of 600 hours. This activity involves students implementing counseling services at their internship site. This aligns with the PhD Counselor Education trademark outcome that states:

*Students will develop and implement an advocacy and social justice leadership plan that impacts the needs of institutions of higher education, communities, schools (p-12), and the counseling profession.*

In order for the student to be successful at the internship site, the student must develop an advocacy and social justice leadership plan and implement that plan at the internship site as he/she completes 300 clock hours. This will be evaluated by the following rubrics.

Advocacy Leadership Skills Evaluation and Evaluation of Needs Assessment and Service Implementation.

## 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 typescript 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:

41

1

## 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 typescript and given to your University Professor.**

Student’s Name:

Client Name:

Semester: 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** | The student never exhibits | The student almost never | The student sometimes | The student almost always | the student always exhibits |  |
| **session is** | a friendly manner during | exhibits a friendly manner | exhibits a friendly manner | exhibits a friendly manner | a friendly manner during |
| **conducted**  **appropriately in**  **a friendly** | the opening of the session. | during the opening of the session. | during the opening of the session. | during the opening of the session. | the opening of the session. |
| **manner** |  |  |  |  |  |
| **Opening of** | The student never provides | The student almost never | The student sometimes | The student almost always | The student always |  |
| **session is** | structure during the | provides structure during | provides structure during | provides structure during | provides structure during |
| **conducted**  **appropriately** | opening of the session. | the opening of the session. | the opening of the session. | the opening of the session. | the opening of the session. |
| **providing** |  |  |  |  |  |
| **structure for the** |  |  |  |  |  |
| **session** |  |  |  |  |  |
| **Exhibits** | The student never | The student almost never | The student sometime | The student almost always | The student always |  |
| **encouraging** | encourages the client to tell | encourages the client to tell | encourages the client to tell | encourages the client to tell | encourages the client to tell |
| **behavior to the**  **client** | his/her own story and direct the session. | his/her own story and direct the session | his/her own story and direct the session | his/her own story and direct the session | his/her own story and direct the session |

42

2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sub-skill** | **Beginning 1** | **Basic 2** | **Proficient 3** | **Advanced 4** | **Exceptional 5** | **Score** |
| **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 always utilizes 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 always employs 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. |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sub-skill** | **Beginning 1** | **Basic 2** | **Proficient 3** | **Advanced 4** | **Exceptional 5** | **Score** |
| **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**:

COVID 19 Related Policies and Procedures

1. If you are ill and think the symptoms might be COVID-19-related:
   1. Call Student Health Services at 806.743.2848 or your health care provider. After hours and on weekends contact TTU COVID-19 Helpline at [TBA].
   2. Self-report as soon as possible using the Dean of Students COVID-19 webpage. This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.
   3. If your illness is determined to be COVID-19-related, all remaining documentation and communication will be handled through the Office of the Dean of Students, including notification of your instructors of the period of time you may be absent from and may return to classes.
   4. If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.
2. If you are ill and can attribute your symptoms to something other than COVID-19:
   1. If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care providers may arrange virtual visits.
   2. During the health provider visit, request a “return to school” note;
   3. E-mail the instructor a picture of that note;
   4. Return to class by the next class period after the date indicated on your note.

Following the steps outlined above helps to keep your instructors informed about your absences and ensures your absence or missing an assignment due date because of illness will be marked excused. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness.