**Advanced Practicum in Counseling**

**COVID 19 Virtual Meeting**

EPCE 6360- Section 102

3 Credit Hours

Summer 1 2021

**Phase 3**

**Times:** Summer 2021 (10 Weeks)

**Instructor:** aretha f. marbley,

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(Emails that do not have EPCE 5371 in subject field will not be read. Use Blackboard for emails related to this class).

**Virtual Office Hours:** 9:30-12:00T or by appt.

**Meeting Place:** Zoom

**Meeting Dates and Times:**

**April 3 (10-2pm)**

**April 30, (5-9); May 1(10-4pm)**

**May 21 (5-9pm); May 22 (10-4pm)**

**June 11 (5-9pm); June 12 (10-4pm)**

1. **Course Goals**

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

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

**II. Conceptual framework**

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

**A. NCATE Transformation**

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

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

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

**B. Trademark Outcomes: Products for doctoral program**

**1). Distinctive Products: EPCE: Doctor of Philosophy in Counselor Education**

* **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.**

**2). Distinctive Assessments for PhD Programs (EPCE 6360 is a Phase 3**

**Class)**

Students will successfully spend 100 clock hours at a counseling site

providing counseling services to clients.

# C. 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.
3. Be able to acquire, use and develop multimedia software, (i.e., PowerPoint/Keynote presentations, animated graphics, digital audio, digital video) applicable to education, training, and practice.
4. Be able to use statistical software to organize and analyze data.
5. Be able to use computerized and/or internet-based testing, diagnostic, and career decision-making programs with clients.
6. Be able to use email.
7. Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.
8. Be able to subscribe, participate in, and sign off counseling related listservs or other internet based professional communication applications.
9. Be able to access and use counseling-related research databases.
10. Be able to use the Internet to locate, evaluate, and use continuing education, professional development and supervision options in counseling.
11. Be able to perform basic computer operation and maintenance tasks.
12. Be knowledgeable about legal, ethical, and efficacy issues associated with delivery of counseling services via the internet.

*Technology Level: Advanced Doctoral Level Education*

At the doctoral level of education, students extend master’s level competence in the application of computer and related technology to assess the appropriateness of technology applications to teaching, practice, and research. Doctoral level counselor education students should develop a level of competence that combines the knowledge and skills detailed for master’s level students with pedagogical knowledge of how these competencies can be developed in future counselors. At the doctoral level of counselor education, students extend competence to assess the appropriateness of technology applications to teaching, practice and research, and distance supervision.

**D. CACREP Standards**

CACREP Standards are integral to this course. The 2016 CACREP Standards can be viewed at <http://www.cacrep.org/for-programs/2016-cacrep-standards/>.

6.B.1.b. integration of theories relevant to counseling

6.B.1.c. conceptualization of clients from multiple theoretical perspectives

6.B.1.d. evidence-based counseling practices

6.B.1.e. methods for evaluating counseling effectiveness Experimental Design –

Single Subject Research

6.B.1.f. ethical and culturally relevant counseling in multiple settings

6.B.4.j. design and evaluation of research proposals for a human subjects/institutional review board review

6.C.1. Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee.

6.C.2. During the doctoral student’s practicum, supervision is provided by a counselor education program faculty member or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student’s knowledge and skills.

6.C.3. Individuals serving as practicum supervisors have (1) relevant certifications and/or licenses, (2) knowledge of the program’s expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision.

6.C.4. Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty:student ratio

6.C.5. Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty:student ratio.

6.C.6. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum.

**III. Course Purpose**

Doctoral students are required to participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with program faculty and/or a doctoral committee.

*Prerequisites*: Admission to Graduate School, admission to the Ph.D. counseling program. Prerequisites: See EPCE PhD Student Handbook.

May be repeated for credit with the instructor’s consent.

**IV. Course Description**

Supervised field experience in schools and community agencies. Emphasis on integration of theory and practice.

1. **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.  Students will demonstrate how to implement theory into practice.  Students will discuss a recording for evaluation with site supervisor.  At least 40 hours of direct service with actual clients that contributes to the development of counseling skills  CACREP Professional Standards 3.B; 3.C; 3.F; 6.B.1.a-f |
| Demonstrate 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. CACREP 3.H; 5.C.1.c  Weekly interaction that averages one hour per week of individual supervision by a person with a doctoral level degree in Counseling or closely related field  CACREP Professional Standards 3. F-I; 3.H; 6.C.1-6 |
| Articulate their counseling approach based on theory, research, and multicultural and advocacy competencies. | Students will discuss their theory as well as other theories. Students will complete a PDF portfolio that will be graded by the University professor.  CACREP Professional Standards 6.B.1.a-f |
| Develop accurate treatment or educational plans, make appropriate referrals, make appropriate client assessments. | Students will be evaluated by class participation, individual discussions weekly, and by their coursework. Students will be evaluated by their site supervisor. (CACREP 3.H) |
| Engage in appropriate professional and ethical conduct. | Students will be evaluated by the University professor regarding ethical behavior at all times; students will turn in a written summary of an “Ethics At-Risk” case; students will conceptualize a case involving an ethical dilemma; students will demonstrate knowledge of ethical decision-making.  Evaluation of counseling performance throughout the practicum including documentation of a formal evaluation after the student completes the practicum  CACREP Professional Standards 3.H; 6.C.1-6 |

**Course Content Areas**

The course content areas can be found in the following sections: Instructional Units; Assignments, Evaluation Procedures and Grading Policy; and Class Schedule.

**Instructional/Content Topics**

The topics for EPCE 6360 include:

Orientation to Counselor Education Orientation to Counselor Supervision

Administrative Supervision Clinical Supervision

Counseling Licensure Diversity and Advocacy

Overview of Practicum Consultation

Field Site Requirements Crisis Intervention

Counseling Typescripts\* Multicultural Counseling/Diversity Trends

Counseling Log and Journal Advocacy Issues

Counseling Techniques Suicide Issues

Advanced Treatment Planning Posttraumatic Stress and Secondary Trauma

Advanced Case Conceptualization Working with Adolescents and Family Counseling and Internship Role of CACREP

Ethics & Legal Issues: Research Results of Program Evaluation and

Professional Associations Assessment

1. **Course Requirements/Methods of Evaluation Employed Assignments, Evaluation Procedures, and Grading Policy**

**Assignments**

**\*Counseling Session Recordings**

Students will submit 2 typescripts for evaluation as assigned by the professor. Permission forms must be signed by the client for recording *prior to* the session. (More than 2 recordings may be assigned if needed for mastery) (CACREP 3.B; 4.F; 6.B.1.e).

The *typescript* must include:

* 10-15-minute *typescript* with responses identified (typescript must be **7-8 pages**, double-spaced)
* Permission Form (Permission form on file)
* Frequency Count
* Interview Record Form
* Practicum Typescript Evaluation Feedback Form.

**Typescript 1 is Due: Friday, May 28, 2021**

**Typescript 2 is Due: June 25, 2021**

Activity and Evaluation (A&E)

The activity and evaluation (A&E) for the counseling practicum class is:

1. Creation of a comprehensive fictional case study. This can be done by identifying a character from a book, movie, video game, or from your own mind. The case must include:
   1. Age
   2. Ethnicity
   3. Religion
   4. Gender identification
   5. Socio economic status
   6. Career field/status
   7. Relationship status
   8. Presenting problem
   9. Genogram
   10. 3 fictional assessments
   11. Social support
   12. Treatment plan – 3 objective goals of therapy with timelines
   13. Family composition
2. From the case study you are to complete the following:
   1. Apply ACA and other ethics code to a potential ethical issue in the fictional case study.
   2. Apply the ACA Multicultural Counseling Competencies and the ACA Advocacy Competencies
   3. Create a voice over power point slides, video, or other audio/visual presentation of the case, will be uploaded to blackboard.

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 institution of higher education, communities, schools (p-12), and the counseling profession.*

Evaluation Procedures, Grading Policy, and Assignments

Your site supervisor will evaluate you mainly. You will also be evaluated by the work you choose from the combination below. Grading will consist of a passing grade of >70% = C, >80% = B, >90%=A, 100%=A+

**\*For assignments please see end of document**

Methodology

1. You must meet each week with your ON-SITE supervisor.
2. I will check in with your site supervisor via, email or phone, please prepare them to hear from me via email first.
3. You must accumulate 100 clock hours over a 10-week minimum span. 40 hours must be direct service to individuals, couples, and groups.
4. If anything happens call the university of professor

Students will meet each week for supervision with an approved site supervisor onsite. The professor will check in with the Site Supervisor at least 3 times over the semester. Students must complete a total of 100 hours in practicum experiences over the set summer semester. The practicum provides an opportunity for students to perform more advanced activities of a professional counselor pertinent to the student’s program emphasis (child and adolescent; school, clinical, crisis, career, addictions, student affairs, marriage and family, multicultural, etc). The course requires a minimum of 100 clock hours at the practicum site(s) with 40 hours being direct service work with clients/students appropriate to the student’s program emphasis. Students must have a minimum of 4 on-going clients. Participation in a variety of professional activities is classified as indirect service; these include such activities as staff meetings, conferences, supervision, workshops, etc. Students must be supervised a minimum of one hour each week by their on-site supervisor (CACREP 3.H; 6.C.4).

1. Field Site Responsibilities.

Students will perform the activities that a regularly employed staff member in the field site setting is expected to perform. These activities will be carried out according to the nature and requirements of the setting and under the supervision of the field supervisor. The University delegates supervisory and administrative responsibility for field site activities to the field site supervisor. CACREP 3.H

The University supervisor will stay in phone contact with the field site supervisor as needed. The University supervisor will not generally visit the field site during the practicum, unless this is necessary or desirable, or if the field site supervisor or intern requests a visit. At the end of the semester the field site supervisor will complete an evaluation on the student’s activities (CACREP 3.H; 6.C.1-6). **NOTE: All supervisors for EPCE 6350 MUST be at least a Master’s level licensed mental health providers with at least two years experience. See PhD Field Handbook for further requirements.**

If special problems or concerns (e.g., clinical, supervisory, interpersonal) should arise during the practicum, the field site supervisor is asked to contact the University supervisor in a timely fashion, depending on the nature of the problem. It is the responsibility of the University supervisor to work with the field site supervisor and the intern to resolve any special problems or concerns (CACREP 3.H; 6.C.1-6).

1. **Log, Journal, and Client Case Notes.**

Students must keep a written log, a journal of their practicum experiences, and client case notes. These are to be kept as follows:

1. Log. The purpose of the log is to provide a record of all time spent in practicum activities. The log serves as evidence that the student has met the content and time requirements of the practicum. The log is to be signed by the field site supervisor, the University Professor, and student.

2. Journal. The purpose of the journal is for students to write a weekly report of their practicum activities. In these weekly reports students will (a) highlight the major activities and accomplishments of the week and (b) provide a self-appraisal of their progress. Each journal entry should be about 1/2 to one page in length. Each journal entry is due at or near the end of the month (CACREP 6.C.1-6).

3. Case notes. Case notes are to be completed for each client. Case notes must be kept in accordance with the regulations of the field site for review by the on-site supervisor or submitted for review by the university supervisor. Case notes should also be kept on all communications. (CACREP 6.B.1.a-f; 6.C.1-6).

1. **Recorded sessions**. The recording of sessions in the field setting is completed in accordance with the regulations of the field site and the field site supervisor. The intern should record (audio) as many client sessions as possible. The deidentified typescript of the recordings should be used for self-evaluation, peer group presentations, and instructor evaluation of the student’s direct service skills (CACREP 3.B; 6.B.1.a-f; 6.C.1-6).
2. **Security of Records:** Students are responsible for the security of all records made in relation to a client and case. All records must be secure at all times. Client files must remain in the clinic at all times. When transporting notes, videos or other records related to clients, for the purposes of review and supervision, the student counselor must insure that these materials are always secure. Do not email any client records or other identifying information. Email is not a secure method of communication. CACREP 3.B; 5.C.2.m
3. NOTE: All students must obtain consent from their clients to be recorded and this consent must state explicitly that the information (typescript) may be seen to by their Texas Tech instructor, doctoral student under supervision, and students enrolled in this class.
4. **On-Campus Classes and Supervision**. Students will meet for all practicum classes and supervision virtual (Zoom/Skype for Business/Blackboard Collaborate. Students will meet with professor in a group or individual format weekly. The university professor will discuss on the topics listed on the course syllabus. In addition, the university professor will schedule individual/group supervision sessions (CACREP 3.H; 3.I; 6.C.1-6).
5. **Field-Site (Off-Campus) Supervision.** Students will also meet with their field supervisor for a minimum of one (1) hour each week (virtual until further notice). The field supervisor may also require interns to participate in group supervision (CACREP 3.H; 3.I; 6.C.1-6). Possible remote due to COVID 19.
6. **Ethical and Professional Conduct.** Student counselors will be expected to behave in accordance with the ACA Ethical Standards and other standards of accepted professional conduct, including attire appropriate to professional counseling. Special attention is called to standards of confidentiality and their respective state laws and codes of ethics (CACREP 2.F.1.i)
7. **Insurance.** All students must provide proof of professional liability insurance coverage before they will be permitted to see clients. Students are free to obtain this insurance through any insurance company recommended by a counseling association. (CACREP 3.A).
8. **Required Readings**. Students are expected to read the assigned readings from books and journals and other readings that may be assigned by the instructor during the course of the semester. Also, students should consult readings from previous courses as needed (CACREP 2.D).
9. **Portfolio**. As part of the evaluation for the semester, students will assemble a portfolio documenting their learning from their involvement in the following activities. Minimally the portfolio should include the following components:

1. Course Outline

1. ACA Code of Ethics & at least one other State Code.
2. Summary of Risk Management Case.
3. Proof of your liability insurance.
4. Counselor/Client Agreement.
5. Recording and/or transcript of an individual or group counseling session.
6. Outline and description of group counseling that you conducted for a special population or for a special type of problem.
7. Summary of assessments used at your setting.
8. Description of counseling services (brochures, forms, handouts, descriptions of counseling activities, etc.).
9. Listing of referral resources and other community agencies where there is collaboration with counselors in your setting.
10. Description of any presentation or workshop that you planned.
11. Brochures from professional meetings you attended.
12. Statement(s) of your beliefs about counseling.
13. Article and summary showing an understanding of how to respond to crises disasters
14. Article and summary showing understanding of current topical and political issues in counseling
15. Journal – weekly journal online discussion in groups.
16. Log of your hours signed by your site supervisor. Log must indicate total hours, Direct and Indirect Hours. Weekly hours are due each week by Saturday Midnight.
17. Copies of any evaluations you received from university and site supervisor
18. Agency administrative structure – decision making processes.
19. Personnel policies related to evaluation.
20. Class Handouts.

The portfolio will be yours to keep. You should bring the portfolio to the June meeting with the University Professor. At the final evaluation meeting you should bring completed assessments of your supervisors and work site. The University Professor will provide you with these forms.

1. **Evaluation** (CACREP 3.H; 4.F-H)

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

1. Appropriate level of counseling skills and competencies as demonstrated in the presentation of typescript of counseling sessions and other direct evidence of counseling (CACREP 3.B)
2. Attendance and active participation in group seminars, including constructively giving feedback to, receiving feedback from, and discussing feedback with the University Professor and doctoral students during the group supervision meetings (CACREP 3.I; 4.F-H).
3. Case conceptualization skills as demonstrated through presentations and recorded sessions (CACREP 4.F-H).
4. Completeness and quality of portfolio.
5. Evidence of professional and ethical behavior in all dealings with clients and counseling professionals and university faculty.
6. Practicum evaluation forms completed by site supervisors (CACREP 3.C).
7. Completion of all assignments

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

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

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

### **Attendance**

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

**Phone and Text Communications During Class:**

Please note that all phone and text communication will be suspended during class. Thus, all phones will be turned to the “off” position during class. It is not acceptable to have phones on during class due to confidentiality concerns. Any electronic communication, phone or text, occurring during class may be considered a breach of confidential information which may result in a grade of “F” in Practicum. You may check your messages before or after class or during break; however, it is NOT acceptable to be “on call” for any job or professional work site during class time if this entails leaving your phone “on” during class.

**Regarding electronic communication with me**, I check my email (aretha.marbley@ttu.edu) on a regular basis, weekdays (Monday-Friday) and infrequently on weekends. I do not guarantee I will return email on the same day I receive it. Therefore, if you have an emergency situation, do not rely on email as the sole means of communication with me. Call the emergency number listed above in the event of an emergency (806-834-5541).

**Failure to Successfully Complete Practicum**

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

**Content Outline:**

**EPCE 6360**

**Class Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | | **Assignment** |
| April 30-May 1 | Overview of Class  Signed Contracts  Liability Insurance  Hour Requirements  Professional Counseling Associations  Counselor/Client Agreement | | **Due April 3:** Signed Contracts, Signed Hour Requirement Sheet  Read ACA Code of Ethics & one other Code of Ethics |
| April 30-May 1 | Introduction to course continue from previous week | | Counseling Theory Paper Due  Human Sex Trafficking |
| May 21-22 | Ethics CACREP 2.F.1  Counseling Typescripts  CACREP 3.B | | Portfolio:  1. Course Syllabus  2. Liability Insurance  3. 2014 ACA Code of Ethics and  4. One other Code of Ethics  5. Counselor/Client Agreement  6. Written Summary of Ethics Typescript |
| May 21-22 | Ethical Dilemmas  Research: Ethical & Legal Issues | | Applying Ethical Decision-Making Models  Case Studies |
|  | Assessment (CACREP 5.C.1.e; 5.C.3.a)  Consultation (CACREP 2.F.5.c)  Case Study (CACREP 5.C.1.c) | |  |
| May 21-22 | Counseling Theory & Counseling Techniques (CACREP 5.C.3.b; 2.F.5.j)  Suicide/Crisis Intervention | | Time Log signed by Student & Site Supervisor |
|  |  | |  |
| May 21-22 | Difficult Counseling Case  Case Conceptualization  Treatment Planning | | Evaluation of your counseling skills by your Site Supervisor |
| May 21-22  Advocacy (CACREP 2.F.1.e; 2.F.2.b)  Advocacy Competencies  Diversity  Multicultural Counseling Competencies | | Case Studies  Case Conferencing  Theory of Multicultural Counseling and Therapy (Sue, Ivey, &Pederson, 1996) | |
|  | | Time Log signed by Student & Site Supervisor | |
| Licensure and Certification for Counselors (CACREP 2.F.1.g; 1.M)  Professional Associations | |  | |
| Child Abuse  Adult (elder) Abuse | |  | |
| Results of Ongoing Program Evaluation and Assessment (CACREP 2.F.8.a-j) | | Portfolio | |
| May 28 | | **TYPESCRIPT 1 due** | |
| June 11-12 | | A. Site Supervisor’s Evaluation of Student  B. Student’s Evaluation of Site Supervisor  C. Student’s Evaluation of Practicum Site (CACREP 4.I-K)  Time Log signed by Student & Site Supervisor | |
| June 25 | | TYPESCRIPT 2 due | |
| June 25  Evaluations  Class Wrap Up | | Final Time Log signed by Student & Site Supervisor  Class will meet via distance3 | |

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

1. **NO Required Text:**

**Recommended**

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

**Journals**

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

1. **Scholastic Dishonesty**

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

**Other Class Policies:**

**Clinical Handbook:** Please read the ***Clinical Handbook****.* Students are responsible for understanding and implementing the policies and procedures in the Handbook.

**Electronic Devices**

Electronic device includes cell phones (including smartphones), computers (laptops, notebooks, netbooks, tablets, and handhelds), mp3 and other digital audio and video players (including DVD players), and analog and digital audio and video recording devices (still and movie cameras).

1. A student may not use an electronic device during class time without the express permission of the instructor. Use of cell/smartphones during class time is always prohibited, as is leaving the room to answer or make a call.
2. A student may not record at any time without written permission from the instructor. This includes class lectures, discussions, and activities.
3. A student with a diagnosed disability must present to the course instructor the appropriate paperwork from the Office of Disability Services in order to work out an accommodation for the use of otherwise prohibited electronic devices.
4. A student violating an instructor’s classroom policy or individual instructions on the use electronic devices in the classroom shall be subject to any or all of the following actions:

- Confiscation of the device by the instructor for the remainder of the class period

- Dismissal from the class for the day on which the offense occurs

**Students are expected to adhere to ACA ethical standards at all times.**

**Class Attendance** will be taken. Material covered in class is critical to the student’s learning, therefore, students are expected to attend all classes and participate in class discussions. Students are expected to attend all classes and participate in class discussions. You will be graded 5 points lower for every class missed after 2 days (one for personal reasons and the other for necessary meetings, work duties, conferences, etc.) for a total of 25 pts). However, you may see instructor for a make-up assignment related to the topic presented on the day you were absent. Students who **have not** signed the daily attendance will be counted absent.

When the class meets online, an electronic e-mail is required from each student to the instructor by the end of the drop/add period to confirm the student is attending this online course. Your instructor in this course counts attendance as emails to the instructor, taking of online quizzes, submissions of homework assignments, and discussion board postings. One such contact per day is the *minimum* requirement to be considered present. Much more contact will probably be necessary to pass the course. The end of the week is defined as 11:59 p.m. of the Monday following the beginning of the semester, and each Monday thereafter. Students not meeting the minimum attendance requirement prior to midterm will be administratively withdrawn and have a “W” placed on the transcript. Students who violate the course attendance policy after mid-term may earn a grade of "F." The university OP for attendance can be found at: <http://www.depts.ttu.edu/opmanual/OP34.04.pdf>

**Medical Absences:**

Medical Absences with appropriate documentation are excused (includes both students and immediate family). However, you are still required to complete assignments and to make-up for the absence.

**Tardiness:**

Tardiness beyond 15 minutes is counted as an absence unless due to an emergency (car trouble, accident, etc.) Must be accompanied by documentation.

**Assignments:**

Assignments are due at the beginning of the class on the date assigned. Late papers and/or presentations not turned in at the beginning of class will be reduced one letter grade for each class late. In the case of illness or an emergency, exceptions will be made; however, the student must provide written evidence (doctor’s statement) to verify the illness or the emergency. **If you want feedback on your work you must submit a draft one week before the assignment is due.** Students are expected to follow proper APA Publication guidelines for writing assignments and to adhere to ACA ethical standards at all times.

**Resubmits** \*\*Resubmits are at the discretion of the instructor.

**Incomplete Grades**:

Please note that I do not give a grade of incomplete for any assignment or exam missed or final grade at the end of the course except (as per University policy) in the case of definite extenuating circumstance(s) (illness, death of immediate family, accident, etc.). In this case, the student must provide definite proof (doctor’s letter for illness, etc.). Being enrolled in too many classes, overworked at home/job, too much responsibility at job, too busy to attend class, etc. does not constitute valid reasons for a grade of incomplete.

**Email Policy**

In this class our official mode of communication is through email (using the **Course Messages** function) located inside Blackboard. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "Announcement" tool frequently. On weekdays, I check my Blackboard email once -- in the mid-morning. If you send me an e-mail after 6 p.m., do NOT expect an answer until the next day. I do NOT check my mail at all on weekends. So if you send me a message any time after 6 p.m. on Friday, you will not get an answer until Monday morning.

If you have questions about the program or anything not directly related to the class, email me at my Texas Tech account. Emails that do not have EPCE 5371 in subject field will not be read. I do not open emails with attachments. I do not open emails without subject lines. I do not open emails written in languages I cannot read.

**Unclaimed Materials**:

Unclaimed assignments may be pick-up from the instructor (the 3rd week of the next semester). Materials not claimed in one year, may be destroyed.

**Inclement Weather:**

Class will be held if the University is open. However, each student is encouraged to use personal good judgment and monitor weather conditions to ensure safety.

**Diversity:** Each of the students taking this course brings an array of different experiences and knowledge to the course. It is the course instructor’s expectation that within each class session students conduct themselves in a manner that is respectful of diversity, gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. If you feel that in some way that respect has been violated or you have recommendations on how to better fulfill this expectation, you are encouraged to meet with the course instructor.

**Emergency Alert Notification System:**

Texas Tech University has implemented an Emergency Alert Notification System to inform students, faculty and staff of important alerts and emergency response information. The system is the official campus emergency communications system and will only be used in critical situations. The system enables TECH to send voice messages to up to four phone numbers, one of which can be designated as text-enabled. In addition, TTY/TDD messaging can be enabled for the hearing impaired. E-mail alerts will be sent to all active e-raider addresses automatically.

**Social Media**

Due to the privacy and confidentiality laws and ethics and ethical issues relating to social media and students, as a counselor educator and instructor, I will not befriend students on any personal social media accounts.

**X. 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.

**XI.** **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. Additional information is available in OP 34.22

**XII. Religious Observances**

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence. 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.　Additional information is available in OP 34.19

**XIII. 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 given 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. No requirement exists that accommodation be made 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.　Additional information is available in OP 34.22

**XIV. 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.

**XV. 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.

**XVI. Title IX**

TTU Resources for Discrimination, Harassment, and Sexual Violence Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Student Resolution Center, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: **TTU Student Counseling Center,**806-742-3674, https://www.depts.ttu.edu/scc/*(Provides confidential support on campus.)***TTU Student Counseling Center 24-hour Helpline**,806-742-5555,*(Assists**students who are experiencing a mental health or interpersonal violence crisis.  If you call the helpline, you will speak with a mental health counselor.)***Voice of Hope Lubbock Rape Crisis Center**, 806-763-7273,voice ofhopelubbock.org *(24-hour hotline that provides support for survivors of sexual violence.)***The Risk, Intervention, Safety and Education (RISE) Office**, 806-742-2110, rise.ttu.edu *(Provides a range of resources and support options focused on prevention education and student wellness.)***Texas Tech Police Department**, 806-742-3931, http://www.depts.ttu.edu/ttpd/ *(To report criminal activity that occurs on or near Texas Tech campus*.)

**XVII. 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-resources.php>

LGBTQIA Support

I am committed to the practice of ‘allyship’ towards the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech.  Please note that additional resources are available through the Office of LGBTQIA Education & Engagement as part of Student Affairs and the Division of Diversity, Equity & Inclusion, Student Union Building Room 201, [www.lgbtqia.ttu.edu](http://www.lgbtqia.ttu.edu)

LGBTQIA Support

I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner.  I can assist you in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech.  Please note that additional resources are available through the Office of the LGBTQIA within the Center for Campus Life, Student Union Building Room 201, [www.lgbtqia.gu.edu](http://www.lgbtqia.gu.edu), 806-742-5433.

**XI. Course Resources and Bibliography**

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