WELCOME
Fall 2021 Master’s Cohort
Clinical Mental Health Counseling
NEW STUDENT ORIENTATION

COUNSELOR EDUCATION PROGRAM
COLLEGE OF EDUCATION
TEXAS TECH UNIVERSITY

Tuesday, August 24, 2021
Time: 6:00pm - 7:30 pm
Location: College of Education Room #153

Dr. Aretha Marbley, PhD
Professor and Director of Clinical Mental Health Counseling
Counselor Education Program
College of Education
Texas Tech University
Counselor Education Academic
Orientation Fall 2021
Master of Education
Clinical Mental Health Counseling
Cohort
Tuesday, August 24, 2021
6:00-7:30 pm

Agenda

Welcome 2021 MEd Cohort

Introduction
  • Students
  • Faculty

Overview of the MEd Program
  • MEd Admitted Student Handbook 2021-2022

Overview of Courses
  • Trademark Outcomes
  • Phases
  • Rubrics
  • Dispositions

Overview of Class Requirement
  • Handbook, page 26

Distance Counseling

EPCE Course Rotation
  • Master’s Comprehensive Examination
  • Practicum/Internship Placement

Registration

Student Agreement

Degree Worksheet

Other Information
  • Parking (https://www.depts.ttu.edu/parking/InformationFor/StudentParking.php)
  • Campus Map (https://www.depts.ttu.edu/parking/PDFsandDocuments/CampusParkingMap.pdf)
  • Helpful Telephone Numbers (see Fall 2020 Newsletter, page 7)

Vita (Template)

Comments
CURRICULUM VITA

NAME, PH.D.

Business Address:  Department of Something
Address
City, State Zip
Phone:  Email:

Home Address:  Address
City, State Zip
Phone:  Email:

Education:  Ph.D., Counselor Education
Something (minor)
Texas Tech University
Lubbock, Texas
Dissertation Title

M.Ed., M.A., M.S., Counseling
Something (minor)
Another School University
Somewhere, Else 79424

B.S., Psychology
University of Anywhere
Anywhere, Somewhere 79424

EXPERIENCE:
List all relevant experience starting with the most recent experience.

HONORARY MEMBERSHIPS/AWARDS/HONORS:

PUBLICATIONS:

PRESENTATIONS:
LICENSURE/CERTIFICATIONS:

PROFESSIONAL MEMBERSHIPS/ AFFILIATIONS:

COMMITTEE MEMBERSHIPS:

OTHER PROFESSIONAL EXPERIENCES:

  Teaching:

  Research:

  Funded Grants/Proposals:

  Service:

    National

  State

  College/University

  Administration:

  Consultation:

REFERENCES (Will be provided upon request)

10/27/2017
Dispositions

Dispositions have been defined by Spurgeon, et al. (2012) as the core values, attitudes, behaviors, and beliefs needed to become a competent counselor. Essentially, these authors are positing that it takes more than knowledge and skills to become an effective counselor. The Counselor Education faculty agree with the importance of dispositions. Accordingly, the faculty endorse and promote the dispositions listed below. Please note the list is exemplary not comprehensive. Further, in instances where students do not practice and subscribe to the dispositions, the faculty may recommend to the Texas Tech University Graduate School that the student be dismissed from the Counselor Education program.

Examples of Dispositions include:

- Respect for human dignity, human rights, and social justice;
- Adherence to Multicultural Acceptance and Advocacy practice;
- Display of emotional stability inside/outside of Texas Tech University;
- Display of good professional behaviors inside/outside of Texas Tech University (e.g., in the classroom, at conferences);
- Display of strong personal characteristics including but not limited to commitment, dependability, flexibility, honesty, integrity, openness to self and others, respect, tolerance for ambiguity, trustworthiness, and the ability to shift from sympathy to empathy;
- Practices good boundaries with others (e.g., at TTU, at meetings, at professional conferences);
- Exhibits a strong understanding about and implementation of ethical codes, ethical practices, and ethical decision-making;
- Understands legal issues and laws;
- Exhibits self-awareness;
- Exhibits critical thinking skills;
- Exhibits academic honesty.

NOTE: Any documented use of illegal drugs, excessive drinking to the point of danger to self and others, or any violation of the Texas Tech Student Code of Conduct will result in disciplinary action which may include recommendation to the Texas Tech Graduate School for dismissal from the program.

Students must understand that dispositions are an integral part of the student's training in both the MED and PhD programs. The Counselor Education faculty will endorse, enforce, and sanction the dispositions.

## Texas Tech University
### Counselor Education
#### Rubric to Rate Dispositions

<table>
<thead>
<tr>
<th>Student:</th>
<th>Class:</th>
<th>Date:</th>
<th>Instructor:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Subskill</th>
<th>Unacceptable 1</th>
<th>Poor 2</th>
<th>Fair/Adequate 3</th>
<th>Good 4</th>
<th>Excellent 5</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance and Punctuality</strong></td>
<td>Often misses class and is usually late</td>
<td>Occasionally misses class and/or is often late to class</td>
<td>Attends almost all classes and/or is sometimes late to class</td>
<td>Rarely misses class and is rarely late to class</td>
<td>Never misses class and is never late to class</td>
<td></td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td>Usually ill-prepared for class, (e.g., failure to read text)</td>
<td>Often is ill-prepared for class, (e.g., failure to read text)</td>
<td>Usually comes to class prepared</td>
<td>Almost always comes to class well prepared</td>
<td>Always comes to class very well prepared</td>
<td></td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>Rarely contributes to class discussions</td>
<td>Often fails to contribute to class discussions</td>
<td>Usually contributes to class discussions</td>
<td>Almost always makes valuable contributions to class discussions</td>
<td>Always makes very valuable contributions to class discussions</td>
<td></td>
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<tr>
<td><strong>Attentiveness</strong></td>
<td>Usually distracted by emails, texts, Facebook, calls, etc.</td>
<td>Often distracted by emails, texts, Facebook, calls, etc.</td>
<td>Usually focused and free of distractions from emails, texts, Facebook, calls, etc.</td>
<td>Almost always focused and free of distractions from emails, texts, Facebook, calls, etc.</td>
<td>Always focused and free of distractions from emails, texts, Facebook, calls, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Respectful</strong></td>
<td>Usually ignores or disrupts speaker</td>
<td>Often ignores or disrupts speaker</td>
<td>Usually listens to speaker</td>
<td>Almost always listens responsively to speaker</td>
<td>Always listens very responsively to speaker</td>
<td></td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>Usually avoids or manipulates to find ways to escape working on the team</td>
<td>Often avoids or manipulates to find ways to escape accepting duties on the team</td>
<td>Usually accepts duties and responsibilities and participates in the team effort</td>
<td>Almost always assumes responsibility and displays initiative in completing team tasks.</td>
<td>Always assumes a leadership role on a team by not only contributing to the team's mutual tasks but also by exceeding assigned responsibilities</td>
<td></td>
</tr>
<tr>
<td><strong>Non-defensiveness</strong></td>
<td>Usually responds to feedback defensively</td>
<td>Often responds to feedback somewhat defensively</td>
<td>Usually responds to feedback non-defensively</td>
<td>Almost always responds to feedback productively</td>
<td>Always utilizes feedback in productive and positive ways</td>
<td></td>
</tr>
<tr>
<td>Morale</td>
<td>Usually creates negative morale by being negative and recalcitrant</td>
<td>Often creates negative moral by being negative and recalcitrant</td>
<td>Usually achieves a balance of being cooperative while being proactive and having the courage of one's convictions</td>
<td>Almost always achieves a balance of being cooperative while expressing proactivity in ways that enhance the class</td>
<td>Always conveys cooperation while also asserting proactive leadership that enhances the class</td>
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</tr>
<tr>
<td>Decorum/Presentation/Presence/Attire</td>
<td>Usually inappropriate for class context</td>
<td>Often inappropriate for class context</td>
<td>Usually appropriate for class context</td>
<td>Almost always appropriate for class context</td>
<td>Always appropriate for class context</td>
<td></td>
</tr>
<tr>
<td>Professional Behaviors</td>
<td>Usually demonstrates inappropriate behaviors in and outside of TTU (e.g., excessive drinking to the point of danger to self or others; swearing)</td>
<td>Often demonstrates inappropriate behaviors in and outside of TIU (e.g., excessive drinking to the point of danger to self or others; swearing)</td>
<td>Usually demonstrates appropriate behaviors in and outside of TTU</td>
<td>Almost always demonstrates appropriate behaviors in and outside of TTU</td>
<td>Always demonstrates appropriate behaviors in and outside of TTU</td>
<td></td>
</tr>
<tr>
<td>Boundary Issues</td>
<td>Usually both ignores and crosses boundaries</td>
<td>Often both ignores and crosses boundaries</td>
<td>Usually has appropriate boundaries</td>
<td>Almost always has appropriate boundaries</td>
<td>Always has appropriate boundaries</td>
<td></td>
</tr>
<tr>
<td>Professional Identity as a Counselor</td>
<td>Usually does not identify as a professional counselor, does not attend counseling conferences, is not a member of ACA, its divisions, or branches</td>
<td>Often does not identify as a professional counselor, does not attend counseling conferences, is a member of ACA, its divisions, or branches</td>
<td>Usually identifies as a professional counselor, attends some counseling conferences, and is a member of ACA, its divisions, or branches</td>
<td>Almost always identifies as a professional counselor, attends and presents at counseling conferences, and is a member of ACA and its divisions, and branches</td>
<td>Always identifies as a professional counselor, attends and presents at counseling conferences, and is a member of ACA, its divisions, and branches</td>
<td></td>
</tr>
<tr>
<td>Mean Rating Total</td>
<td>Comments:</td>
<td></td>
<td></td>
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