**Doctoral Internship in Counseling**

EPCE 6094

Phase 3

3 Credit Hours

**Fall 2017**

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**Office Hours:** TBA

**Meeting Time/Place:** TBA

1. **Course Goals**:

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

1. Development of an understanding of ethics including codes, principles, ethical dilemmas, and ethical decision-making models.
2. Development of a knowledge about the counseling profession including history, ACA, ACA divisions, professional identity, and professional involvement.
3. 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).
4. Development of skills needed to describe and implement counseling theory, supervision theory and consultation theory.
5. Understanding of counselor’s role as advocate.
6. 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 experience 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.

**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%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.

 **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 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 NCATE 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, 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.
* 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.

1. **Counselor Education Technology Competencies**

Specific technology courses covered in this course include:

1 Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic 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.
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.
9Be able to access and use counseling-related research databases

1. **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:

6.A.1. Participate in appropriate professional counseling organizations.

6.A.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, and 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
2. Understands the purpose of clinical supervision.
3. Understand theoretical frameworks and models of clinical supervision.
4. Understands the roles and relationships related to clinical supervision.
5. Understands legal, ethical, and multicultural issues associated with clinical supervision.
6. 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

1. 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.
2. 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.

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.

# III. 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 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 a special population or experience leading a counseling group at the University. An intern accruing counseling hours must be supervised by a PhD level counselor 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) 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 the counselor education faculty member who is supervising the practicum or internship class. (Minimum of 50 direct hours) 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) 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., schools and agencies) under the supervision of a counselor education faculty member. (Minimum of 25 direct hours)
5. Research. This content area includes supervised participation in a faculty research project under the supervision of a 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. (Minimum of 25 hours) 6.C.7
6. Leadership. This content area includes participation in professional activities (e.g., involvement in professional associations under the auspice of ACA or TCA or counselor education program activities) under the supervision of a counselor education faculty member. (Minimum of 10 hours) 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 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.

# IV. Course Description

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

1. **Prerequisites**

Prerequisite: Admission to the PhD program in Counselor Education (EPCE), completion of all coursework including practica or supervision, and consent of instructor. This course may be repeated for credit.

1. **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, 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

**V. 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 a tape transcript 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. |

**VI. Course Requirements/Methods of Evaluation Employed**

 **Assignments**

A. Time Requirements

1. Each student will attend class lectures. 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.

 B. Course Requirements

 1. Students must attend class, participate in class discussions, and participate in individual supervision. The student’s grade (your grade) will be reduced one letter grade and points will be subtracted each day for late arrival.

 2. Students must submit a tapescript of client counseling sessions and/or supervision sessions.

 3. Students must complete all readings and assignments on time. Late assignments will be reduced by one letter grade for each date late.

 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 the last Monday of each month.

 6. An annotated bibliography is due Dec 4.

 7. Please see the following (pages 12, 13, 14) for a complete listing of assignments and their respective due dates.

 **Supervision**

All interns will meet weekly with their supervisors.

 **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 (Oct. 2, Nov. 27). 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:

|  |  |
| --- | --- |
| DirectProviding face to face counseling, consulting, supervision or teachingConducting interviews, orientations, or psychoeducational programs | IndirectPreparing for provision of direct servicesProfessional reading, computer work, and background research relevant to a content area in the Intern AgreementApproved professional development activityMaintenance of client records |

 2. 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.

 3. 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.

4. 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.

5. 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).

6. 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).

7. Interns in a clinical setting must document direct counseling and consultation services with appropriate log notes signed by their on-site supervisor.

8. 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.

9. Interns will maintain a portfolio containing a log of their activities in each content area (e.g., counseling, supervision, teaching, research, or consultation).

1. Interns will evaluate their site, site supervisor and University Professor.

11. Additional requirements may be made in response to needs and goals identified by supervisors or interns during the internship.

**VII. Content Outline:**

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**Class Schedule**

**Online Topics and Weekend Topics (Aug. 25/26)**

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Assignment** |
| **Weekend****Aug 25/26 and****Month of** **September** | 1.Signed Counseling Contracts **Due by Aug. 1**Proof of Liability Insurance **Due by Aug. 1****Class Discussion Topics**Counselor/Client AgreementClass Requirements2. Read & Summarize 2 Supervision Theories **(Due Sept. 11)**3. Application Research Project (ARP)(Discuss in class) | **1. Due in Portfolio: Aug 25 (Bring to class)**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

**Bring Portfolio to class Aug. 25 with above items** |
|  | 4. Ethics-Define the following terms Aspirational Ethics Mandatory Ethics Codes of Ethics 5 Moral Principles Professional Will Professional Identity (CACREP II. G. 1. J; DS. II. 1. Bring to class hard copies of articles by Smith & Okech (2016a), Sells & Hagedora (2016) and Smith & Okech (2016b). These are listed in the references. Also, they are in the July 2016 issue of the *Journal of Counseling and Development.*
2. Bring hard copy of this syllabus to class on Aug. 25.
 | **2. Due by Sept. 11 Summary of 2 chapters on Supervision Theory**Send your summary by e-mail attachment by **noon on Sept. 11.****3.** Discuss in class ARP Project**4. Due by Sept. 18 Summary of Item 4 (Terms) in left column.**Send terms by e-mail attachment **by noon Sept. 18.****5. Time Logs and Site Supervisor Evaluations of You** (Due Sept. 25) |

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**Class Schedule**

**Online Topics and Weekend Topics for October (Oct. 20/21)**

(Please note some assignments listed below are due in September)

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Assignment** |
| **Oct. 20/21****and****Sept. 25**(typescript) | **1. Tapescript Due Sept. 25**Discussion of your Counseling TheoryDiscussion of your Supervision Theory(CACREP II. G. 5. d, e, 6. c)Your Career DevelopmentYour Professional IdentityIssues in Supervision**2. Assignment 2 is due Oct. 2.****3. Assignment 3 is due Oct. 9.**1. **Typescript II is due Oct. 30.**
2. **Assignment 4 is due Oct. 30.**
3. **Application Research Project** (Discuss APEX in class on Oct. 20.)
 | **Due Sept. 25 Typescipt (Bring to class)****Permission Forms for taping must be signed and included with your typescript. Remove all identifying data (You may say 15 year old female.)** 2. **Write a minimum of 2 page summary** of each item below. (2 pages x 4= 8 pages). **Due Oct. 2** Counseling theory Supervision theory Career Development Professional Identity3. Write summary of your major issue/concern in supervision (maximum of 3 pages) **Due Oct. 9.**Please send by e-mail attachment4. Application Research Project discussion in Class on Oct. 20.**5. Time Logs.** (Log must be signed by you and site supervisor) **Due Oct. 30.**6. Typescript II due Oct. 30. |
|  |  |  |

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**Class Schedule**

**Online Topics for November (11/12)**

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| --- | --- | --- |
| **Date** | **Topic** | **Assignment** |
| **Nov. 10/11**and months of **November** and **December** | Read articles on1. Professional Will and Client Will2. Other articles may be sent to you3. Summarize the following:* Supervision
* Counseling
* Teaching
* Consultation
* Research
* Leadership

Summaries should be 2 pages (2x6=12 pages)4. Application Research Project (APEX) and in class assignment.5. Time log and evaluation due **Nov. 27**6. Annotated Bibliography due **Dec. 4**7. Other articles may be assigned.8. Program Evaluation, read information on website (no written assignment on program evaluation). | **1.** Read and summarize: Professional Will Client Willand bring summary to class**Due Nov. 10.****2. Summaries due Nov. 17**Please send summaries by e-mail attachment. Due Nov. 17**3. Read** (no written assignment) about program evaluation**4.** Assignments will be made in class for APEX.**5. Due Nov. 27*** Time Logs (signed by you and site supervisor)
* Site Supervisor Evaluation of you

**6.** Annotated Bibliography **Due Dec 4.** Please send by e-mail attachment. |

**VIII. 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.

# IX. 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.

# 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.

**XII. 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.

**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.

**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. 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/>

**XVI. 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.

**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>

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**Rubrics**

**All rubrics for this course will be found in the *Field Handbook for PhD Students* which will be emailed to you before the course begins.**

**EPCE 6094**

**Appendix A**

Dear Student enrolled in EPCE 6094, Fall 2017:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Hours Due On:** | **Area:** | **Direct** **Hours:** | **Hours Due On:** | **Area:** | **Direct** **Hours** |
| **Sept. 25** | 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 | 85 |
|  | **Total (Sept.)** | **55** |  | **Total (Oct.)** | **120** |
| **Nov. 27** | Counseling | 10 |  |  |  |
|  | Supervision | 10 |  |  |  |
|  | Teaching | 10 |  |  |  |
|  | Consultation | 8 |  |  |  |
|  | Research | 8 |  |  |  |
|  | Leadership | 5 |  |  |  |
|  | Other | 72 |  |  |  |
|  | **Total (Nov.)** | **125** |  |  |  |

**Grand Total = 300 Hours**

**Agreement 6094**

I will check your hours on the days listed on the 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 outline and this agreement, and I am aware of the hour requirements as listed above. These hours 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 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.

**This form is due no later than Aug. 25 (make copy, sign and bring to class Aug. 25).**

**Loretta J. Bradley**

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**EPCE 6094**

**Appendix B**

Assignments

1. Develop a Portfolio
2. Turn in **Time Logs on last Monday of month: Sept. 25, Oct. 310 Nov. 27**
3. **Typescript due Sept. 25 and Oct. 30**– Release Signatures from client & supervisee are required. (Note: more than two tapes may be required.)
4. **Application Research Project- Due date TBA**

**Reform Syllabus Supplement**

**PhD Level: Counseling Internship**

**EPCE 6094**

**Phase 3**

**A. 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.

**B. 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.

**C. 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.

**D. 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.

**E. 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.