# Counseling Internship

EPCE 5094

3 Credit Hours

# FALL 2019

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**Office Hours:** By appointment

**Meeting Time/Place:** Tuesdays, 4:00-9:00 pm (Meet 5 Tuesdays during Fall semester)

# This is a College of Education Phase 3 course. Each student is expected to successfully complete at least 300 hours (120 face-to-face) at their internship site per Phase 3 evaluation standards.

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

# 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.

# NCATE Transformation

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

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

* + You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher level skill and product competencies you will develop.
  + You will learn what is valued by employers and counseling professionals. State and national standards (i.e., *ASCA National Model*, Advocacy Competencies, Multicultural Counseling Competencies, codes of ethics), CACREP accreditation standards, professional literature, a variety of focus groups, and counseling supervisors/employers were all involved in determining the learning outcomes for this course.
  + Instruction will be connected to 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.

Products for both the Master’s degree in School counseling and the Master’s degree in school counseling listed as follows:

* 1. **Distinctive Products: EPCE: Community and School Counseling Programs**
     + **MEd – School Counseling**
       - **Implement the ASCA National Model, a model whereby school counselors create, implement and evaluate the impact of value-added programs and services responsive to the needs of the school and all stake-holders.**
     + **MEd – Community Counseling**
       - **Create, implement and evaluate the impact of treatment plans and programs that serve the needs of the clients, communities, and agencies where our graduates are employed.**
  2. **Distinctive Assessments for Master’s Programs (EPCE 5094 is a Phase 3 class)**
     + Students will successfully spend 600 clock hours over 2 semesters at a school or community site.
     + Students will provide effective counseling services to students and clients at their site.
     + Students at school settings will effectively use a school counseling website.

# Counselor Education Technology Competencies

Specific technology courses covered in this course include:

1. Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic database, spreadsheets, and other forms of documentation or materials applicable to practice.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.
3. Be able to use email.
4. 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.
5. Be able to subscribe, participate in, and sign off counseling related listservs or other internet based professional communication applications

# CACREP Standards

2016 CACREP Standards are imbedded within the course and can be viewed at <http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf>

Specific standards taught in this course are listed as follows:

2.F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation

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

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

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

l. self-care strategies appropriate to the counselor role

7. ASSESSMENT AND TESTING

b. methods of effectively preparing for and conducting initial assessment meetings

c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

e. use of assessments for diagnostic and intervention planning purposes

8. RESEARCH AND PROGRAM EVALUATION

a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

b. identification of evidence-based counseling practices

e. evaluation of counseling interventions and programs

SECTION 3: PROFESSIONAL PRACTICE

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

ENTRY-LEVEL PROFESSIONAL PRACTICE

1. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
2. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students’ interactions with clients.
3. Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship.
4. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
5. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group

INTERNSHIP

J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

K. Internship students complete at least 240 clock hours of direct service.

L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member

SUPERVISOR QUALIFICATIONS

N. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.

O. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.

P. Site supervisors have (1) a minimum of a master’s degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

Q. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.

R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

PRACTICUM AND INTERNSHIP COURSE LOADS

S. When individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member’s teaching load assignment.

T. When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member’s teaching load assignment.

U. Group supervision of practicum and internship students should not exceed a 1:12 faculty:student ratio.

V. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member’s teaching load assignment.

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

C. CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

a. theories and models related to clinical mental health counseling

c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

e. psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

a. roles and settings of clinical mental health counselors

b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks

d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

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

l. legal and ethical considerations specific to clinical mental health counseling

m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE

a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

b. techniques and interventions for prevention and treatment of a broad range of mental health issues

c. strategies for interfacing with the legal system regarding court-referred clients

d. strategies for interfacing with integrated behavioral health care professionals

e. strategies to advocate for persons with mental health issue

G. SCHOOL COUNSELING

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

b. models of school counseling programs

c. models of P-12 comprehensive career development

d. models of school-based collaboration and consultation

e. assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools

b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies

d. school counselor roles in school leadership and multidisciplinary teams

g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

k. community resources and referral sources

l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling

n. legal and ethical considerations specific to school counseling

3. PRACTICE

b. design and evaluation of school counseling programs

c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies

d. interventions to promote academic development

f. competencies to advocate for school counseling roles

e. use of developmentally appropriate career counseling interventions and assessments

f. techniques of personal/social counseling in school settings

g. strategies to facilitate school and postsecondary transitions

h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

j. interventions to promote college and career readiness

k. strategies to promote equity in student achievement and college access

l. techniques to foster collaboration and teamwork within schools

m. strategies for implementing and coordinating peer intervention programs

n. use of accountability data to inform decision making

o. use of data to advocate for programs and students

# III. Course Purpose

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

# Course Description

This 3 credit hour course provides an opportunity for students to have direct experience and interaction with individuals and groups seeking counseling services. Weekly supervision is provided on observed, recorded, and reported experiences in field settings. EPCE 5094 is a variable credit course. EPCE 5094 (2 hours) taken over three semesters with 12-13 hours per week at the internship site, or EPCE 5094 (3 hours), taken two semesters with 20-25 hours per week at the internship site, each semester, fulfills degree

plan requirements for the internship experience. During summer, EPCE 5094 taken for 3 hours requires 300 hours at the internship site during May, June and part of July. During summer this averages 25-30 hours per week. Students may not enroll in more than 3 semester hours of Internship (EPCE 5094) each semester (includes Fall, Spring & Summer).

# Prerequisites

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

# Methods of Instruction

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

# Course Objectives/Learning Outcomes and Assessments

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| **Student Learning Outcomes: At the conclusion of the course, students will:** | **Assessments: Assessments will be made as follows:** |
| Demonstrate the use of a variety of counseling skills, techniques, procedures, and resources. (CACREP III.; CMHC A.38; C.37; D.12479; E.34; F.123; G.1;  H.1; I.23; SC A.356; C.1245; D.15; H.4; N.45) | Students will demonstrate these skills in class. Students will demonstrate how to implement theory into practice. Students will present a tape for evaluation. |
| Demonstrate a knowledge of counseling practice including how to conduct an intake interview, treatment planning and case conceptualization. (CACREP CMHC C.5; D12; G1; H12; J23; SC C.245; H.1235; J.23; L.13; P.12) | Students will be evaluated by their site supervisor; students will be evaluated by the University professor and students will present for evaluation a case study in class. |
| Implement the Advocacy Competencies, Multicultural Competencies and the ASCA National Model. (CACREP II.G.2.d; CMHC E.34; F.23; SC A.5; B.2;  E.124; F;123; I.13) | Students will implement the models via case conceptualizations, counseling tapes, and role plays. These assignments will be evaluated. |
| Articulate their counseling approach based on theory, research, and multicultural and advocacy competencies. (CACREP II.g.1.j.; III; CMHC E.34; F.2;  G.1; SC B.2; C.1: F.23) | Students will discuss their theory as well as other theories in class. Students will complete a portfolio that will be graded by the University professor. |
| Develop accurate treatment or educational plans, make appropriate referrals, make appropriate client assessments. (CACREP CMHC D.1249; F.12; SC D.5: H.4: N.2) | Students will be evaluated by class discussions and by their internship tapes. Students will be evaluated by their site supervisor. |

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| Engage in appropriate professional and ethical conduct.( CACREP II.g.1.j; CMHC A.2; B.1; SC A.2; B.1; E.1) | Students will be evaluated by the University professor regarding ethical behavior in class and at their internship site; students will turn in a written summary of an “Ethics At-Risk” tape; students will conceptualize a case involving an ethical dilemma; students will demonstrate knowledge of ethical decision-making. |

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

**Counseling Tapescripts**

Students will turn in 2 tapescripts for evaluation as assigned by the professor. Permission forms must be signed by the client for taping. (More than 1 tapescript may be assigned) (CACREP III. H. 5; School Standards D).

***The tapescript assignment packet must include*** *(A) Signed Permission Form (two forms, one for Dr. Bradley and one for you), (C) 10-15 minute Typescript with responses identified (typescript must be* ***7-8 pages****, double-spaced), (D) Frequency Count, (E) Interview Record Form, and (F) Practicum Tape Evaluation Feedback Form.*

# Tapescripts are Due: September 24 for Internship II and October 1 for Internship

* 1. **Tapescript II will be due October 29.**

NOTE: Since these tapes will be reviewed by the professor, doctoral student and students enrolled in this class, please be sure your client signed permission form states this. I give my permission for your name to tape our counseling session(s). I understand this tape (tapescript) will be used for educational purposes and may be viewed for my

learning by professor, doctoral student and my classmates. Name (signed) Date .

**Journals**

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

# Assignments, Evaluation Procedures, and Grading Policy

Methodology

Students will meet each week for group supervision at the University and for individual supervision at the Internship Site. Typically, students will spend about 20-25 hours a week at the field setting for 3 semester hour credits. Students must complete a total of 600 hours (2 semesters) in internship experiences over 2-3 semesters. The internship provides an opportunity for students to perform all the professional activities of a professional counselor pertinent to the student’s program emphasis. It includes a minimum total of 600 hours (300 hours each semester) at the internship site(s) with 240 hours being direct service work with clients/students appropriate to the student’s program emphasis. Students must have a minimum of 4 on-going clients. Participation in a variety of professional

activities is classified as indirect service; these include such activities as staff meetings, conferences, supervision, workshops, etc. Students must be supervised a minimum of one hour each week by their on-site supervisor (CACREP III. H. 1, 2, 3; School Standards D).

# A&E Assessment

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

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

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

1. Log, Journal, and Client Case Notes. Students must keep a written log and a journal of their internship experiences. Client case notes are kept at the internship sites. These are to be kept as follows:
   1. Log. The purpose of the log is to provide a record of all time spent in internship activities. The log serves as evidence that the student has met the content and time requirements of the internship. The log must be signed by the Field Site Supervisor, the University Professor, and student.
   2. Journal. The purpose of the journal is for students to write a weekly report of their internship activities. In these weekly reports students will (a) highlight the major activities and accomplishments of the week and (b) provide a self-appraisal of their progress. Each journal entry should be

about 1/2 to one page in length. Each journal entry is due at or near the end of the month (CACREP School Standards D). **The Journal should be placed near the front of the portfolio following the course outline, ethics codes and proof of insurance.**

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

1. Recorded sessions.

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

III. F. 4; III. G. 2, 5; School Standards D).

1. On-Campus Classes and Supervision.

Students will meet for internship class on Tuesdays. The University Professor will lecture on the topics listed on the course syllabus. In addition, the university professor will schedule individual/group supervision sessions (CACREP II. G. 6. d; III. G. 3; School Standards D).

1. Field-Site (Off-Campus) Supervision. Students will also meet with their Field Site Supervisor for a minimum of one (1) hour each week. The Field Site Supervisor may also require interns to participate in group supervision (CACREP II. G. 6. e;

III. G. 2; School Standards D).

1. Ethical and Professional Conduct. Internship students must behave in accordance with the ACA Ethical Standards and other standards of accepted professional conduct, including attire appropriate to professional counseling. Special attention is called to standards of confidentiality (CACREP II. G. 6. e, g; School Standards D).
2. Insurance. All students must provide proof of professional liability insurance coverage before they will be permitted to see clients. Students are free to obtain this insurance through any insurance company recommended by a counseling association. Professional liability insurance is available through the American Counseling Association (CACREP I. S; School Standards D), and the Texas Counseling Association.
3. Required Readings. Students are expected to read the assigned readings from books and journals and other readings that may be assigned by the instructor

during the course of the semester. Also students should consult readings from previous courses as needed (CACREP II, D. 4; III. G. 4).

1. Portfolio. As part of the evaluation for the semester, students will assemble a portfolio documenting their learning from their involvement in the following activities. Minimally the portfolio should include the following components (CACREP III. D. 3; III. H. 1, 4, 6, 7; School Standards D):
   1. Course Outline
   2. ACA Code of Ethics & at least one other Code.
   3. Summary of Risk Management Tape.
   4. Proof of your liability insurance.
   5. Journal – Weekly Journal.
   6. Counselor/Client Agreement.
   7. Tapescript of an individual or group counseling session.
   8. Outline and description of group counseling that you conducted for a special population or for a special type of problem.
   9. Summary of assessments used at your setting.
   10. Description of counseling services (brochures, forms, handouts, descriptions of counseling activities, etc.).
   11. Listing of referral resources and other community agencies where there is collaboration with counselors in your setting.
   12. Description of any presentation or workshop that you planned or attended.
   13. Brochures from professional meetings you attended.
   14. Statement(s) of your beliefs about counseling.
   15. Log of your hours signed by your site supervisor. Log must indicate total hours, Direct and Indirect Hours.
   16. Copies of any evaluations you received.
   17. Agency administrative structure – decision making processes.
   18. Personnel policies related to evaluation.
   19. Class Handouts.

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

Evaluation

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

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

G. 6; School Standards D).

The grade of Pass in Internship therefore represents the highest of marks in such areas as skill, professional/ethical conduct and written assignments. All must be achieved at a satisfactory level to obtain a grade of Pass. **Late assignments will not be accepted. All late assignments will receive a grade of F, which means you will not pass internship.**

Success in the Counselor Education Program consists of more than grades. Work habits and attitudes play a major role in the success of any counseling student.

Any of the following actions are considered just cause for immediate dismissal from the Counselor Education Program:

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

**Attendance**

Students must arrive at class on time and participate actively in all group and individual supervision meetings. If circumstances (e.g., medical emergency, funeral) are such that you cannot attend a meeting or you will be late, you must contact the course professor or the individual with whom you are scheduled to meet prior to the time of the class meeting. You should note all excused absences in your log.

**Failure to Successfully Complete Internship**

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

# EPCE 5094

**Class Schedule FALL 2019**

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| **Date Week of** | **Topic** | **Assignment** |
| ***Aug. 27*** | Overview of Class Signed Contracts ACA Code of Ethics  (CACREP II. K.l.h.5.g) | **DUE August 15, 2019:** Send the items listed below to Dr. Gould ([lj.gould@ttu.edu](mailto:lj.gould@ttu.edu)):   1. Signed long contract 2. Signed short contract 3. Proof of Liability Insurance 4. Signed Hours Requirement Sheet (p. 34 of syllabus) **Please note items 1, 2, 3 should be sent to Dr. Gould by August 15, 2019.**   **Read:**   1. For 8/27/19 read 2014 ACA Code of Ethics 2. Please read and bring a signed copy of p. 34.   **NOTE:** If the above four items are turned in to Dr. Gould by August 15, then you may begin collecting internship hours on August 21. |
| ***Sept. 3*** | Professional Counseling Associations  Counselor/Client Agreement  Ethics/Risk Management Tape (CACREP II.K.1.h.5.g)  Counseling Typescript Format  Ethical Dilemmas Supervision  Research: Ethical & Legal Issues  Counseling Journals Master’s Comps Discussion | **Due 9/3/2019:** Bring your Portfolio to class. Portfolio includes:   1. Course Syllabus 2. Liability Insurance 3. ACA Code of Ethics plus one (1) other code of ethics (e.g., LPC, ASCA, ASGW, NCDA codes) 4. Counselor/Client Agreement 5. Journal article(s) given in class   **Due: 9/24/19** Tapescript 1 if you are enrolled in Internship I. |
| ***Oct. 1*** | Supervision Assessment (CACREP  II.G.8.d,e)  Consultation (CACREP II.K.5.a,c)  Case Study (CACREP II.K.5.b)  Master’s Comps | **DUE Oct. 1:**   1. Summary of Ethics/Risk Management Tape [http://mediacast.ttu.edu/mediasite/SilverlightPlayer/Default. aspx?peid=4957843b450b407184a9d8ee34d698b91d](http://mediacast.ttu.edu/mediasite/SilverlightPlayer/Default.aspx?peid=4957843b450b407184a9d8ee34d698b91d) 2. Time Log signed by you and your Site Supervisor 3. Typescript if enrolled in Internship II 4. Journal article(s) given you in class |

|  |  |  |
| --- | --- | --- |
|  | Counseling Theory Counseling Difficult Cases | **Due 10/1/2019:**   1. Typescript if you are enrolled in Internship I 2. Site Supervisor Evaluation of you |
| ***Oct.29*** | Difficult Cases continued Case Conceptualization Treatment Planning ASCA National Model Texas Comprehensive  School Counseling Model | **DUE 10/29/19:**   1. Time Log signed by you and your Site Supervisor 2. Your Counseling Journal 3. Tapescript II due 10/29/19 |
| ***Oct. 29*** | Supervision  Site Visit (CACREP II.K.1.b)  Techniques (CACREP II.K.6.e; CACREP II.K.5.c, d).  Suicide/Crisis Intervention Advocacy (CACREP  II.K.2.f, g; CACREP II.K.3.d, e)  Advocacy Competencies Multicultural Counseling  Competencies | 1. Typescript II due Oct. 29 2. Summary of Advocacy Competencies and summary of Multicultural Counseling Competencies   (Summary should be two (2) pages each for a total of four (4) pages for both)   1. Case study 2. Journal Article(s) |
| ***Nov. 26 or***  ***Dec. 3*** | Abuse:  Child Abuse Elder Abuse  Program Evaluation and Assessment (CACREP II.G.8.d, e; CMHC I.23, J.23; SC I.234)  Licensure and Certification for Counselors (CACREP II.K.1.a, b, d)  Professional Associations Evaluations  Class Wrap Up | 1. Time Log signed by you and your Site Supervisor 2. Evaluations:    * Site Supervisor Evaluation of Student    * Student’s Evaluation of Site Supervisor    * Student’s Evaluation of Internship Site (CACREP III.H.1; CACREP III.I)   **DUE 12/3/2019:**  1. Time Log signed by you and your Site Supervisor (if different from Log turned in on 11/26/2019) |

**NOTE: Late assignments are not accepted. Late assignments will receive a grade of F, which means you will not pass this internship class. Time logs and typescripts are assignments and must be turned in on time. Failure to turn in the typescript on time, any assignments, or the signed log with the required hours each month will result in a grade of**

**F. Time logs must be signed by both the Site Supervisor and the student. The excuse “I**

**gave my log to my supervisor to sign” will not be accepted. It is your responsibility to have it signed and turned in by the due date.**

1. **Required Text:**

**Textbooks Recommended**

Baird, B. N. (2015). *The internship, practicum, and field placement handbook* (7th ed.).

Upper Saddle River, NJ: Prentice Hall.

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

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

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

Wiger, D. E. (2016). *The clinical documentation sourcebook: The complete paperwork resource for your mental health practice* (4th ed.). New York: John Wiley.

# Other Class Policies

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

# 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.

# Handicapping Conditions

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

# Religious 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.

# Violence and Sexual Harassment

The university is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex

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

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university’s policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis.

Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

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

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

# Title IX

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

# Classroom Civility/Etiquette

Students are encouraged to follow the eight ethical principles supported in the *Strive for Honor* brochure. They are:

* + *Mutual Respect* – Each member of the Texas Tech community has the right to be treated with respect and dignity.
  + *Cooperation and Communication* – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
  + *Creativity and Innovation* – A working and learning environment that encourages active participation.
  + *Community Service and Leadership* – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
  + *Pursuit of Excellence* – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
  + *Public Accountability* – We strive to do what is honest and ethical even if no one is watching us or compelling us “to do the right thing”.
  + *Diversity* – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
  + *Academic Integrity* – Being responsible for your own work ensures that grades are earned honestly.

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

# Resources for Safe Campus

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

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# XIII. Rubrics

**All rubrics for this course will be found in the *Field Handbook for Clinical Mental Health Counseling Students* or in the *Field Handbook for School Counseling Students* which will be emailed to you before the course begins. You can also find the *Handbook* online at the Counselor Education webpage.**

Dear Student enrolled in EPCE 5094:

This letter is written to clarify the hour (clock hour) requirements for internship. As a student enrolled in Internship you are required to complete a total of 300 hours at your Internship Site (if you are enrolled in 3 semester hours the total is 300 hours, if you are enrolled in 2 semester hours the total is 200 hours).

From the total of 300 hours, a minimum of 120 hours must be in **DIRECT** counseling hours. Based on the total 300 hours, here are the requirements for Fall 2019. That is, I have listed below the number of hours due at the end of each month.

|  |  |  |
| --- | --- | --- |
| ***Hours Due On:*** | ***Direct Hours*** | ***Indirect Hours*** |
| October 1 | 50 | 75 |
| October 29 | 50 | 65 |
| November 26 | 20 | 40 |
| ***Totals*** | 120 | 180 |

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

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

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

**Please remember all site contracts and proof of insurance are due on August 15, 2019.** Please note that class begins on Wednesday August 27, 2019. You may begin collecting internship hours the week of August 21, 2019.

**This form is due August 27th or earlier.** Please return this form to me at our first class meeting on August 27, 2019. Also, please remember to make a copy for your records.

Print Student Name:

Student Signature: Date:

Student Mobile Number:

***Dr. Bradley***

Loretta J. Bradley, PhD, LPC-S, LMFT-S, NCC Paul Whitfield Horn Professor

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# Reform Syllabus Supplement Counseling Internship

**EPCE 5094**

**Phase 3**

1. **Conceptual Framework**

The conceptual framework encompasses the college’s nine initiatives for change. The essence of the framework is captured by the challenge “Leading a Revolution in American Education.”

This initiative has four major components: (1) transforming educator/counselor preparation, (2) transforming client/university partnerships, (3) transforming educational research, and (4) transforming the reward system. These components are interrelated.

# Course Phase

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

Essentially Phase 2 classes focus on application within the classroom. In contrast, Phase 3 classes incorporate the knowledge and skills from Phase 1 classes and the simulated application from Phase 2 classes and implements them in an actual counseling setting.

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

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

# Trademark Outcomes & Distinctive Skills

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

# Trademark Outcomes for Community Counseling

The Trademark Outcomes (TOs) for the Community Counseling program are:

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

Distinctive Skills

The distinctive skills for the Community Counseling program are:

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

Course Alignment with Skills & Outcome

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

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

# Trademark Outcome for School Counseling

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

Distinctive Skills

The distinctive skills are:

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

Course Alignment with Skills & Outcome

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

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

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

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

# Activity and Evaluation (A & E)

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

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

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

# A&E Assessment

The A&E assignment for EPCE 5094 is the successful completion of internship. To accomplish this goal, the A&E assignment is the demonstration of counseling skills via a counseling tape.

The tape will be the End-of-Phase assessment and will be assessed using the Counselor-In- Training Feedback Form. Each student’s performance will be assessed by the Site Supervisor using the Student Intern Evaluation Form. In addition to the end-of-phase assessment, the following phase III rubrics will be used: Evaluation of Treatment Planning, Counselor-In- Training Counseling Competencies.