**Counseling Practicum**

EPCE 5360

3 Credit Hours

Summer 2020

**Phase 3**

**Times:** Summer 2020 (10 Weeks)

**Instructors:** Stephen andLynn Jennings, PhD, LPCS, LSOTP

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**Office Hours:** By appointment

**Meeting Place:**  VIA ZOOM

**Meeting Time: May 16 (intro to class) 10:00am-12:00pm**

**June 5 - 5:00-9:00pm/ June 6 - 10:00am-4:00pm;**

**June 19 – 5:00pm- 9:00pm/June 20 – 10:00am-4:00pm**

**June 27 – 10:00am-4:00pm**

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.

**II. Conceptual framework**

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

**A. CAEP Transformation**

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

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

* You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher level skill and product competencies you will develop.
* You will learn what is valued by employers and counseling professionals. State and national standards (i.e. *ASCA National Model*, advocacy competencies, codes of ethics), CACREP accreditation standards, professional literature, a variety of focus groups, and counseling supervisors/employers were all involved in determining the learning outcomes for this course.
* Instruction will be connected to improved beneficence within the profession as well as positive outcomes of clients/students you will be counseling.
* 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: Phase 3 Course**

* Spend successfully 100 clock hours at a counseling site providing counseling services to clients.

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.

**C. CACREP Standards**

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

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. The following Standards apply to entry-level programs for which accreditation is being sought.

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.

PRACTICUM

1. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
2. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
3. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
4. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. 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

* 1. 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.
  2. 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.
  3. 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.
  4. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.
  5. 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

1. 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.
2. 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.
3. Group supervision of practicum and internship students should not exceed a 1:12 faculty:student ratio.
4. 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 6: Doctoral Standards

C. PRACTICUM AND INTERNSHIP

PRACTICUM

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

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

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

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

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

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

**III. Course Purpose**

The purpose of EPCE 5360 is to help students become aware of and familiar with basic counseling skills in a professional environment and implement counseling skills into counseling practice. Through direct supervision, students will counsel a minimum of 100 hours at their internship site. These 100 hours are in addition to class attendance of 3 hours each week. From the 100 hours, a minimum of 40 hours must be obtained in Direct Counseling.

**IV. 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 5360 is a variable credit course. EPCE 5360 (2 hours) taken over two semesters with 8-10 hours per week at the internship site, or EPCE 5360 (3 hours), taken over one semester with 15-18 hours per week at the internship site, each semester, fulfills degree plan requirements for the internship experience. Students may not enroll in more than 3 semester hours of Internship (EPCE 5360) each semester.

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

1. **Prerequisites**

Admission to Graduate School and the EPCE Program. Additionally, the following courses must be completed: EPCE 5353 or 5358, EPCE 5354, EPCE 5357, EPCE 5364, EPCE 5366, EPCE 5367, EPCE 5370, EPCE 5371, and EPCE 5356.

1. **Methods of Instruction**

This course utilizes didactic teaching, group discussions, class individual and group assignments, interactive and experiential assignments, role plays, and taped sessions. Students are evaluated through written papers, attendance, an onsite supervisor, and participation in the aforementioned assignments.

**Course Content Areas**

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

**Instructional/Content Topics**

The topics for EPCE 5360 include:

Overview of Counseling Profession Counseling Licensure

Overview of Internship Consultation

Field Site - Getting Started Crisis Intervention

Counseling Tapescripts\* Multicultural Counseling/Diversity Trends

Counseling Log and Journal Advocacy Issues

Counseling Techniques Suicide Issues

Treatment Planning Posttraumatic Stress in Children

Case Conceptualization Working with Adolescents and Families

Ethics & Legal Issues: Research Results of Program Evaluation and

Professional Associations Assessment

**\*Counseling Tapescripts**

Students will turn in a minimum of tapesscripts for evaluation as assigned by the professor. Permission forms must be signed by the client for taping. (More than 1 tape may be assigned) (CACREP III.B).

**The tapescript must include** (A) Tapescript ((B) Permission Form (Permission form on file) (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) Internship Tape Evaluation Feedback Form.

**Typescript 1 is Due: June 20**

NOTE: Since these tapes will be listened to and reviewed by the professor, please be sure your signed permission form states this.

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

**Assignments, Evaluation Procedures, and Grading Policy**

A&E Assignment

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 100 -300 hours at the internship site(s) with 40 hours being direct service work with clients/students appropriate to the student’s program emphasis. Students must have a minimum of four 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. End of semester assessment of these activities is through professor’s assessment of tapes and site supervisor’s assessment

In order for students to be successful in the completion of EPCE 5360, the student must develop a treatment plan based upon counseling needs and skills demonstrated by tapes of clients. This will be evaluated by the following rubrics: Counselor-in-Training and Needs Assessment for Clinical Mental Health Counseling. School Counseling students will be evaluated by the Counselor-in-Training rubric.

A mean score of 3 on each rubric is required for passing the assignment.

**PLEASE NOTE: All forms, including rubrics, needed for this course can be found in the *Field Handbooks* sent to you prior to class beginning.**

Methodology

Students will meet as scheduled for group supervision at the University and for individual supervision on site. Typically, students will spend about 10-15 hours a week at the field setting for 3 semester hour credits. Students must complete a total of 100-300 hours in internship experiences over one semester. 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 100-300 hours at the internship site(s) with 40 hours being direct service work with clients/students appropriate to the student’s program emphasis. Students must have a minimum of 4 on-going clients. Participation in a variety of professional activities is classified as indirect service; these include such activities as staff meetings, conferences, supervision, workshops, etc. Students must be supervised a minimum of one hour each week by their on-site supervisor (CACREP III. F-I.

1. Field Site Responsibilities. Students will perform the activities that a regularly employed staff member in the field site setting is expected to perform. These activities will be carried out according to the nature and requirements of the setting and under the supervision of the field supervisor. The University delegates supervisory and administrative responsibility for field site activities to the field site supervisor. 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.F-I).

If special problems or concerns (e.g., clinical, supervisory, interpersonal) should arise during the practicum, the field site supervisor is asked to contact the University supervisor in 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. F-I).

1. Log, Journal, and Client Case Notes. Students must keep a written log, a journal of their internship experiences, and client case notes. These are to be kept as follows:
2. 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 is to be signed by the field site supervisor, the University Professor, and student. (CACREP 3.F.G.)

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 3.C.).

3. Case notes. Case notes are to be completed for each client. Case notes must be kept in accordance with the regulations of the field site for review by the on-site supervisor or submitted for review by the university supervisor. Case notes should also be kept on phone calls.

1. Recorded sessions.

The recording of sessions in the field setting is completed in accordance with the regulations of the field site and the field site supervisor. The intern should record (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 3.B).

1. On-Campus Classes and Supervision. Students will meet for practicum class as scheduled via zoom. 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 3.H.I.)
2. Field-Site (Off-Campus) Supervision. Students will also meet with their field supervisor for a minimum of one (1) hour each week. The field supervisor may also require interns to participate in group supervision (CACREP 3.H.I.)
3. Ethical and Professional Conduct. Student counselors will be expected to behave in accordance with the ACA Ethical Standards and other standards of accepted professional conduct, including attire appropriate to professional counseling. Special attention is called to standards of confidentiality
4. 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 III. A).

1. 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 3.D).
2. 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. C.D.):

1. Course Outline

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

The portfolio will be yours to keep. You should bring the portfolio to the June 27 meeting with your University Professor. At the final evaluation meeting you should bring completed assessments of your supervisors and work site. The University Professor will provide you with these forms.

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 3.B).
2. Attendance and active participation in group seminars, including constructively giving feedback to, receiving feedback from, and discussing feedback with the University Professor and doctoral students during the group supervision meetings (CACREP III. I.).
3. Case conceptualization skills as demonstrated through presentations and recorded sessions (CACREP III.B.).
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.C).

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.

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

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

**Regarding electronic communication with me, I check my email (stephen.jennings@ttu.edu/lynn.jennings@ttu.edu) on a regular basis weekdays (Monday-Friday) and infrequently on weekends. I do not guarantee I will return email on the same day I receive it. Therefore, if you have an emergency situation, do not rely on email as the sole means of communication with me. Call the emergency number listed above in the event of an emergency (806-282-1138/806-282-1137).**

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.

1. **Content Outline:**

**EPCE 5360**

**Class Schedule**

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Assignment** |
| May 16 | Overview of Class and class requirements  Tapescript/Portfolio | **Due by May 23**  Proof of liability insurance  Signed contracts  Read ACA Code of Ethics  Read one other code of ethics |
| June 5/6 | 1. Difficult cases  2. Case Conceptualization  (CACREP 3.C.)  3. Ethics discussion  (CACREP I.F.1.a-m)  4. Tapescript/Portfolio discussion | 1. No Assignment  2. Tapescripts due **June 20**  3. Case given in class  4. In Class |
| June 19/20  June 27 | 1. Ethical Dilemma  2. Ethical Decision-making Models  3. Typescript  4. Suicide/Crisis  5. Counseling theory and  techniques  6. Most difficult counseling cases  7. Multicultural Counseling  Competencies & Advocacy  Competencies  8. Site Supervisor evaluation of  your counseling skill  9. Time Logs Due | 1. Class Discussion  2. Handout in class  3. Class Discussion  4. Case Study in class  5. Case Study and Theory in class  6. Discussion  7. Email documents to Dr. Stephen/Dr. Lynn  8. Due **July 1**  9. Due **June 19 and July 1** |

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

1. **Required Text: NONE**

**Recommended**

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

**Journals**

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

1. **Scholastic Dishonesty**

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

**X**. **Handicapping conditions/Religious Observances**

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.

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.

1. **Other Class Policies**

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

1. **ADA Requirements for Accommodations Statement**  
   Any student who because of a disabling condition requires special arrangements to participate in this class and meet class assignments should inform me immediately so that the necessary accommodations can be met.
2. **Violence and Sexual Harassment**  
   All students are responsible for knowing and adhering to Texas Tech policies on sexual harassment and violence.

**XI. Course Resources and Bibliography**

**References**

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Ansbacher, H. L., & Ansbacher, R. R. (Eds.). (1964). *The individual psychology of Alfred Adler. New York: Harper & Row.*

Aspy, C. B., & Sandhou, D. S. (1999). *Empowering women for equity: A counseling approach.* Alexandria: American Counseling Association.

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**Reform Syllabus Supplement**

**Counseling Internship**

**EPCE 5360**

**Phase 3**

**A. 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.

**B. 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 5360) is a Phase 3 class. The purpose of EPCE 5360 follows:

The purpose of EPCE 5360 is to help students become aware of and familiar with basic counseling skills in a professional environment and implement counseling skills into counseling practice. Through direct supervision, students will counsel a minimum of 100 hours at their internship site. These 100 hours are in addition to class attendance. From the 100 hours, a minimum of 40 hours must be obtained in Direct Counseling.

**C. Trademark Outcomes & Distinctive Skills**

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

***Trademark Outcomes for Clinical Mental Health Counseling***

The Trademark Outcomes (TOs) for the Clinical Mental Health 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 Clinical Mental Health 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 Clinical Mental Health 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.

**D. Alignment of Course Assessment with End-of-Phase Assessment**

This course’s assessment is demonstration of counseling skills used in school and mental health settings 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.

**E. Apply and Evaluation (A & E)**

The apply and evaluation (A & E) for EPCE 5360 occur in the following assignment:

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 100 -300 hours at the internship site(s) with 40 hours being direct service work with clients/students appropriate to the student’s program emphasis. Students must have a minimum of four 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. End of semester assessment of these activities is through professor’s assessment of tapes and site supervisor’s assessment

In order for students to be successful in the completion of EPCE 5360, the student must develop a treatment plan based upon counseling needs and skills demonstrated by tapes of clients. This will be evaluated by the following rubrics: Counselor-in-Training and Needs Assessment for Clinical Mental Health Counseling. School Counseling students will be evaluated by the Counselor-in-Training rubric.

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.*

This aligns with the Med School Counseling trademark outcome which states:

*Students will implement the American School Counselor Association (ASCA) National Model.*

**Appendix A**

**EPCE 5360**

The chart below lists the dates, direct, and indirect hours due for practicum.

**Hours Due on Direct Indirect**

June 19 20 30

July 1 20 30

**Totals 40** (Direct) **60** (Indirect)

**Grand Total = 100 hours**

**Agreement for EPCE 5360**

I will check your hours on the dates listed in your course syllabus. You should have two log sheets that are due on June 19, and July 1. The log sheets must be signed by your supervisor, so please give the sheet to your site supervisor one week before it is due. A logical time to have the log sheet signed is during your supervision session.

Your signature below indicates that:

1. You have read the course outline and the above paragraph and are aware the hour requirements are due on specific dates. Further, you understand these hour requirements are in addition to class attendance.
2. You realize that failure to obtain the hours on their assigned dates, failure to successfully complete all class assignments on time, and failure to attend all classes will result in your **not** **passing** this practicum class. You acknowledge that the hour requirements are assignments and **cannot be late**. You further realize that failure to complete the hour requirements on any of the due dates will result in a final grade of F for the class.
3. You understand that a grad of “I” is not given in practicum.

Please note that I have written the above requirements to clarify practicum 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 practicum hours. Other students thought they could receive a grade of incomplete. Both are inaccurate assumptions.

**This form, all site contracts, and proof of insurance are due no later than May 15. You cannot collect any hours until these forms are submitted**

**Stephen Jennings, PhD, LPCS**

**Lynn Jennings, PhD, LPCS**

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(Print Student Name)

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