**Counseling Practicum**

EPCE 5360-103

3 Credit Hours

Summer 2020

**Phase 3**

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

**Instructor:** aretha f. marbley,

**Office Address:** COE Room 211

**Phone:** 806-834-5541

**Email Address:** aretha.marbley@ttu.edu

(Emails that do not have EPCE 5360 in subject field will not be read. Use Blackboard for emails related to this class).

**Office Hours:** 9:30-12:00T; Virtual hours: 4:00-6:30 TH or by appt.

**Meeting Place:**  Room 350

**Meeting Times: April 6, May 3, 4; May 24, 25; June 14, 15**

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%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.

**A. NCATE Transformation**

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

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

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

5. 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.

1. **CACREP Standards**

CACREP standards are imbedded within the course and can be viewed at <http://www.cacrep.org/for-programs/2016-cacrep-standards/> Specific standards taught in this course are listed as follows:

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.

**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.

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.

1. **Course Objectives/Learning Outcomes and Assessments**

|  |  |
| --- | --- |
| **Student Learning Outcomes: At the conclusion of the course, students will:** | **Assessments: Assessments will be made as follows:** |
| Demonstrate the use of a variety of counseling skills, techniques, procedures, and resources. (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. |
| Understand the history, philosophy, and trends in clinical mental health counseling. (CACREP CMCH A.1) | Students will be evaluated by class discussions and case studies.  |
| Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. (CACREP CMCH A.5) | Students are evaluated through class discussions, case studies, and their implementation of theory in tapes and typescripts.  |
| Understands the impact of crises, disasters, and other trauma-causing events on people. (CACREP CMCH A.9) | Students are evaluated through class discussions and case studies.  |
| Understands the operation of an emergency management system within clinical mental health agencies and in the community. (CACREP CMCH A.10) | Students are evaluated through class discussions and case studies.  |
| Applies knowledge of public mental health policy, financing and regulatoryprocesses to improve service delivery opportunities in clinical mental health counseling. (CACREP CMCH B.2) | Students are evaluated through class discussions and case studies.  |
| Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders. (CACREP CMCH C.8) | Students are evaluated through class discussions.  |
| Understand professional issues relevant to the practice of clinical mental health counseling.(CACREP CMCH C.9) | Students are evaluated through class discussions.  |
| Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services. (CACREP CMCH E.6) | Students are evaluated through class discussions.  |
| Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified. (CACREP CMCH G3) | Students are assessed through class discussion.  |
| Identifies standard screening and assessment instruments for substance use disorders and process addictions.(CACREP CMCH G4) | Students are assessed through class discussion and case studies.  |
| Applies relevant research findings to inform the practice of clinical mental health counseling. (CACREP CMCH J.1) | 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. |
| Demonstrate a knowledge of counseling practice including how to conduct an intake interview, treatment planning, case conceptualization, and use this information in the site to conduct programs for students, parents, and teachers as part of the *ASCA National Model (*CACREP CMHC C.5; D12; G1; H12; J2; 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 include information about parents, 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. |
| 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. |

**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 Tapes\* 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 Tapes**

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

**The *typescript* must include:**

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

**Typescript 1 is Due: May 31**

**Typescript 2 is Due: June 28**

NOTE: Since these tapes will be listened to and reviewed by the professor, doctoral student and students enrolled in this class, 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 Practicum in Counseling (EPCE 5360) is the first semester course in a three to four semester sequence of structured and supervised clinical experiences that focus on skill, professional, and personal development. Practicum provides an opportunity for students to perform, on a limited basis and under supervision, some of the major professional activities of a professional counselor pertinent to the students’ program emphases in a clinical setting. Students will have the opportunity to participate in the counseling process, practice foundational counseling skills, refine techniques and theoretical frameworks, and further their therapeutic development. Each student enrolled in internship will be expected to complete 100 of clinical work. It includes:

1. A minimum of 40 hours of direct service work with clientele;
2. A minimum of 60 hours of guided participation in and observation of a variety of

professional activities other than direct service (e.g., staff meetings, case conferences, coordination and administrative activities);

1. A minimum of one (1) hour per week of individual supervision on site;
2. A minimum of one (1) hour per week of individual supervision on campus;
3. A minimum of one and one-half (1-1/2) hours per week of group supervision on

 campus.

**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 each week 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 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).

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 H. 4, 6, 7; School Standards D).

If special problems or concerns (e.g., clinical, supervisory, interpersonal) should arise during the internship, 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; School Standards D).

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.

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).

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 (CACREP II. K. 6. f, g; III. H. 4; School Standards D).

1. **Recorded Sessions:** The recording of sessions in the field setting is completed in accordance with the regulations of the field site and the field site supervisor. The intern should record (audio) as many client sessions as possible. The deidentified typescript of the recordings should be used for self-evaluation, peer group presentations, and instructor evaluation of the student’s direct service skills (CACREPII. K. 6. a, d, e; III. D. 1, 3, 4; III. E; III. H. 2, 5; School Standards D).
2. **Security of Records:** Students are responsible for the security of all records made in relation to a client and case. All records must be secure at all times. Client files must remain in the clinic at all times. When transporting notes, videos or other records related to clients, for the purposes of review and supervision, the student counselor must insure that these materials are always secure. Do not email any client records or other identifying information. Email is not a secure method of communication
3. **NOTE:** All students must obtain consent from their clients to be recorded and this consent must state explicitly that the information (typescript) may be seen to by their Texas Tech instructor, doctoral student under supervision, and students enrolled in this class.
4. **On-Campus Classes and Supervision.** Students will meet for internship class 3 hours/week. 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. 6. d; III. I; School Standards D).
5. **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 II. 6. e; III. H. 2; School Standards D).
6. **Ethical and Professional Conduct.** Student counselors will be expected to behave in accordance with the ACA Ethical Standards and other standards of accepted professional conduct, including attire appropriate to professional counseling. Special attention is called to standards of confidentiality (CACREPII. 6. e, g; III. D. 1, 2, 5; School Standards D).
7. **Insurance.** All students must provide proof of professional liability insurance coverage before they will be permitted to see clients. Students are free to obtain this insurance through any insurance company recommended by a counseling association. Professional liability insurance is available through the American Counseling Association (CACREP III. M; School Standards D). I found this under 3.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 II, 6. a; III. H. 4).
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. D. 3; III. H. 1, 4, 6, 7; School Standards 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 mid-term and final evaluation 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 typescript counseling sessions and other direct evidence of counseling (CACREP III H. 5, 7; School Standards D).
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. H. 3; School Standards D).
3. Case conceptualization skills as demonstrated through presentations and recorded sessions (CACREP III. H. 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. H. 7; 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.

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.

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

**Failure to Successfully Complete Practicum**

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

1. **Content Outline:**

**Content Outline:**

**EPCE 6360**

**Class Schedule (New Due Dates)**

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Assignment** |
| May 3-4 | Overview of ClassSigned ContractsLiability InsuranceHour RequirementsProfessional Counseling AssociationsCounselor/Client Agreement | **Due January 19:** Signed Contracts, Signed Hour Requirement Sheet**Due January 26**Read ACA Code of Ethics & one other Code of Ethics |
| May 3-4 | Introduction to course continue from previous week  | Counseling TheoryHuman Sex Trafficking |
| May 24-25 | Ethics (CACREP II. K l. h. 5. g)Counseling Typescripts |  Portfolio: 1. Course Syllabus2. Liability Insurance3. 2005 ACA Code of Ethics and4. One other Code of Ethics5. Counselor/Client Agreement6. Written Summary of Ethics Typescript |
| May 24-25 | Ethical DilemmasResearch: Ethical & Legal Issues | Applying Ethical Decision-Making ModelsCase Studies |
|  | Assessment (CACREP II. K. 8. d,e)Consultation (CACREP II. K. 5. a,e)Case Study (CACREP II. K. 5. b) |  |
| May 24-25 | Counseling Theory & Counseling Techniques (CACREP II. K. 6. e; K. 5. c,d).Suicide/Crisis Intervention | Time Log signed by Student & Site Supervisor |
|  |  |  |
| May 24-25 | Difficult Counseling CaseCase ConceptualizationTreatment Planning | Evaluation of your counseling skills by your Site Supervisor |
| May 24-25Advocacy (CACREP II. K. 2. f,g; CACREP II. K. 3. d,e)Advocacy CompetenciesDiversityMulticultural Counseling Competencies | Case StudiesCase ConferencesTheory of Multicultural Counseling and Therapy (Sue, Ivey, &Pederson, 1996)  |
|  | Time Log signed by Student & Site Supervisor |
| Licensure and Certification for Counselors (CACREP II. K. 1. a,b,d)Professional Associations |  |
| Child AbuseAdult (elder) Abuse |   |
| Results of Ongoing Program Evaluation and Assessment (CACREP II. K. 8. d,e) | Portfolio |
| May 31 | **TYPESCRIPT 1 due** |
| June 14-15 | A. Site Supervisor’s Evaluation of StudentB. Student’s Evaluation of Site SupervisorC. Student’s Evaluation of Practicum Site (CACREP III. H. I; CACREP III. L) Time Log signed by Student & Site Supervisor |
| June 21 | TYPESCRIPT 2 due |
| June 28 EvaluationsClass Wrap Up | Final Time Log signed by Student & Site SupervisorClass will meet via distance3 |

**NOTE:** Time Logs and Tapes 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.

**Electronic Devices**

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

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

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

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

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

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

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

**Medical Absences:**

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

**Tardiness:**

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

**Assignments:**

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

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

**Incomplete Grades**:

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

**Email Policy**

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

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

**Unclaimed Materials**:

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

**Inclement Weather:**

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

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

**Emergency Alert Notification System:**

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

**Social Media**

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

**X. Scholastic Dishonesty**

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act. Counselor Education students are expected to exhibit ethical conduct at all times.

**XI.** **Handicapping Conditions**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405. Additional information is available in OP 34.22

**XII. Religious Observances**

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence. Students must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Failure to complete these assignments may result in appropriate responses from the instructor.　Additional information is available in OP 34.19

 **XIII. ADA Compliance**

A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a *Letter of Accommodation* from Student Disability Services. The *Letter of Accommodation* indicates to faculty that the student has given proof of her/his disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification. No requirement exists that accommodation be made prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student’s disability needs unless the student provides a *Letter of Accommodation* from Student Disability Services. Ideally, *Letters of Accommodation* should be presented to instructors at the beginning of the semester; however, *Letters of Accommodation* may be submitted at any point during a semester. If a *Letter of Accommodation* is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.　Additional information is available in OP 34.22

**XIV. Violence and Sexual Harassment**

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

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university’s policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

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

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

**XV. Classroom Civility/Etiquette**

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

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

**XVI. Title IX**

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

**XVII. Resources for Safe Campus**

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

1. **Other Class Policies**

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

**XI. Course Resources and Bibliography**

**References**

Adler, A. (1964). *Social interest: A challenge to mankind.* New York: Capricorn.

Adler, A. (1979). *Superiority and social interest: A collection of later writings* (3rd rev. ed.). (H. L. Ansbacher & R. R. Ansbacher, Eds.). New York: Norton.

Alexander, C., Kruczek, T., & Ponterotto, J. (2005). Building multicultural competencies in school counselor trainees. *Counselor Education and Supervision, 44,* 255-266.

Alford, K. M. (1998). Family roles, alcoholism, and family dysfunction. *Journal of Mental Health Counseling, 20*(3), 250-261.

American Counseling Association. (2005) ACA Code of Ethics. Alexandria, VA. American Counseling Association.

American Psychological Association. (2002). *Ethical Principles of Psychologists and Code of Conduct.* Hyattsville, MD: Author.

American School Counselor Association (2004). *Ethical Standards for School Counselors.* Alexandria, VA: Author.

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.

Atkinson, D. R., Morten, G., & Sue, D. W. (Eds.). (2004). *Counseling American minorities:* *Cross-cultural perspective* (6rd ed.). Dubuque, IA: William C. Brown.

Auxier, C. R., Hughes, F. R., & Kline, W. B. (2003). Identity development in counselors-in-training. *Counselor Education and Supervision, 43,* 25-39.

Bates, C. M., & Brodsky, A. M. (1989). *Sex in the therapy hour.* New York: Guilford Press.

Beck, A. T. (1976). *Cognitive therapy and emotional disorders*. New York: New American Library.

Benjamin, A. (1981). *The helping interview* (3rd ed.). Boston: Houghton Mifflin.

Berne, E. (1964). *Games people play.* New York: Grove Press.

Berne, E. (1972). *What do you say after you say hello?.* New York: Grove Press.

Blair, R. G. (2004). Helping older adolescents search for meaning in depression. *Journal of Mental Health Counseling, 26,* 333-349.

Borders, L. D., Rainey, L. M., Crutchfield, L. B., & Martin, D. W. (1996). Impact of a counseling supervision course on doctoral students’ cognitions. *Counselor Education and Supervision, 35,* 204-218.

Bradley, L. J., Jarchow, E., & Robinson, B. (1999). *All about sex: The school counselor’s guide to handling tough adolescent problems.* Thousand Oaks: Corwin Press.

Bradley, L. J., & Ladany, N. (2001). *Counselor supervision: Principles process and practice* (3rd ed.). Philadelphia, PA: Taylor and Frances.

Bradley, L., Sexton, T., & Smith, H. (2005). The American Counseling Association Practice Research Network (ACA PRN): A research tool. *Journal of Counseling and Development, 83,* 488-492.

Brown, L. M., & Gilligan, C. (1992). *Meeting at the crossroads: Women’s psychology and girls’ development.* Cambridge, MA: Harvard Press.

Capuzzi, D., & Gross, D. (2006). *Counseling and psychotherapy: Theories and interventions* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

Carkhuff, R. R. (1999). *The art of helping*. Amherst, MA: Human Resource Development Press.

Carter, R. T., & Atkinsulure-Smith, A. M. (1996). White racial identity and expectations about counseling. *Journal of Multicultural Counseling and Development, 24,* 218-229.

Chang, R. (2005). Women, human rights and counseling: Crossing international boundaries. *Journal of Counseling and Development, 83,* 259-262.

Chang, D., Tong, H., Shi, Q., & Zeng, Q. (2005). Letting a hundred flowers bloom: Counseling and psychotherapy in the People’s Republic of China. *Journal of Mental Health Counseling, 27,* 102-116.

Cook, E. (1993). *Women, relationships, and power: Implications for counseling.* Alexandria, VA: American Counseling Association.

Corey, G., Corey, M., & Callanan, P. (2007). *Issues and ethics in the helping professions* (7th ed.). Pacific Grove, CA: Brooks/Cole.

Corey, M., & Corey, G. (2005). *Groups: Process and practice* (7th ed.). Monterey, CA: Brooks/Cole Publishers.

Corey, G. (2005). *Theory and Practice of Counseling and Psychotherapy* (7th ed.). Pacific Grove, CA: Brooks/Cole.

Cormier, W. H., & Cormier, L. S. (1997). *Interviewing strategies for helpers* (4th ed.). Pacific Grove, CA: Brooks/Cole.

Cormier, L. S., & Hackney, H. (2004). *The professional counselor: A process guide to helping* (5th ed.). Englewood Cliffs, NJ: Prentice Hall.

Corsini, R. (1989). *Current psychotherapies* (4th ed.). Itasca, IL: Peacock Publishers.

Cottone, R., & Claus, R. (2000). Ethical decision-making models: A review of the literature. *Journal of Counseling and Development, 78,* 275-283.

Coy, D., & Kovacs-Long, J. (2005). Maslow and Miller: An exploration of gender and affiliation in the journey to competence. *Journal of Counseling and Development, 83,* 138-145.

Dimmitt, C., Carey, J., McGannon, W., & Henningson, I. (2005). Identifying a school counseling research agenda: A Delphi study. *Counselor Education and Supervision, 44,* 214-229.

Dinkmeyer, D. C., Dinkmeyer, D. C., Jr., & Sperry, L. (2000). *Adlerian counseling and psychotherapy* (3rd ed.). Columbus, OH: Charles E. Merrill.

Donigian, J., & Hulse-Killacky, D. (1999). *Critical incidents in group therapy* (2nd ed.). Toronto: Wadsworth.

Doweiko, H. E. (1999). *Concepts of chemical dependency* (4th ed.). Washington, DC: Brooks-Cole.

Dreikurs, R. (1953). *Fundamentals of Adlerian psychology.* Chicago: Alfred Adler Institute.

Eckstein, D., & La Grassa, L. (2005). The non-violent relationship questionnaire. *The Family Journal, 13,* 205-212.

Egan, G. (1990). *The skilled helper* (4th ed.). Pacific Grove, CA: Brooks/Cole.

Ellis, A. (1973). *Humanistic psychotherapy: The rational-emotive approach.* New York: Julian Press.

Fagan, J., & Shepherd, I. (Eds.). (1970). *Life techniques in Gestalt therapy.* New York: Harper & Row.

Farrelly, F., & Brandsma, J. (1974). *Provocative therapy.* Cupertino, CA: Meta Publications.

Frankl, V. (1963). *Man’s search for meaning.* Boston: Beacon Press.

Freud, A. (1966). *The writings of Anna Freud: The ego and the mechanisms of defense (*Vol. 2).New York: International Universities Press. (original work published in 1936).

Freud, S. (1949). *An outline of psychoanalysis.* New York: Norton.

Fujimura, L. E., Weis, D. M., & Cochran, J. R. (1985). Suicide: Dynamics and implications for counseling. *Journal of Counseling and Development, 63,* 612-615.

Furr, S. B., & Carroll, J. J. (2003). Critical incidents in student counselor development. *Journal of Counseling and Development, 81,* 483-490.

Gilliland, B., James, R., & Bowman, J. (2002). *Theories and strategies in counseling and psychotherapy.* ( 5th ed.).Englewood Cliffs, NJ: Prentice-Hall.

Glasser, W. (1981). *Stations of the mind.* New York: Harper & Row.

Glasser, W. (1985). *Control theory: A new explanation of how we control our lives.* New York: Harper & Row.

Gonzales, G. M. (1997). The emergence of Chicanos in the 21st century: Implications for counseling, research, and policy. *Journal of Multicultural Counseling and Development,* *25*(2), 94-106.

Hall, C. (1954). *A primer of Freudian psychology.* New American Library (Mentor).

Hanna, C. A., Hanna, F. J., Giordano, F. G., & Tolerud, T. (1998). Meeting the needs of women in counseling: Implications of a review of the literature. *Journal of Humanistic Education and Development, 36*(3), 160-171.

Heppner, P. P., Kiulighan, D. M., & Wampold, B. E. (1999). *Research design in counseling* (2nd ed.). Washington: Wadsworth.

Herlihy, B., & Corey, G. (1997). *Boundary issues in counseling: Multiple roles and responsibilities.* Alexandria, VA: American Counseling Association.

Herr, E. L. (1999). *Counseling in a dynamic society: Contexts and practices for the 21st century.* Alexandria, VA: American Counseling Association.

Hopkins, B., & Anderson, B. (1990). *The counselor and the law.* Alexandria, VA: American Counseling Association.

Houser, R., Wilczemski, F., & Ham, M. A. (2006). *Culturally relevant ethical decision-making in counseling.* Thousand Oaks, CA: Sage.

Huffstetler, B. (2001). Depression in older adults: Pervasive or preventable. *Adultspan Journal, 3,* 61-71.

Isaacs, M. L., & Stone, C. (1999). School counselors and confidentiality: Factors effecting professional choices. *Professional School Counseling, 2*(4), 258-266.

Ivey, A. (1986). *Developmental therapy: Theory into practice.* San Francisco: Jossey-Bass.

Ivey, A., Ivey, M. B., & Somek-Morgan, L. (1993). *Counseling and psychotherapy.* Boston: Allyn and Bacon.

Ivey, A., Ivey, M. B., & Simek-Downing, L. (1987). *Counseling and psychotherapy: Integrating skills, theory, and practice* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Jamil, H., Nassar-McMillan, S. C., & Lambert, R. (2004). The aftermath of the Gulf War: Mental health issues among Iraqi Gulf War Veteran Refugees in the United States. *Journal of Mental Health Counseling, 26,* 295-309.

James, M., & Jongeward, D. (1971). *Born to win: Transactional analysis with Gestalt experiments.* Reading, MA: Addison-Wesley.

Jennings, L., Sovereign, A., Bottorff, N., Mussell, M., & Vye, C. (2005). Nine ethical values of master therapists. *Journal of Mental Health Counseling, 27,* 32-48.

Jongsma, A. E., & Peterson, M. (1995). *The complete psychotherapy treatment planner.* New York: John Wiley and Sons.

Kanel, K. (1999). *A guide to crisis intervention.* Washington, DC: Brooks-Cole.

Kanfer, F. H., & Schefft, G. K. (1986). *Guiding therapeutic change.* Champaign, IL: Research Press.

Kazdin, A. E. (1980). *Behavior modification in applied settings* (rev. ed.). Homewood, IL: Dorsey Press.

Kocarek, C. E., & Pelling, N. J. (2003). Beyond knowledge and awareness: Enhancing counselor skills for work with gay, lesbian and bisexual clients. *Journal of Multicultural Counseling and Development, 31,* 99-113.

Kopp, S. (1976). *The naked therapist.* San Diego: Edits.

Kottler, J. (1993). *On being a therapist.* San Francisco: Jossey-Bass.

Kubler-Ross, E. (1969). *On death and dying.* New York: Macmillan.

LaBauve, B. J., & Robinson, C. R. (1999). Adjusting to retirement: Considerations for counselors. *Adult Span Journal 1*(1), 2-12.

Lazarus, A. A. (1981). *The practice of multimodal therapy.* New York: McGraw-Hill.

Lazarus, A. A. (1976). *Multimodal behavior therapy.* New York: Springer.

Lewis, J., Hayes, B., & Bradley, L. (1992). *Counseling women across the lifespan.* Denver, CO: Love Publishers.

Mackelprang, R., & Salsgiver, R. (1999). *Disability: A diversity model approach in human service practice.* Washington, DC: Brooks-Cole.

Marszalek, J. F., & Cashwell, C. S. (1999). The gay and lesbian affirmative development model: Facilitating positive gay identity development. *Adult Span Journal, 1*(1), 13-31.

Maslow, A. (1968). *Toward a psychology of being* (rev. ed.). New York: Van Nostrand Reinhold.

Meichenbaum, D. H. (1977). *Cognitive-behavior modification: An integrative approach.* New York: Plenum.

Minuchin, S., & Fishman, H. (1981). *Family therapy techniques.* Cambridge, MA: Harvard University Press.

Ng, K. (Ed.). (1999). *Counseling Asian families from a systems perspectives.* Alexandria, VA: American Counseling Association.

Oates, M. D. (1993). *Death in the school community: A handbook for counselors, teachers, and administrators.* Alexandria, VA: American Counseling Association.

Okun, B. F., Fried, J., & Okun, M. L. (1999). *Understanding diversity: A learning as practice primer.* Washington DC: Brooks-Cole.

Patterson, C. H. (1986). *Theories of counseling and psychotherapy* (4th ed.). New York: Harper & Row.

Patterson, C. H. (1985). *The therapeutic relationship: Foundations for an eclectic psychotherapy.* Pacific Grove, CA: Brooks/Cole.

Perls, F. (1969a) *Gestalt therapy verbatim.* Moab, UT: Real People Press.

Perls, F. (1969b). *In and out of the garbage pail.* Moab, UT: Real People Press.

Perls, F. (1973). *The Gestalt approach and eye witness to therapy.* New York: Bantam Books.

Pistole, M. C. (1999). Preventing teenage pregnancy: Contributions from attachment theory. *Journal of Mental Health Counseling, 21*(2), 93-112.

Polster, E., & Polster, M. (1973*). Gestalt therapy integrated: Contours of theory and practice.* New York: Brunner/Mazel.

Pope, K. S., & Vasquez, M. (2005). *How to survive and thrive as a therapist.* Washington, DC: American Psychological Association.

Rogers, C. (1951). *Client-centered therapy.* Boston: Houghton Mifflin.

Rogers, C. R. (1961). *On becoming a person.* Boston: Houghton Mifflin.

Rogers, C. R. (Ed.). (1967). *The therapeutic relationship and its impact.* Madison: University of Wisconsin Press.

Rogers, C. R. (1980). *A way of being.* Boston: Houghton Mifflin.

Sandhu, D. S., & Brown, S. P. (1996). Empowering ethnically and racially diverse clients through prejudice reduction: Suggestions and strategies for counseling. Journal of *Multicultural Counseling and Development, 24,* 202-218.

Sartre, J. P. (1971). *Being and nothingness.* New York: Bantam Books.

Schmidt, J. (1993). *Counseling in schools.* Boston, MA: Allyn and Bacon.

Shepard, D. S. (2002). Using screenwriting techniques to create realistic and ethical role plays. *Counselor Education and Supervision, 42,* 145-159.

Skinner, B. F. (1948). *Walden II.* New York: Macmillan.

Skinner, B. F. (1953*). Science and human behavior.* New York: Macmillan.

Skinner, B. F. (1971). *Beyond freedom and dignity.* New York: Knopf.

Smith, M. L., Glass, G. V., & Miller, T. I. (1980). *The benefits of psychotherapy.* Baltimore: John Hopkins University Press.

Steiner, C. (1974). *Scripts people live: Transactional analysis of life scripts.* New York: Grove Press.

Sue, D. W., & Sue, D. W. (2002). *Counseling the culturally different* (4th ed.). New York: Wiley.

Sugai, G., & Tindal, G. (1993). *Effective school consultation.* Pacific Grove, CA: Brooks/Cole.

Sumerel, M. B., & Borders, L. D. (1996). Addressing personal issues in supervision: Impact of counselors’ experience level on various aspects of the supervisory relation. *Counselor Education and Supervision, 35,* 268-287.

Thompson, C., & Henderson, A. (2007). *Counseling children* (7th ed.). Pacific Grove, CA: Brooks/Cole.

Tillich, P. (1952). *The courage to be.* New Haven, CT: Yale University Press.

Tyron, G. S. (1996). Supervisee development during the internship year. *Counselor Education and Supervision, 35,* 287-294.

Vernon, A. (2010*). Counseling children and adolescents*. (3rd ed.). Denver, CO: Love Publishing Co.

Warnke, M. A. (1996). Suggestions for teaching an advanced career counseling internship. *Counselor Education and Supervision, 35,* 239-246.

Welfel, E. R. (2006). *Ethics in counseling and psychotherapy.* Belmont, CA: Thompson Brooks/Cole.

Yalom, I. D. (1980). *Existential psychotherapy*. New York: Basic books.

Zigler, E., & Stevenson, M. (1993). *Children in a changing world: Development and social issues.* Pacific Grove, CA: Brooks/Cole.

**Reform Syllabus Supplement**

**Counseling Practicum**

**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 Practicum (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 100-300 hours at their practicum site. These 100-300 hours are in addition to class attendance of 3 hours each week. From the 100-300 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 practicum 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 practicum 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 practicum 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.*