Counselor Education
Doctoral Degree
Handbook

Department of Special Education, Rehabilitation and Counseling
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Recent Revisions: 2010; 2011
COUNSELOR EDUCATION PROGRAMS
DEPARTMENT OVERVIEW

GENERAL DEPARTMENT INFORMATION

The counselor education programs within the Department of Special Education, Rehabilitation and Counseling (SERC) were established in the College of Education at Auburn University in the 1960's. Since that time, the department has grown to include a diverse faculty associated with programs at the doctoral, education specialist and master’s degree levels.

An important aspect of all Counselor Education (CED) programs is the linkage between theory and practice. Students are involved in training experiences that represent the diverse contexts in which counselors and educators are employed.

The primary orientation toward research in the programs is to engage in projects that will have immediate benefit to individuals and families and to the institutions and organizations that provide services to them. Projects are also designed to develop state-of-the-art training programs for counselors who serve clients living in an expanding world of cultural and demographic diversity. Research in the CED programs is pragmatic and frequently involves cooperative efforts with researchers and service providers from a variety of disciplines.

CED PROGRAMS MISSION STATEMENT

The Counselor Education programs offer high quality graduate education programs for counselors. Graduates will develop the tools to address developmental, emotional, psychological, social and environmental barriers to educational achievement and personal development. In this process students will engage in rigorous and challenging educational experiences in order to fashion their own unique contributions to society. The CED programs, and the SERC department, values teaching, research and outreach that contribute to the missions of the College of Education and Auburn University. Further, the department seeks to foster a culture in which individual creativity and scholarship is reinforced and nurtured.

A central foundation of the CED Program mission is to prepare counselors to work in an increasingly diverse society. This includes an emphasis on developing the skills, knowledge and awareness necessary to work with individuals from diverse backgrounds. This requires an awareness of and integration of principles of advocacy and social justice. Furthermore, the program emphasizes the integration of ethical and legal principles as well as the enhancement of technological competence.

DEGREES OFFERED

Counselor Education & Supervision Ph.D./Ed.D
Clinical Mental Health Counseling
M.Ed./M.S.

School Counseling
M.Ed.

ACCREDITATIONS

A Doctoral degree in Counselor Education is offered by the Department of Special Education, Rehabilitation and Counseling (SERC). The degree is accredited nationally by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

CACREP standards for accreditation can be found at http://www.counseling.org/cacrep/

CACREP FOUNDATION AREAS

All master's level requirements must be satisfied in addition to the required doctoral level courses. These standards can be found at the CACREP webpage: http://www.counseling.org/cacrep

FACULTY

The faculty of the Department of Special Education, Rehabilitation, and Counseling represent the disciplines of counseling psychology, counselor education and school psychology. Information regarding faculty research interests and areas of expertise can be found at: http://education.auburn.edu/academic_departments/coun/facultystaff/

OTHER HELPFUL INFORMATION
FOR GRADUATE STUDENTS

GRADUATE SCHOOL POLICIES AND FORMS

The Graduate School is located in 106 Hargis Hall. Graduate students are required to be aware of all Auburn University Graduate School policies and procedures. It is recommended that students review all procedures and policies as part of their orientation to the program: http://www.grad.auburn.edu/students.html and http://gradweb.duc.auburn.edu/

GRADUATE SCHOOL POLICIES AND PROCEDURES

Information and links to Graduate School policies and procedures can be found at: http://www.grad.auburn.edu/site_index.html#forms

RESIDENCY REQUIREMENTS

Resident, on-campus study is the foundation for research based graduate degree programs at Auburn University. Any graduate student enrolled in a degree program culminating in a thesis or dissertation must directly engage in research with the major professor, must have access to the research tools needed for research activity, must be immersed in the culture of graduate education, must engage in professional
activities of the discipline, and must complete the research activity in a reasonable period of time. Graduation requires the major professor to certify compliance with these requirements. Students are required during their initial semester to complete the Graduate School Residency Requirement Form.

LIBRARY PRIVILEGES

The Ralph Brown Draughon Library

The Ralph Brown Draughon Library is named in honor of Ralph Brown Draughon, president of Auburn University from 1947 to 1965, and moving force behind the construction of the original portion of the Library. With the completion of a 207,000 square foot addition in 1991, the Library has space for 2.5 million volumes and a seating capacity of 2,500 designed to serve the study, teaching, and research needs of Auburn students, faculty, and staff.

Reference desks staffed by subject-specialist librarians and archivists are located in each of the departments of the RBD Library, along with reference materials which correspond to the subject focus of the book and periodical materials found in that department. Current periodicals are divided by subject among the departments and shelved alphabetically by title in the same location on each floor. Oversized materials are classed as folios and are also divided among the departments according to subject focus.

Online database searching is available from subject specialist librarians in the Microforms and Documents, Humanities, Social Sciences, and Science and Technology Departments by appointment and for a fee.

Computer workstations for accessing the World Wide Web and the Libraries’ collections, individual study carrels, pay telephones, and photocopiers taking coins or photocopy debit cards are located on each of the five floors of the RBD Library as well.

Group study rooms accommodating four to six persons are located on third and fourth floors of the Library and are available on a first-come, first-served basis.

Services for users with disabilities are available on an as-needed basis. Contact the Humanities Reference and General Information Desk at 844-1738 for more information.

Specific Graduate Student Privileges

Graduate students can check out up to fifty items, for up to 90 days. Bound journals can be checked out for one day. On-line renewal of items is available.

AUBIExpress Document Delivery Request Form

This service, available to Auburn University Faculty, Staff, Graduate and Distance Education Students, provides e-mail and campus mail delivery of articles and chapters from the RBD Library and Veterinary Medical Library collections. Depending on the information and the speed at which you want the information, you can have articles scanned and e-mailed to you at no charge! There is a fee for photo static copies of articles.

FINANCIAL ASSISTANCE

See the website: http://www.auburn.edu/student_info/student_affairs/finaid/index.html
All students are provided general information about financial assistance in their admissions information packet. That information is also provided for you below.

DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

A limited number of part-time graduate assistantships are available each year in the Department of Special Education, Rehabilitation and Counseling. Preference is usually given to students enrolled in doctoral programs. Applications are available on the web at https://fp.auburn.edu/education/ccp/applications/doctoralassistantship.html

For additional information please contact the Special Education, Rehabilitation and Counseling Department, 2084 Haley Center, Auburn University, AL 36849-5222 [Telephone (334) 844-7676].

HOUSING AND RESIDENCE LIFE

Graduate resident advisor (known as “Hall Director”) positions are usually available each year in Housing and Residence Life. Application may be made by contacting, Director, Housing and Residence Life, 212 Burton Hall, Auburn University, AL 36849 (844-4580).

STUDENTS AFFAIRS

Graduate assistantships may be available in some of the student personnel offices on campus. Inquiries and application may be made by contacting, Cater Hall, Auburn University, AL 36849 (844-5810).

EAST ALABAMA MENTAL HEALTH CENTER

Some part-time and full-time positions are occasionally available at East Alabama Mental Health Center. Information may be obtained, and application may be made by contacting the personnel office, East AL Mental Health Center, 2506 Hamilton Road, Opelika, AL 36801 (742-2700).

UNIVERSITY EMPLOYMENT

Part-time employment at Auburn University is available to both undergraduate and graduate students. Application may be made by contacting the Office of Student Employment, 300 Mary Martin Hall, Auburn University, AL 36849 [844-6868]. As a waiting list usually exists, it is advisable to request part-time employment at the earliest possible date.

STUDENT LOANS

Federally-insured student loans are available to graduate students. Information and application may be secured by contacting the Office of Student Financial Aid, 203 Mary Martin Hall, Auburn University, AL 36849 [Telephone (334) 844-4723].

COMPUTER ACCESS AND USE

DIVISION OF UNIVERSITY COMPUTING (DUC)

Survival Guide to Computing at AU - newsprint quarterly published by the Information Technology Group (IT) and designed to introduce the newcomer to computing services at AU. The Survival Guide is not published on the Web, but is complemented by the Information Technology Help Desk website (http://www.auburn.edu/helpdesk). Paper copies of the Survival Guide are available in the computing labs, in Foy Union and at the 26 "L" Building IT offices.

E-MAIL
As soon as you register for classes, an Auburn University computing user ID is created for you by the Office of Information Technology. This gives you access to free e-mail and a number of other computing resources. (See Getting Started: Student Access to Computing Resources for details on activating your computer user ID.) Your e-mail address on the Mallard server is

user ID@auburn.edu

If you have an off-campus account as well, and wish your on-campus e-mail forwarded to your off-campus account, please contact the Office of Information Technology at 844-4944, or through the web address given above. It is important that you check your university-assigned e-mail address regularly; Tigermail is considered the official form of communication at Auburn University. Departmental communication, course information from your professors, and other important information will be disseminated through this account.

**CAMPUS SERVICES**

Several student services are available at Auburn University. These services include, but are not limited to:

- Medical assistance is available at the [Auburn University Medical Clinic](http://www.auburn.edu/helpdesk/email/stu.html).
- Personal/psychological services are available at the [Student Counseling Center](http://www.auburn.edu/helpdesk/email/stu.html), located on the second floor of the Auburn University Medical Clinic. 400 Lem Morrison Dr. | Suite 2086 | Auburn, Alabama 36849 | Phone: 334.844.5123
- Career counseling, testing, occupational information, and employment placement services are located at 303 Martin Hall. 334-844-4744
- Campus housing and residence life information may be obtained in Burton Hall. (334) 844-4580 | Email: housing@auburn.edu
- Microcomputer lab equipment, learning resources, and media resources and equipment are available in the Haley Center [Learning Resources Center](http://www.auburn.edu/helpdesk/email/stu.html).
- Students with disabilities may receive assistance (i.e., examination accommodations, interpreters, learning aids, note takers) through the [Office for Students with Disabilities](http://www.auburn.edu/helpdesk/email/stu.html) located in Haley Center.
- Recreational services provides supervision for recreational areas on the Auburn University campus. Students and faculty are encouraged to recreate on an informal, self-directed basis. Indoor facilities may be used when they are not scheduled for practices, classes, or games. Participants should contact the Student Activities Center's Equipment Check-out at 844-4470.

Recreational facilities include:
- Weight Room
- Fitness Room
- Multi-Purpose-Rooms
- Ten Racquetball Courts
- 17 Tennis Courts
- Intramural Fields
- Max Morris Field
The Recreational Services Program also offers a recreational equipment check-out service to the Auburn University population. The check-out office is located in the Student Activities Center.

Equipment available includes: Volleyball Equipment, Badminton Equipment, Racquetball Equipment, Table Tennis Equipment, Flag Football, Basketballs, Horseshoes, and Weight Belts

THE PROGRAM FOR STUDENTS WITH DISABILITIES

Students with disabilities requiring support services should contact the Program for Students with Disabilities. Current information can be found by contacting the office at:

1228 Haley Center, Auburn University, AL 36849-5250  334.844.2096  Voice/TDD  334.844.2099  Fax

TECHNOLOGY WORKSHOPS ON CAMPUS

Workshops are offered on campus through the Instructional Media Group (IMG). The Instructional Media Group provides support and information regarding instructional technology and multimedia for Auburn University faculty. Graduate students are also given access to the workshops offered quarterly. IMG is a subgroup of the Auburn University Division of Telecommunications and Educational Television. The IMG office is in the basement of the Haley Center at 0015 Haley Center Hall - (334) 844 – 5181. More information about the workshops offered on a quarterly basis can be found at:

https://fp.auburn.edu/IMG/SummerReg/seminars.aspx

Past seminars have included: HTML I, HTML II, Basic Digital Imaging, Basic PowerPoint, Advanced PowerPoint, Launching a Web Page, Forms for Web Pages, MIVA web page scripting, and Streaming Media (Real Player). Seminars last roughly 2 hours and are held at both morning and afternoon times.

The Department of Special Education, Rehabilitation and Counseling began offering a series of three technology workshops per year in 2001-2002. These workshops are designed to assist students in acquiring expertise needed to develop their portfolios. Attendance is required.
POLICIES AND PROCEDURES

GENERAL INFORMATION

Several of the policies and procedures discussed here are outlined in more detail in the Graduate Bulletin and the Auburn University Tiger Cub. The Tiger Cub is a student handbook that provides information about Auburn; student life, administration, organizations, student services, and general information relevant to being a student at the university. The Tiger Cub is available to all students in the Tiger Cub office in the James E. Foy Student Union Basement. The Graduate Bulletin is distributed to all beginning graduate students and additional copies can be acquired at the Graduate School. These two resources, in addition to this handbook, are essential to helping you adjust and succeed as a graduate student. Departmental and University forms are available in 2084 Haley Center.

RECRUITMENT AND ADMISSIONS

All applicants for admission to graduate degree programs in the Department of Special Education, Rehabilitation and Counseling must submit satisfactory scores on the Graduate Record Examination (GRE) test. International students must have a TOEFFEL score that meets or exceeds the required score identified by the Auburn University Graduate School. Previous record, personal characteristics relevant to success in counselor education, and congruence between professional goals and programs offered in the Department are also considered. Personal interviews will also be scheduled.

Applicants for doctoral degree programs are admitted only Fall. The deadline for applications is February 1.

Specific procedures include the following:

1. Submit a completed application to the Graduate School, including transcripts and GRE scores.
2. Submit a completed Application Supplement to the Department of Special Education, Rehabilitation and Counseling, including at least three references on the forms provided.

Admission

Prospective candidates for the degrees of Doctor of Philosophy and Doctor of Education are admitted under the same procedures and requirements outlined in the General Regulations of the Graduate Bulletin. Although students may be admitted to a specific doctoral program, admission to candidacy for the degree occurs only after successful completion of the general oral examination.

Advisory Committee and Plan of Study

After the student has enrolled in the doctoral program, an advisory committee should be selected by the student, major professor and department head or chair. The advisory committee is responsible for developing the student’s Plan of Study and conducting the doctoral general and final examinations. It should consist of at least three members of the faculty. At least two, including major professor, must be members of the Graduate Faculty. The formal appointment of the advisory committee occurs when the Plan of Study is approved by the Graduate School.

The Plan of Study should be prepared by the student and the advisory committee and filed with the Graduate School as soon as feasible. It should not be delayed beyond the second semester of doctoral work. The Graduate School recognizes that changes may be warranted, and a form is available for amendments as required by student needs, research interests and course availability.
NEW STUDENT ORIENTATION

During the fall semester of each academic year, an orientation for new students is held. This orientation is meant to provide an overview of the department, its policies and procedures. In addition, an opportunity is provided for new students to meet faculty and other students within and outside of their respective program areas.

ADVISEMENT

Notification about assigned advisor is made in the acceptance letter from the Graduate School. Students are strongly recommended to contact their advisors prior to registration for each semester. Should students wish to change advisors, forms are available in the Student Library, 2084 Haley Center.

DEPARTMENTAL TRANSFER AND ADVISEMENT POLICY

The Department of Special Education, Rehabilitation and Counseling guidelines for transferring within the department are:

1. Master's level students in one of the program areas, Clinical Mental Health Counseling or School Counseling may request transfer between program areas by completing a program transfer form obtainable in the Departmental Office, 2084 Haley Center.

2. Students in any of the Doctoral programs within the Department Special Education, Rehabilitation and Counseling cannot transfer between Doctoral programs. Students wishing to be admitted into a Doctoral program other than that to which they were originally admitted must follow the admissions procedures required of any applicant to the program.

3. Students wishing to change advisors should follow the guidelines outlined in the Graduate Bulletin. Forms to complete this change can be obtained in the Departmental Office.

STUDENT EVALUATION OF PROGRAM

Students are mailed an evaluation form shortly after they graduate, and periodically thereafter to solicit their opinions about the program, faculty, department, and clinical experiences.

ENDORSEMENT POLICY

Student requests for endorsements are to be directed to appropriate individual faculty. Decisions about the appropriateness of an endorsement for professional credentialing and/or employment will be based on the student's area of specialization, training and/or course work completed. These requests will be addressed on an individual basis relevant to the specific endorsement being sought and the qualifications of the student requesting the endorsement. Under no circumstances will students be endorsed for employment outside their area(s) of demonstrated competence.

CREDENTIALING

Licensed Professional Counselor

As of March 2000, approximately 45 states or jurisdictions in the United States regulated counselor licensure. Each state has a statute (law) and regulations that clearly identify the educational, experience, exam, and other requirements necessary to be licensed in that state. Students are encouraged to request an application packet from the state where they intend to work and in which they would like to be licensed at least 3 months prior to their graduation from Auburn University. Students who familiarize themselves with the requirements for licensure will be in a better position to seek employment and negotiate job conditions that are favorable for obtaining their licenses.
Alabama Licensure
Students who earn a master's degree from Auburn University's CACREP accredited program automatically meet the educational requirements for licensure in the state of Alabama.

Additionally, applicants are required to have 3000 hours of counseling experience supervised by a Certified Counseling Supervisor. The Alabama Board of Examiners in Counseling (ABEC) requires prior approval of the plan for meeting this requirement. Once the plan has been approved, the applicant must pay for and receive a certificate from the ABEC before any supervised experience can be counted toward the supervised experience requirement. All necessary application forms, including those for submitting a plan for meeting the supervision requirement, are included in the initial application packet. A list of certified supervisors is available upon request from the ABEC.

Finally, a satisfactory score on the National Counselor Exam (NCE) developed by the National Board of Certified Counselors (NBCC) is also required. Applicants may take the exam at Auburn University as part of our special arrangement with NBCC as a site for CACREP accredited programs (see below). Or, applicants may apply to take the exam in a special administration coordinated by the ABEC.

CERTIFICATION
Nationally Certified Counselor

Students who are within 3 months of graduation from a CACREP accredited program at Auburn University may apply for and take the NCE on campus. If the candidate scores satisfactorily, submits a final transcript and supervisor recommendation form, he/she qualifies as a Nationally Certified Counselor (NCC). More information about the benefits of this certification can be found on the NBCC web site.

NATIONAL COUNSELOR EXAMINATION
For current information see: http://www.nbcc.org/counselor-ed/home.html

CURRENT CONTACT INFORMATION
Students will be contacted on a regular basis, particularly as they approach graduation and after they leave, to obtain current address information to allow the department to maintain contact for accreditation and program improvement activities.

HARASSMENT AND DISCRIMINATION
The Department Special Education, Rehabilitation and Counseling adheres to the Auburn University Harassment and Discrimination Policy. Any form of discrimination or harassment related to a person's race, color, sex, religion, national origin, age, or physical or mental disability is a violation of this policy. This policy protects all university students, staff, and employees. A copy of the policy and steps for filing a complaint may be found in the Tiger Cub. Students filing a complaint may directly contact the Office of the Vice President for Student Affairs for more information. Faculty, staff, and other employees may contact the Affirmative Action Office.

PROFESSIONAL ORGANIZATIONS
Students are encouraged to join and become involved in state and national professional associations such as the American Counseling Association, the Alabama Counseling Association, and the divisions closely aligned with their specialty area, such as the Association for Counselor Education and Supervision. Information can be obtained about these organizations on-line at their respective web sites.
and applications for membership may be obtained from the student bulletin board located in Haley Center 2011. Further involvement may occur through professional development activities with Faculty members. These activities may include professional presentations, organizational involvement, and professional mentoring. The availability of these activities is discussed at the student orientation, brown bag lunch seminars, and announcements within the department.

GRADE GRIEVANCES

In all instances, The Department of Special Education, Rehabilitation and Counseling adheres to the Auburn University Student Academic Grievance Policy. This policy provides a means for students to resolve academic grievances resulting from actions from faculty and administration. This policy, types of grievances, grievance committee description and procedures, and policy revisions, may be found in the Tiger Cub.

COUNSELING LAB POLICIES AND PROCEDURES

The purpose of the counseling lab is to provide appropriate facilities for the supervision and development of counseling and assessment skills. To accomplish this purpose it is essential that the following guidelines be followed when using this facility. Failure to follow any of the following policies may result in disciplinary procedures.

I. Counseling Lab Facilities

1. Classroom (1126 Haley Center): This room contains the videotaping equipment. While group or individual sessions can be taped in this room it is most appropriate for large groups. This room is also used for viewed videotaped materials. In addition, practicum group supervision is held in this room. This room also has smart classroom technology.

2. Observation/Editing Room (1124 Haley Center): This room contains observation equipment supervisors use to monitor the individual counseling rooms. It can only be used by faculty or doctoral student supervisors with permission.

3. Individual Rooms (1124 Haley Center): These two rooms allow for the supervision or digital recording of individual sessions.

4. Editing room (2060 Haley Center): This room must be reserved. It has computers that can be used for editing and reviewing tapes.

II. Scheduling and Use of the Lab

1. A scheduling book for the lab is in the Department of Special Education, Rehabilitation and Counseling office.
2. Please remember to schedule only for the actual space you will be using.
3. Access to the lab is managed through student and faculty ID card.
4. Students unfamiliar with the use of the counseling lab and its equipment should be supervised or instructed by a faculty member in the use of the lab equipment.
5. The observation room is not available for reservation.
6. Students using the lab for counseling or supervision need to ensure client/supervisee confidentiality.

III. Lab Maintenance

1. Use of lab facilities by students is limited to class purposes or requirements.
2. Lab facilities are to be maintained and kept clean.
3. Students using the lab should be considerate of others including; not interrupting class or individual activities, monitoring noise level when using facilities, and not viewing others’ sessions without supervision or permission.

4. Lab facilities must be kept locked when not in use. It is not permissible to leave the lab open at any time when someone is not using the lab. Failure to follow this policy may result in loss of unsupervised use of the lab.

5. Students unfamiliar with the use of the counseling lab and its equipment should be supervised or instructed by a faculty member in the use of the lab equipment.

6. The Group and Individual Rooms should not be used for taping while the classroom is in use (unless permission is obtained by individuals using the classroom). In addition, Group Room facilities cannot be used if individual supervision is going on in the adjoining rooms, unless a university supervisor is monitoring this use.

7. Individuals cannot play back videotapes in the classroom if taping is going on in any of the lab rooms.

8. Students using the lab for counseling or supervision need to ensure client/supervisee confidentiality.
SPECIFIC PROGRAM INFORMATION
COUNSELOR EDUCATION AND SUPERVISION (CED)

Mission Statement and Goals

The mission for the doctorate in counselor education includes the provision of experiences which prepare graduates to teach, supervise, conduct research, and participate in service activities related to the preparation of counselors and the advancement of the counseling profession. It is the mission of the program to offer a graduate curriculum which reflects the national preparation standards for the profession as articulated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and which meets requirements for the certificates and licenses which regulate the profession. This includes preparation in the areas of; teaching, research, counseling, supervision, and professional leadership.

Infused throughout the program is an emphasis on preparing counselors and counselor educators to be able to work effectively with persons from diverse backgrounds. This includes an awareness of theories and practices associated with advocacy and social justice. The program also emphasizes the use of technology to promote and enhance professional skills and knowledge. Moreover, integrated throughout the program is the promotion of ethical behavior, awareness and knowledge. Lastly the program promotes the development of professional identity through mentoring and encouragement of professional service and involvement.

1. Awareness of counselor education pedagogical methods related to instruction, evaluation and program development; (COUN 8510, portfolio)
2. Develop skills associated with counselor education pedagogy including course development and implementation, course evaluation, and addressing learning and individual differences in teaching practices; (COUN 8510, COUN 8910 Teaching Practicum, portfolio)
3. Demonstrate professional research and scholarship skills as evidenced in ability to use research, participate in scholarly activities, and disseminate research through professional presentations; (portfolio, COUN 8300)
4. Demonstrate advanced counseling and supervision skills including the ability to develop interventions, use theory, evaluate and modify practice; (COUN 8910 Adv. Pract.; COUN 8540 Counseling Supervision: Theories and Practice)
5. Develop professional leadership, consultation and collaboration skills as evidenced by leadership activities, professional involvement, professional identity, and peer and professional consultation; (COUN 8510, portfolio)
6. Demonstrate awareness of appropriate ethical and legal standards in research, teaching, counseling, and supervision practice; (portfolio, COUN 8510)
7. Awareness of professional issues and trends in counselor education and supervision; (COUN 8510, portfolio)
8. Awareness of the uses and applications of technology in counselor education including teaching, research, supervision, counseling, and professional development (COUN 8510, portfolio)

Program of Study

<table>
<thead>
<tr>
<th>Course Prefix &amp; #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 8510</td>
<td>Contemporary Issues in Counselor Education</td>
<td>3</td>
</tr>
<tr>
<td>COUN 8610</td>
<td>Advanced Theories: Existential/Humanistic</td>
<td>3</td>
</tr>
<tr>
<td>COUN 8620</td>
<td>Advanced Theories: Cognitive/Behavioral</td>
<td>3</td>
</tr>
<tr>
<td>COUN 8300</td>
<td>Research Design in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 8910 100</td>
<td>Advanced Practicum</td>
<td>3</td>
</tr>
<tr>
<td>COUN 8540</td>
<td>Counseling Supervision: Theories and Practices</td>
<td>3</td>
</tr>
<tr>
<td>COUN 8920 100</td>
<td>Internship in Counselor Education</td>
<td>9</td>
</tr>
</tbody>
</table>
Course Prefix & # | Course Title                                      | Credit Hours |
-----------------|---------------------------------------------------|--------------|
COUN 8910        | Teaching Practicum – Teaching Practicum Experience | 3            |
COUN 8910        | Teaching Practicum – Teaching Practicum Experience | 3            |
COUN 8110        | Counseling Assessment Across the Lifespan          | 3            |
ERMA 8200        | Survey Research Methods                            | 3            |
ERMA 7210        | Theory and Methodology of Qualitative Research      | 3            |
ERMA 7300        | Design and Analysis in Education I                 | 3            |
ERMA 7310        | Design and Analysis in Education II                | 3            |
ERMA 8100        | Program Evaluation                                 | 3            |
COUN 8990        | Dissertation                                      | 10           |

**ELECTIVES – Electives are not required**

COUN 8630        | Advanced Theories: Psychodynamic                   | 3            |
ERMA 8320        | Design and Analysis in Education III               | 3            |

**Course Sequence** *(Based on Full-time Enrollment)*

**1st Year**
**Fall**
COUN 8510        | Contemporary Issues in Counselor Education         |              |
ERMA 7300        | Design and Analysis in Education I                 |              |
COUN 8110        | Counseling Assessment Across the Lifespan           |              |
**Spring**
ERMA 8310        | Design and Analysis in Education II                |              |
COUN 8910 100    | Advanced Practicum-Counseling                      |              |
COUN 8910        | Teaching Practicum                                 |              |
**Summer (select from the following)**
COUN 8610        | Advanced Theories: Existential and/or              |              |
COUN 8620        | Advanced Theories: Cognitive/Behavioral            |              |
ERMA 7210        | Theory and Methodology of Qualitative Research      |              |
Alternative: Teaching Practicum

**2nd Year**
**Fall**
COUN 8910 400    | Practicum in Counseling Supervision                |              |
ERMA 8100        | Program Evaluation                                 |              |
COUN 8910        | Teaching Practicum                                 |              |
**Spring**
ERMA 8200        | Survey Research Methods                            |              |
COUN 8300        | Research Design in Counseling                      |              |
Alternative: COUN 8990 Dissertation Hours

*Students must complete a total of 10 hrs. of dissertation, these should be taken only during semesters when students are working on their dissertation

**3rd Year**
COUN 8910        | Internship hours                                   |              |
COUN 8990        | Dissertation hours                                 |              |

*Students are required to be enrolled in one hour of graduate work the semester they intend to graduate.
APPLICATIONS FOR PRACTICUM AND INTERNSHIPS

Information regarding clinical placements can be found in the Professional Experiences Handbook.

1) Placement Application for Practicum

   Applications for graduate practicum (both teaching and counseling) and internship must be completed and submitted to the appropriate coordinator during the registration period the semester prior to the expected placement, excluding summer. Contact the CED Program Coordinator and your advisor the semester prior to placement to identify placement, supervisors, and potential teaching experiences.

2) Placement Application for Internship

   Internship proposals are developed in conjunction with the faculty advisor and advisory committee.
1. Obtain application forms from the Graduate School and apply by submitting all required materials to the Graduate School by the deadlines published in the Graduate Bulletin. The Graduate School forwards the application to the appropriate departmental screening committee. The department head or chair then makes a recommendation to the Dean of the Graduate School, who sends a letter notifying the applicant of the decision.

2. Apply for an assistantship, if applicable, through the department involved.

3. Become familiar with the requirements for the doctoral degree as published in the Graduate Bulletin.

4. Consult with the departmental advisor and become familiar with departmental procedures.

5. Plan a schedule of study with advisor no later than the second semester.


7. Establish an advisory committee through the major professor and department head or chair. Official appointment of the advisory committee occurs when the Plan of Study is approved by the Graduate School.

8. Prepare a Plan of Study approved by the advisory committee and department head or chair and submit to Graduate School by your second full semester.

9. Complete course work, including language requirements, if any, as detailed in the Plan of Study.

10. Prepare portfolio for review which will occur during the Spring semester of your second year (refer to portfolio guidelines in this handbook) or no later than the Spring of your third year of enrollment.

11. Submit the dissertation proposal for approval by the advisory committee and become familiar with the Guide to the Preparation and Submission of Theses and Dissertations, available at the University Bookstore.

12. Request graduation check in the Graduate School no later than the last day of the semester (graduation day) prior to the semester of graduation.

13. Notify the Graduate School of the intent to graduate no later than the fifteenth class day of the semester of graduation.

14. Prepare dissertation and submit a committee-approved first draft to the Graduate School for review and approval by the outside reader (representative of the graduate faculty). Students must be enrolled for at least 1 cr. hour during the semester they intend to graduate.

15. Study recommendations of the outside reader and make appropriate changes in the dissertation.

16. On approval of the dissertation by the dean of the Graduate School, arrange for final oral examination.
Ethical Standards and Information

Ethical Standards

American Counseling Association (ACA) Ethical Guidelines
http://www.counseling.org/resources/codeofethics.htm

American School Counselor Association (ASCA) Ethical Guidelines
http://www.schoolcounselor.org/ethics/standards.htm

American Mental Health Counselors Association (AMHCA) Ethical Guidelines
http://www.amhca.org/sitemap.html#

National Board of Certified Counselors (NBCC) Ethical Guidelines
http://www.nbcc.org/ethics/nbcc-code.htm

Professional Parameters / Issues

Informed Consent

Before you initiate a counseling or supervisory relationship, you must first inform your client or supervisee of any limits to confidentiality, your status as a counselor- or supervisor-in-training, and any site specific information which your site supervisor has provided. You must also secure permission to tape the counseling or supervision sessions. Your particular site may have a form which they prefer you to use. If not, the generic Auburn University form will be sufficient.

Emergency Procedures

You also need to ask your site supervisor about the emergency procedures under which your site operates. What are the hours of operation? Who/where should clients call if they have an emergency after hours? You are only allowed to see clients under supervision. That means that you are not available to clients after hours or off-site. You should not give your home phone number to clients, but should have an alternate emergency number to give them should they request it or should you determine that they are at risk.

Ethical Guidelines

When you enter into a counseling or supervisory relationship, you are entering into an agreement with your client/supervisee to keep his/her welfare foremost during your time together. You are agreeing to provide the treatment most appropriate to address the client's concern, to treat the client with respect, to refer when appropriate, and not to exceed your level of competence. The ACA Ethical Guidelines (See Appendix A) and the ACES Guidelines for Supervisors are to be followed.

Professional Liability Insurance

All students in the Department of Counseling & Counseling Psychology are required to purchase professional liability insurance through the College of Education. Students are automatically billed for the insurance during the fall quarter of each year of enrollment.
Professional Behavior

Although the primary purpose of practicum is to assist you in the continued development and application of counseling skills, you are also an agent of the site. You are expected to operate under the norms of the site. This includes being punctual, dressing appropriately, and presenting oneself professionally. As you continue the development of your professional identity, it is very important to be aware of current issues and trends. You can learn a lot about the profession through contact with counselors at your site, membership in ACA, and attendance at professional development workshops and seminars.

The Supervisory Relationship

Clinical supervision is a type of intervention. It involves a supervisor, a senior member of the profession, and one or more supervisees, junior members of the profession. The supervisor works with the supervisee to enhance his/her professional competence and monitors the quality of counseling services extended to the client. The relationship is evaluative and extends over time (Bernard & Goodyear, 1992).

The evaluation component of all practica are detailed in the relevant syllabus. You will demonstrate mastery of the competencies listed on the syllabus through work samples (audio/video tapes). Both process and conceptualization skills are emphasized. Your supervisor will assume a variety of roles, consultant, teacher, and counselor, in an effort to assist you enhance your competence and provide high quality services to your clients.

The expectation is held that you will be as prepared for supervision as you are for your sessions. You will need to listen to your tapes, identify your strengths, weaknesses, and be prepared to request specific assistance from your supervisor.

The same ethical guidelines govern supervisory relationships that govern other relationships. While the nature of this relationship may, at times, be more like colleague-to-colleague than student-to-teacher, it is still a professional one in which the supervisor is required to provide evaluative feedback to the supervisee.
Student Evaluations

EVALUATION AND RETENTION POLICY FOR COUNSELOR EDUCATION STUDENTS

Rationale: One of the ethical responsibilities delegated to counselor educators is described below (ACA 1995).

F.5.a. Evaluation: Supervisors document and provide supervisees with ongoing performance appraisal and evaluation feedback and schedule periodic formal evaluative sessions throughout the supervisory relationship.

F.5.b. Limitations: Through ongoing evaluation and appraisal, supervisors are aware of the limitations of supervisees that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from the training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees are unable to provide competent professional service. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions (See C.2.g.).

Procedure

The following guidelines are proposed in order to assist both faculty and students in responding to this responsibility by systematically monitoring and evaluating the progress of all students enrolled in counselor education programs in the Department of Special Education, Rehabilitation and Counseling Department.

All incoming students will be presented with a student handbook that includes this retention and evaluation policy.

All students will be routinely evaluated in a specially designated counselor education faculty meeting during the spring semester of each year. This process will involve the evaluation of student's academic, clinical, and collaboration and consultation.

1. Results of this evaluation are provided to all students, in writing, within two weeks of the evaluation meeting. Notification will include the counselor education faculty's evaluation of the student's progress in the three areas of functioning.

2. Faculty may present a student for review prior to the annual evaluation if there are concerns about the student's progress. As with the annual evaluation, students will be provided information about this review, in writing, about two weeks after the meeting.

3. If inadequacies are identified, procedures described in the Auburn University Due Process for Graduate Students (approved 1982) will be followed by the student's advisor and/or the student's full program committee. This process is developmental with the goal being remediation of a problem when possible.

4. If a student's progress in the program is deemed unsatisfactory the student will be notified in writing of the evaluation committee's concerns. The student will be asked to contact their advisor to discuss these concerns. The advisor and student will develop a plan of remediation. If that plan is not successful at remediating the problem or based on the recommendations of the advisor or evaluation committee the following step(s) may be taken.

The student's advisory committee prepares a statement of grievances (outlining problems or
inadequacies), and in a meeting with the student, discusses these grievances and suggests the steps necessary for remediation. The statement of grievances must have the unanimous support of all members of a student's advisory committee. The remediation plan must include, but is not limited to the following:

1. specific measures to be taken;
2. time line for completing the plan;
3. the means for determining whether the measures taken have resulted in remediation;
4. the consequences to the student if there is a failure to remedy the problem within the specified time line, which include being dropped from the Graduate School;
5. notification of the students rights in this process.

A copy of the grievances, the plan for remediation, and a summary of the committee meeting will be given to the student, department head, academic dean, and the Dean of the Graduate School.

If the student's committee, at the end of the designated time line, determines that the remediation efforts have been successful all of the individuals listed above will be notified by letter of that determination.

If the student's committee determines that the conditions for remediation have not been met in the time designated, the student will be given time to prepare and present his/her case to the full counselor education faculty and committee members. The faculty will make a recommendation based on input from the student and the student's committee.

If the recommendation is made to drop the student from the Counselor Education program, the committee will prepare a statement reiterating the grievances and forward it to the same individuals listed above.

ANNUAL REVIEW OF STUDENT PROGRESS

In preparation for the annual review of students undertaken by the department each spring, CPS, CCS, and CED students will submit an Annual Review Data form to advisors via Livetext. Following the review, students will receive feedback through Livetext.

The following information describes the 3 areas of behaviors associated with achievement and deficits under review in all Counselor Education Programs.

Consideration may be given for other criteria and circumstance should they arise.

- **Academic Performance:** Maintain 3.0 GPA; complete program in timely manner in compliance with all program, graduate school requirements and university policies and procedures; take appropriate sequencing of coursework; progress in thesis/dissertation; demonstrate creative problem solving, critical thinking skills and intellectual flexibility; progress in career role by developing area of specialization and practice; professional affiliation (example of problems behaviors; include failure to maintain academic standards, academic dishonesty).

- **Clinical Performance:** Integrates theory and research to guide clinical practice; progress in ability to work with clients including: assessment, conceptualization, selection, implementation and evaluation of counseling interventions; progress in change agent skills; integrate multicultural awareness, knowledge and skills into professional interactions; establish professional interactions with clients and supervisors; and maintain professional
ethics (examples of problem behaviors include: unsatisfactory performance in counselor practice courses, failure to maintain security of assessment instruments, exploitive relationship with client, not recognizing the limits of competence or working outside boundaries of competence and/or holding oneself out to be a professional, not a counselor-in-training).

- Interpersonal/Intrapersonal: Aware of and manages emotions and behavior in a way that facilitates interpersonal interactions; sensitivity to issues of diversity and respect for individual differences (examples of problem behaviors include behaviors that obstruct the training process and/or threaten the welfare of students or others e.g. active substance abuse; failure to keep academic commitments).

GOALS OF THE COMPREHENSIVE EVALUATION SYSTEM FOR THE COUNSELOR EDUCATION DOCTORAL PROGRAM

The purpose of the Comprehensive Evaluation System is to ensure that students have attained the competencies and demonstrated the abilities specified for program graduates by the faculty of the Counselor Education program. Those abilities and competencies are specified in the Doctoral Competencies document that follows. Additionally, data obtained through systematic review of students’ progress (annual evaluations and the portfolio review) will be used to determine changes that might strengthen the Counselor Education program.

The central organizing vehicle for the Comprehensive Evaluation System is the Portfolio, which will contain documentation and evidence of student accomplishments in the program.

The process of assembling the Portfolio is intended to be a major self-directed learning and professional development activity of the Counselor Education program. It is through this process that the student will organize, integrate, and consolidate all he or she has learned in the program. The student is expected to demonstrate his or her knowledge base, competencies, and skills have reached a level of attainment commensurate not only with the expectations of faculty, but also with his or her own expectations as they relate to professional development.

The portfolio process is both summative and formative. Students are asked to consider portfolio development throughout their program, reflecting on the experiences or components that will demonstrate competencies. Students are also asked to consider developing or seeking out academic, counseling, teaching, supervisory, research and professional development experiences that will enhance their ability to demonstrate competence. The portfolio is one part of the Comprehensive Evaluation System used in the Counselor Education and Supervision Doctoral program,

Elements of the Comprehensive Evaluation System are as follows:

1. Documentation in the application file of meeting all program prerequisites.

2. Satisfactory performance in academic, clinical, and interpersonal/intrapersonal areas as determined through grades, supervisor, faculty and committee evaluations.

3. Performance evaluations of practica by on-site and University Supervisors.

4. Performance evaluations of internship by on-site and University Supervisors.

5. Oral Presentation of the Portfolio and examination by the committee.

7. Approval of the dissertation by the committee and outside reader.

8. Final examination including defense of the dissertation.

In addition to documentation of the preceding elements, the Portfolio may include:

1. Major papers and presentations prepared for course assignments.
2. Comprehensive essay examinations from courses.
3. Papers written for professional publication.
4. Presentations prepared for professional meetings.
5. A professional resume.
7. Summaries of supervision case studies.
8. Summaries of ethical dilemmas encountered and how they were resolved.
9. Materials prepared for teaching courses including syllabi and student evaluations.
10. Summary of professional organization activities.
11. Summary of community outreach activities.
12. Summary of research projects.
13. Summary of departmental and professional service.
14. Specific elements developed exclusively for the portfolio process.
As a result of participating in the Doctoral Program in Counselor Education and Supervision, the student is expected to demonstrate mastery of all of the competency areas identified in the Doctoral Portfolio.

**Portfolio:** A selective, reflective, and collaborative collection of evidence used to document an individual’s development and accomplishments. The development of the portfolios should be ongoing and include materials sampled across time, required and elective courses, professional development and clinical experiences, and self-developed materials.

**Portfolio Competency Areas:**

- **Competency Area 1: Teaching**
- **Competency Area 2: Counselor Supervision**
- **Competency Area 3: Research and Scholarship**
- **Competency Area 4: Counseling Practice**
- **Competency Area 5: Leadership and Advocacy**

Demonstration of some competencies can be evidenced through required reproduction/artifact competency components and required knowledge/reflection competency components. In all components, students are expected to develop their social, cultural, and racial identities, implement current technologies, and abide by the legal and ethical standards.

**Reproduction/Artifact Components:**

In these components, students are asked to draw upon materials that they have developed in courses, clinical experiences or professional development experiences to demonstrate specific skills, knowledge or awareness. Students may also develop materials specific to meeting the identified competency areas.

**Artifacts** - materials that are normally produced through coursework, clinical experiences, and professional development activities (e.g., treatment plans, research papers, conference presentation materials, course syllabi developed).

**Reproductions** - materials that reproduce actual practice (e.g., videotapes, audiotapes).

Please note that change or growth may be demonstrated by providing examples of the successive versions of an assignment, not just the most polished version. Additionally, a single reflection, reproduction or artifact may be used to demonstrate competence in multiple areas.

Besides considering revisions or updated versions of materials, one of the key aspects of artifact/reproduction selection is the inclusion of rationale statements that provide clarification of why the specific submitted materials demonstrate the competency and how they may reflect personal and/or professional growth.

**Knowledge/Reflection Components:**

In these components, students are asked to demonstrate specific knowledge related to Teaching, Counselor Supervision, Research and Scholarship, Counseling Practice, and Leadership and Advocacy. This may be accomplished by developing specific responses that address the identified competency requirements. Artifacts might include the development of papers, integration of demonstrations (e.g., artifacts from courses, presentations, counseling materials, evaluations), and written reflections on the identified areas. A critical component of these competency areas is that the student demonstrates their knowledge in a comprehensive manner.
This may include drawing upon current experiences and knowledge as well as developing new areas of knowledge.

Collecting Materials and Developing the Portfolio

The CED (Counselor Education and Supervision Doctoral Program) Doctoral Portfolio Template includes all the competency areas that must be addressed in the completed portfolio. Components often address multiple areas of knowledge and experiences. It is important that in collecting or developing portfolio components a student considers components that best demonstrate the required competency and provides a rationale for the inclusion of materials.

It is recommended that students collect materials across academic courses, clinical practice, professional development activities and other areas of their doctoral training. It is critical to the portfolio process that students work on their portfolios throughout their academic program up to the time of submission. The portfolio process has been established to provide students with both formative and summative evaluation, thus it is critical that students actively work on their portfolios throughout their program.

Developing a portfolio requires careful and thoughtful consideration of what components to include and to the development of components. In this process the student should consider including works or materials that demonstrate change, growth, or insight into practice as well as professional development. In addition, compiling portfolio components should be a selective process, not an overly inclusive process.

Portfolio Evaluation and Portfolio Rubrics

Portfolios are evaluated using a 4 point Rubric. Scores on this rubric range from 1-unsatisfactory, 2-marginal, 3-competent, and 4 exemplary.

Rubrics are used to evaluate the individual competencies within the 5 Competency Areas. In addition; the rubrics each include a total score for each section. A score of 3 on this rubric indicates that the student has demonstrated competence.

Portfolio Submission Guidelines

1. The CED Portfolio can be submitted during the Spring of the student's second year, but must be submitted no later than the Spring of their third year. The portfolios will be submitted on March 1st of Spring semester. If that date falls on a weekend, it will be due the first full day of classes after the 1st.

2. CED Portfolios are reviewed by the CED program faculty and contributing faculty.

3. The portfolio will be submitted using TK20 assessment program of the College of Education. Students can store resources and materials in other formats until used for their portfolios.

Portfolio Evaluation

Results of the evaluation will be provided to the students once all evaluations are completed. Students will be able to have access to their results approximately 2-3 weeks after submission. Portfolio Scoring

1. The portfolio meets the AU Graduate School requirements for the Written Component of the Comprehensive Exam.
Students must receive **section total scores of 3** or higher in a minimum of **4 sections of the portfolio** to move onto the Oral Component of the Comprehensive Exam.

2. Students who do not meet the requirement to move onto the Oral Component of the Comprehensive Exam will receive from their committees a plan of remediation for the areas deemed insufficient. Once the student has completed this remediation they can **resubmit their portfolio during the next scheduled review period**. If during this second review they have successfully met the requirements they can move on to the Oral Component of the Exam.

   a. Please note that students may submit their materials for no more than **two portfolio reviews**.

   b. A student who has not been successful during their second review will not be able to complete the requirements for this degree.
COUNSELOR EDUCATION AND SUPERVISION PORTFOLIO COMPETENCY AREAS

COUNSELOR SUPERVISION

COMPETENCY AREA 1: TEACHING

Teaching: Portfolio Sections

I. Teaching Knowledge and Reflection Sections

Competency I.a. Objectives
Demonstrate knowledge of ethical, legal and multicultural issues associated with counselor preparation training

Required Knowledge/Reflection Component: Legal/Ethical and Multicultural Issues in Teaching

You are asked to develop a component that addresses your knowledge of ethical, legal and multicultural issues in Counselor Education Teaching. This may include case studies, professional teaching experiences, or theoretically based papers on these issues. You are also asked to reflect on the process you engage in as a Counselor Educator to maintain appropriate ethical, legal and multicultural practice.

Competency I.b. Objectives
Demonstrate understanding of the major roles, responsibilities, and activities of counselor educators.

Required Knowledge/Reflection Component: Professional Development

You are asked to describe and discuss the ways you have engaged in your own professional development as a Counselor Educator. This can include attendance in conferences, professional organizations, teaching development and orientation, and the professional development activities offered through the Counselor Education and Supervision program at Auburn University. In addition, to your reflection please include any supporting artifacts.

II. Teaching Skill and Practices Sections

Competency II.a. Objectives
Develops and demonstrate a personal philosophy of teaching and learning.
Demonstrate knowledge of instructional theory and methods relevant to counselor education.

Required Reproduction/Artifact: Teaching Philosophy

You are asked to develop a Teaching Philosophy Statement that includes consideration of the theories and instructional methods that guide your teaching practice. You are also asked to consider issues related to learning theories, evaluation methods, diversity of learners and enhancing your teaching competency. Your teaching philosophy should include consideration of how your philosophy is demonstrated in your teaching.

 Competency II.b. Objectives
Demonstrate skills and knowledge pertaining to course design, delivery, and evaluation methods appropriate to course objectives.
Required Reproduction/Artifact: Teaching Demonstration Module

You are asked to develop a Teaching Demonstration Module. This module should include a course syllabus developed or revised from a teaching experience, course lesson plan(s) that includes all supporting class materials (e.g., power point presentations, handouts, bibliography/references, and demonstration videos), and student and supervisor evaluations from a course or teaching practicum.

Competency II.c. Objectives
Demonstrate the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.

Required Reproduction/Artifact: Teaching Assessment Module

You are asked to develop a Teaching Assessment Module: In this module, you are asked to demonstrate your ability to evaluate learning outcomes, assess students’ development of learning goals or counseling skills, and instructional techniques you have used to address diversity of learning needs (e.g., differences in learning styles, diversity, and remediation).

COMPETENCY AREA 2: COUNSELOR SUPERVISION

Counselor Supervision: Portfolio Sections

I. Supervision Knowledge and Reflection Sections

Competency I. Objectives
Demonstrate knowledge of ethical, legal and multicultural issues associated with Counselor Supervision.

Required Knowledge/Reflection Component: Legal/Ethical and Multicultural Issues in Counselor Supervision
You are asked to develop a component that addresses your knowledge of ethical, legal and multicultural issues in Counselor Supervision. This may include case studies, supervision experiences, or theoretically based papers on these issues. You are also asked to reflect on the process you engage in as a Supervisor to maintain appropriate ethical, legal and multicultural practice.

II. Counselor Supervision Skill and Practices Sections

Competency II. a. Objectives
Demonstrate the application of theory and skills of counselor supervision.
Demonstrate awareness of the roles and relationships related to counselor supervision.

Required Reproduction/Artifact: Counselor Supervision Practice Module

You are asked to develop a Counselor Supervision Practice Module. This module should demonstrate your ability to conduct supervision including supervisory interventions, supervisory plans, evaluation method(s) used in your supervisory practice. When possible, with appropriate consent, you should include demonstration of your supervisory practice. You are also asked to include your midterm and final supervisory evaluation from your University Supervisor.
Competency II.b. Objectives
Demonstrate the application of theory and skills of counselor supervision.
Demonstrate knowledge of the theoretical frameworks and models of counselor supervision.
Demonstrate the application of theory and skills of counselor supervision.
Develop and demonstrates a personal style of counselor supervision.

Required Reproduction/Artifact: Counselor Supervision Theory Module
You are asked to develop a Counselor Supervision Theory Module. This module should include your Counselor Supervisory Philosophy Statement. This statement should address the theoretical foundation of your Counselor Supervisory Philosophy, the demonstration of this philosophy in your practice, your use of supervisory interventions, and the model of supervision that you advocate as a foundation of your supervisory practice. Please include appropriate demonstrations, artifacts, and references.

COMPETENCY AREA 3: RESEARCH AND SCHOLARSHIP

Research and Scholarship: Portfolio Sections

I. Research and Scholarship Knowledge and Reflection Sections

Competency I. Objectives
Demonstrate knowledge of ethical, legal and multicultural issues associated with counselor preparation training

Required Knowledge/Reflection Component: Legal/Ethical and Multicultural Issues in Research and Scholarship You are asked to develop a component that addresses your knowledge of ethical, legal and multicultural issues in Research and Scholarship. This may include research design(s), IRB protocols, professional presentations or scholarship, or theoretically based papers on these issues. You are also asked to reflect on the process you engage in as a Counselor Educator to maintain appropriate ethical, legal and multicultural competency in your research and scholarship activities.

II. Research and Scholarship Skill and Practices Sections

Competency II.a. Objectives
Demonstrate the ability to formulate research questions appropriate for professional research and publication.
Demonstrate the ability to create research designs appropriate to quantitative and qualitative research questions.

Required Reproduction/Artifact: Research Design Modules
You are asked to develop Research Design Modules that demonstrates your ability to develop a research focus, research background (e.g., introduction, rationale) research questions/hypotheses, research methodology (i.e., procedure, participants, method of data collection, analysis), and an appropriate reference page. Your design methodology should demonstrate your ability to consider appropriate methods, provide rationale for measures and/or procedures, and develop appropriate methods of analysis.

You are asked to design one module for either a qualitative study, quantitative study or a mixed method design.
**Competency II.b. Objectives**
Demonstrate professional writing skills necessary for journal and newsletter publication.

**Required Reproduction/Artifact: Scholarship Demonstration**
You are asked to demonstrate that you are able to develop a manuscript for submission to a professional journal or newsletter. This demonstration should include identification of the selected journal for your professional writing submission. If you have submitted the professional writing submission please include verification of the submission.

**Competency II. c. Objectives**
Demonstrate the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.

**Required Reproduction/Artifact: Professional Presentation**
You are asked to demonstrate that you are able to develop a professional presentation at a state, regional, or national counseling conference. You can meet this requirement but including all of your proposal submission materials and confirmation of your proposal submission. It is recommended that you demonstrate this competency through an actual presentation. To demonstrate a presentation you are asked to include the acceptance verification and/or program description, your presentation with all supporting materials (e.g., power point presentation, handouts, activities) and, when possible, evaluation feedback.

**Competency II.d.**
Demonstrate the ability to write grant proposals appropriate for research, program enhancement, and/or program development.

**Required Reproduction/Artifact: Grant Development**
You are asked to demonstrate this competency through engagement in grant development or writing activities. You can demonstrate this competency with a grant submission or participation in grant related activities. This may include grant activities to support research, counseling services, advocacy activities, or even graduate student travel or research. Please include all grant submission materials and identification of the granting source.

**Competency II.e.**
Demonstrate the ability to create and implement a program evaluation design.

**Required Reproduction/Artifact: Program Evaluation Design**
You are asked to demonstrate this competency through the development of a Program Evaluation project that demonstrates your ability to develop a method of program evaluation appropriate for an education, counseling or institutional setting. This will include planning, organization, budget, and methods.
COMPETENCY AREA 4: COUNSELING PRACTICE

Counseling Practice: Portfolio Sections

I. Counseling Practice Knowledge and Reflection Sections

Competency I.a. Objectives
Demonstrate knowledge of the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations.

Required Knowledge/Reflection Component: Legal/Ethical and Multicultural Issues in Counseling Practice
You are asked to develop a component that addresses your knowledge of ethical, legal and multicultural issues in Counseling Practice. This may include consideration of ethical, legal, and multicultural considerations of counseling theories and their application to the counseling process.

Competency I.b. Objectives
Demonstrate knowledge of various methods for evaluating counseling effectiveness. Demonstrate knowledge of the research base for existing counseling theories. Present a personal theoretical counseling orientation that is based on a critical review of existing counseling theories.

Required Knowledge/Reflection Component: Counseling Practice Theoretical Model/Framework for Counseling
You are asked to develop a component that addresses your Counseling Practice Theoretical Model/Framework for Counseling. This may be integrative theoretical framework. This should include a discussion of the major constructs of this theory, rationale of how this theory is demonstrated in your practice with evidence of this demonstration (e.g., treatment plans, conceptualization, and inventions), research on the effectiveness of this theory, and a comparison of this theory to at least one opposing framework or model of counseling.

Competency I.c. Objectives
Demonstrate knowledge of theories pertaining to the principles and practice of counseling, career development, and crises, disasters, and other trauma causing events.

Required Knowledge/Reflection Component: Knowledge of Models and Strategies of Crises, Disasters and Other Trauma-Causing Events
You are asked to develop a component that addresses your Knowledge of Models and Strategies of Crises, Disasters and Other Trauma-Causing Events. This can include crisis response model or plan, participation in disaster training or certification, participation in workshops or training on crisis intervention or trauma counseling, or the development of theoretically based paper on crisis intervention models, addressing trauma or disasters within a specific setting or with a specific population.

Competency I.d. Objectives
Demonstrate knowledge of theories and models related to career development and counseling.

Required Knowledge/Reflection Component: Knowledge of Models of Career Development
You are asked to develop a component that addresses your Knowledge of Models of Career Development. This can include consideration of the model of career development you use (can be an integrated model), theoretical foundation of your model, and rationale of how this theory is demonstrated in your practice, limitations or concerns about this model.
II. Counseling Practice and Skill Sections

Competency II.a. Objectives
Demonstrates effective application of multiple counseling theories as they apply to individual counseling. Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings. Understands theories pertaining to the principles and practice of individual counseling.

Required Reproduction/Artifact: Individual Counseling Module
You are asked to demonstrate this competency through the development of two Individual Counseling Modules. These modules should include materials that demonstrate the application of your counseling theoretical framework. This can include treatment plans, interventions, self and supervisor evaluations of your counseling practice, conceptualizations and assessment processes, client intake and/or assessment, and evaluations used to assess progress. One of these should include demonstration of your ability to work across diverse populations or settings.

Competency II.b. Objectives
Demonstrates effective application of multiple counseling theories as they apply to group counseling. Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings. Understands theories pertaining to the principles and practice of group counseling.

Required Reproduction/Artifact: Group Counseling Module
You are asked to demonstrate this competency through the development of a Group Counseling Module. This module should include materials that demonstrate your group counseling theoretical framework. This can include treatment plans, interventions, self and supervisor evaluations of your group counseling practice, and evaluations used to assess progress. It is required that this be developed for at least two groups that have been part of your group counseling experience. One of those should include demonstration of your ability to work across diverse populations or settings.

COMPETENCY AREA 5: LEADERSHIP AND ADVOCACY

Leadership and Advocacy: Portfolio Sections

I. Leadership and Advocacy Knowledge and Reflection Sections

Competency I.a. Objectives
Demonstrate knowledge of the theories and skills of leadership.
**Required Knowledge/Reflection Component: Theoretical Model of Leadership**
You are asked to discuss and reflect upon your *Theoretical Model of Leadership*. This reflection should include your model of leadership, including discussion of the theoretical framework for this model and how this model of leadership is demonstrated in your leadership or mentoring activities. This may include leadership in professional activities, departmental activities, or work related activities.

**Competency I.b. Objectives**
Demonstrate knowledge of current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.
Demonstrate knowledge and application of advocacy models.
Demonstrate the ability to advocate for the profession and its clientele.

**Required Knowledge/Reflection Component:** You are asked to discuss your knowledge and awareness of current topical, political and/or advocacy issues in counseling. Please include a discussion of the issues, steps you have taken to increase your knowledge of these issues, and steps you have already taken or can take to advocate on these issues or for those impacted. This should include the model of advocacy you would or have used. You may include demonstrations of professional workshops or training, scholarship, or work setting related activities to support this reflection.

**II. Leadership and Advocacy Skills and Practice Sections**

**Competency II.a. Objectives**
Demonstrate the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.

**Required Knowledge/Reflection Component: Leadership Development**
You are asked to describe and discuss the ways you have engaged in leadership or leadership efforts within professional organizations and/or the Counselor Education and Supervision program at Auburn University. This should include how this reflects your leadership style, how it demonstrates your ability to collaborate with peers and other professionals, how it contributes to the counseling profession or the mission and philosophy of the program. You are also asked to discuss your proposed goals as a Counselor Educator to promote and engage in leadership in the future. In addition, to your reflection please include any supporting artifacts.

**Competency II.b. Objectives**
Demonstrate one’s ability to engage in professional consultation.
Demonstrate knowledge of the theories pertaining to the principles and practice of consultation.

**Required Knowledge/Reflection Component: Model of Consultation**
You are asked to discuss your *Model of Consultation*. This discussion should include a theoretically supported model of consultation. Discuss the ways you have engaged in consultation during your training (e.g., counseling, teaching, supervision) or during work experiences. Please consider how these experiences demonstrated your model of consultation. Provide any supporting artifacts if appropriate.
CED Doctoral Program
Professional Experiences
1. **Course Number:** COUN 8910  
   **Course Title:** Doctoral Practicum Counselor Education and Supervision  
   **Credit Hours:** 3 Semester hours  
   **Prerequisites:** COUN 7910 & Departmental Approval  
   **Co-requisites:** None


3. **Text(s) or Major Resources:**  
   Profession Experiences Handbook, 2009

4. **Course Description:** Advanced supervised experience that is appropriate to student’s program emphasis.

   **Expanded Course Description:** This practicum is designed for doctoral students who will serve as counselors at pre-arranged sites appropriate to their program emphasis. The course requires integration of theoretical, clinical, and technical expertise in counseling. In addition, students are expected to demonstrate advanced counseling and conceptualization skills.

5. **Course Objectives:** Development of advanced individual and group counseling skills.

   **Students will demonstrate the following objectives based on CACREP 2009 Doctoral standards:**

   **Knowledge**

   1. Knowledge of the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations.

   2. Knowledge of various methods for evaluating counseling effectiveness.

   3. Knowledge of the research base for existing counseling theories.

   4. Knowledge of the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events.

   **Skills and Practices**
1. Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories.

2. Demonstrates effective application of multiple counseling theories.

3. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings.

6. **Course Content/ Schedule:**

   Throughout the semester, practicum students will meet weekly for scheduled group supervision experiences (2 hrs), as well as for hour-long individual or triadic supervisory sessions.

7. **Course Requirements:**

   A. **Readings.** It is imperative that students read diligently to keep up-to-date with current counseling issues and to develop research based counseling interventions with specific populations with whom they will be working.

   B. **Class and practicum attendance.** The expectation is held that students will attend all classes. Additionally, practicum students will work with site supervisors to schedule 8-10 hours per week on site and will maintain that schedule throughout the term. In case of absences due to illness or other crisis condition, practicum students will notify all supervisors. Site supervisors will be apprised of the practicum student’s schedule of sessions so that all student/clients can also be notified.

   C. **On-going counseling.** Students must complete a minimum of 100 total practicum hours in order to pass this class. The direct service portion of the practicum requires a minimum of 40 direct services hours.

      Individual sessions are required to be taped (digital audio) for the purpose of supervision. A “Consent to Tape” form must be obtained from each client (consent from parents is required for minors). Students are also required to have experiences in leading groups – these sessions will not be taped but documented by using the appropriate forms.

   D. **Client file.** Students will maintain the following documents for a file for each client or group: Progress notes of each session, case conceptualization, treatment/counseling plan, mid-term and final evaluation of progress toward treatment/counseling goals, intake form (if appropriate), MSE (if appropriate), and summaries of each session for supervision will also be maintained.

   E. **Individual Supervision.** The assigned university supervisor will provide individual supervision weekly. Prior to this meeting, students should review tapes on
their own, list identified areas of strength and weakness, and provide questions on each counseling session summary form. Students must turn in a minimum of two (2) tapes and summaries for each client session at least 48 hours prior to supervision and bring all active files to each session. In order to see clients each week, the practicum student must participate in individual and group supervision.

F. **Group supervision.** This will occur during class time. Students will bring the cases which are deemed to be concerned or effective for the benefits of their clients and the learning of supervisees. Students will also take turns presenting tapes and cases for review in class.

G. **Case presentation.** This will involve a write-up of the case as well as a verbal presentation and videotape review. The presentations will be approximately 1 hour in length.

H. **Individual and Group Theory Plan.** Each student is asked to develop a plan that outlines their theoretical foundation for both individual and group counseling. The plan should be linked to a specific individual and group treatment plan with a specific discussion of how that plan is demonstrated in the treatment plan.

I. **Supervision permanent file.** Students must submit the following items to university group supervisor to receive final grades. These items will be placed in each student’s permanent file stored in 2084 Haley Center. The items includes: practicum log, information about the site and supervisors, student’s goals and objectives for the term of enrollment, evaluations from site, university, and students’ self-evaluation.

The main criterion for evaluation in practicum is competence in counseling skills as demonstrated through class attendance and participation, openness to improvement, and completion of requirements. Final evaluation will include site supervisor, university supervisor and student ratings with regard to the course objectives. Grades are S/U.

*INCOMPLETES WILL BE ASSIGNED ONLY UNDER UNUSUAL CIRCUMSTANCES*

**Class Policy Statements:**

Students are expected to attend all class meetings and participate in all classroom exercises ([Tiger Cub, p. 73](#)). Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting. One class absence will be permitted (with notification), class absences beyond that will result in a 10% reduction in overall grade. Changes in this policy will only be considered in instances of personal or medical emergencies. Students who need accommodations are asked to arrange a meeting during office hours the first seek of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with
my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1228 Haley Center, 844-2096 (V/TT).

The University Honesty Code and the Tiger Club Rules and Regulations pertaining to cheating will apply to this class.

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
- Engage in responsible and ethical practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Justification for Graduate Credit:

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” (SACS guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Graduate Council, May 21 1997 apply.
INFORMATION SHEET
COUN 8910 Advanced Counseling Practicum

IMPORTANT: Please complete this form for each (copy as needed) practicum and internship and give it to the departmental secretary at the conclusion of each supervised experience. This will enable us to access the information we need to recommend you for certification/licensure upon graduation.

Name of Student:________________________________________

Program Emphasis Area:___________________________________

Local Address:__________________________________________

Telephone:_____________________________________________

E-mail:_________________________________________________

Term(s) of Enrollment:____________________________________

Date Completed:________________________________________

Site Supervisor:________________________________________

Site:___________________________________________________

Site Address:___________________________________________

Site Telephone:_________________________________________

University (Individual) Supervisor:________________________

University (Group) Supervisor:____________________________
First, we wish to thank you for agreeing to serve as a site supervisor for our advanced practicum student. This is often the first opportunity we have to see the doctoral student provide direct services to clients, so it is an especially important assessment for program faculty. This is also an opportunity for the advanced students to strengthen and add to their existing experiences and education. We would not be able to achieve these purposes without your professionalism and supervisory competence. The purpose of this memo is to outline the mutual responsibilities of site and university supervisors and practicum counselors who are providing services to clients as part of a supervised field experience in counseling. If you have any questions, or need to discuss a practicum student’s performance or development before the formal mid-term evaluation period, please contact the student’s university supervisor at 844-7676.

**The Department is expected to:**

1. Provide weekly individual and group supervision that includes 1 hour of individual supervision based on work samples (e.g., audio, video tapes, session summaries) provided by the student counselor, and 2 hours of group supervision during each week of enrollment.
2. Provide a copy of the practicum syllabus to the site. (If you did not receive a copy with this memo, please ask your supervisee to obtain one for you.)
3. Indicate to the practicum student that the Department expects the student to abide by the policies of the site.
4. Initiate, as indicated, conferences with the Site Supervisor for the purpose of discussing the student’s performance.
5. Emphasize to students their professional responsibilities to clients.
6. Require students to participate in the professional liability insurance program of the College.

**The Site is expected to:**

1. Provide clinical/counseling experiences for the practicum student in accordance with department requirements that include 3-4 client contact hours per week. At least 2 hours each week must be spent in individual counseling.
2. Assist the student in obtaining consent agreements to audio record counseling sessions for use in individual and group supervision. *When sending forms home with minors, it is helpful for the supervisor to include information about why their child has been invited to participate in counseling sessions.*
3. Make provisions for orientating the practicum student to the buildings, philosophies, and policies of the site. Included in the orientation should be the procedure for assigning clients to the student, emergency procedures of the site, and any site-specific limits to confidentiality of which the student counselor should be aware.
4. Attempt, within site philosophy and administrative guidelines, to help the student meet
departmental requirements.
5. Provide office space for the practicum student to the extent feasible. Minimally, a private space will be provided the student while he/she is seeing clients.
6. Assist in the evaluation of the practicum student’s clinical/counseling performance relative to the objectives of the experience. A formal evaluation is conducted using the forms provided at both mid-term and final weeks of the term. The site will notify the departmental supervisor of any problems which may influence the student’s successful completion of the placement.
7. Assure that the student will be properly supervised at all times by a doctoral level counselor with a minimum 2 years experience. (School counseling supervisors must hold a master’s degree in school counseling.)

The student is expected to:
1. Conduct all sessions with clients in a fully informed, ethical, and professional manner.
2. Establish and maintain a consistent schedule throughout the term of enrollment.
3. Meet all requirements specified in the syllabus.
4. Participate fully and reflectively in supervision on site and at the university.
5. Attend all supervision appointments.
6. Notify, in advance when possible, all supervisors of absences.
Session Summary
COUN 7910

To be completed electronically for each client session and turned in to university supervisors weekly.
Supervisee: __________________________________________
Client ID: ___________________________ Session #: __________
Supervisor: __________________________________________

1. Goals: What specifically did you and the client agree to accomplish in this session?
2. What progress was made toward the goal(s)?
3. Did anything happen during the session that led to a reconsideration of goals? How did you resolve this?
4. What was the major theme of this session? What was the important content related to the theme?
5. Describe the interpersonal dynamics between you and the client.
6. What did you learn about the client in this session?
7. What did you learn about yourself as a counselor? What specific strengths did you display? What specific weaknesses or areas for improvement do you wish to address in supervision?
8. Based on what happened in this session and the overall goal(s) for treatment, what do you wish to accomplish next session?
9. What information, resource, or practice do you need in supervision this week to accomplish what you described in number 8?
10. What questions do you have or what feedback do you wish to receive from your supervisor about the portion of the tape you have marked for him or her to review?
**Counseling Outcomes Log**  
**CED 8910**

**Directions:** For each client and group, list the goals included in treatment/counseling plan, begin and ending dates of the interventions, the outcomes achieved, performance indicators (how do you know goals were achieved?), and recommendations you made for follow-up.

<table>
<thead>
<tr>
<th>Individual Client Goal(s)</th>
<th>Group Goal(s)</th>
<th>Beg. Date/End Date</th>
<th>Outcomes</th>
<th>Performance Indicators</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
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</table>
Auburn University  
Special Education, Rehabilitation, Counseling/School Psychology  
CED Practicum Log

Counselor: ___________________________  Site Supervisor: ___________________________

Site: ___________________________  University Supervisor: ___________________________

Fall, ___________________________  Spring, ___________________________

<table>
<thead>
<tr>
<th>Dates (By Week)</th>
<th>Practicum Hours Per Week (Minimum of 8 per week or 120 total)</th>
<th>Supervision Received During the Week</th>
<th>Total Hours For Week</th>
<th>Site Supervisor’s initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Individual Counseling (minimum of 3 per week)</td>
<td>Group Counseling (minimum of 15 per term)</td>
<td>Individual (minimum of 2 per week)</td>
<td>Group (minimum of 2 per week)</td>
</tr>
<tr>
<td></td>
<td>Administrative Duties</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Column Totals (minimum of 15 weeks)
INDIVIDUAL TREATMENT/COUNSELING PLAN

Client Code: __________________________ Date: __________________________

Counselor-in-training: ________________________________________________

Treatment/counseling focus:

Diagnostic Information:

Long-term Goals:

1. 2.

3. 4.

5. 6.

Short-term Objectives Therapeutic Intervention(s)

1. 1.

2. 2.

3. 3.

Changes to Treatment/counseling Plan (please note reason and type of modification)

1.

2.

3.

Treatment/counseling Plan Evaluation (note session and date)

1.

2.

3.
PROGRESS NOTES
Progress notes provide a means for monitoring a client’s progress throughout treatment/counseling. Progress notes are also used to examine a client’s progress toward treatment/counseling goals, the development of new issues and goals, and the modification of the initial treatment/counseling plan. In supervision, the notes provide a means for the supervisor to track the progress of the client and the supervisee.

Progress notes should be brief, concise, and should be written as soon as possible following the counseling session. The notes should include only relevant information, thus in writing your progress notes "avoid labeling, judging, and the using terminology that may be stigmatizing to the client (Hansen, Rossberg, & Cramer, 1994, p. 306).” Remember that clients have the right to review their case records.

Session objectives and therapeutic interventions should relate to the overall treatment/counseling plan for the client. Progress notes should include specific client information and may be supported by behavioral observations, assessment measures, client statements, and other observations by the counselor. Progress notes also allow you to monitor changes that may result in a modification of the treatment/counseling plan for a client.

The following progress note format focuses on session objectives, therapeutic interventions, session evaluation, and plans for next session. It is essential to the supervisory process that you include all relevant information. Please include in the evaluation section any specific questions or concerns you might have for your supervisor. Finally, these progress notes are not meant to substitute for progress note required at your site.
PROGRESS NOTE

Client/Group Code: ___________________________ Date: __________

Counselor-in-Training: ___________________________ Session Number: ___

Session Objective(s):

Therapeutic Intervention(s):

Evaluation:

Plan(s) for Next Session:

Session: ___________________________ Date: __________

Session Objective(s):

Therapeutic Intervention(s):

Evaluation:

Plan(s) for Next Session:
Mid-Term and Final Evaluation  
COUN 8910: Advanced Counseling Practicum  
Counselor Education

Please check below the perspective from which this evaluation is provided.

________Faculty Supervisor __________Site Supervisor __________________Self Evaluation

<table>
<thead>
<tr>
<th>Competency</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to accept and assume control over his/her emotions. Counselors accept responsibility for their feelings concerning the client and can use information about those feelings appropriately and/or therapeutically</td>
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</tr>
<tr>
<td>An awareness of the human capacity to change and the appropriateness of a client’s goals. The counselor also begins to feel comfortable accepting those processes that are not immediately changeable</td>
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<tr>
<td>An awareness of both constructive and destructive motivations and the ability to control or utilize these in the best interest of the client</td>
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<tr>
<td>A consistency of professional identity that is apparent from client to client and from session to session. This identity may be closely aligned with a particular theory or may be eclectic in nature. It will be consistent with the cognitive intellectual styles, and the emotional make-up</td>
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<td>of the person</td>
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<tr>
<td>The ability to appropriately solicit and use professional</td>
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<td>consultation</td>
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<tr>
<td>An awareness of one's own limitations, and the ability to</td>
<td>The ability to integrate and understand a variety of skills and</td>
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<tr>
<td>seek further education or access research regarding differing</td>
<td>techniques necessary to cope with most clients' problems. An</td>
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<tr>
<td>cultural and ethnic patterns, and a developed process of</td>
<td>ability to adapt these skills and techniques to new situations</td>
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<tr>
<td>guarding against inadvertent bias against others</td>
<td>and acquire new skills when necessary. This includes techniques</td>
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<td></td>
<td>and theories related to systems, groups, career counseling, and</td>
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<td></td>
<td>individual counseling</td>
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<tr>
<td>An ability to utilize the appropriate ethical standards and</td>
<td>An ability to actively engage in treatment planning,</td>
</tr>
<tr>
<td>legal statutes relating to the specific populations with which</td>
<td>implementation, and evaluation for each client</td>
</tr>
<tr>
<td>they work</td>
<td>An ability to utilize assessment techniques and/or information</td>
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<tr>
<td></td>
<td>in making clinical decisions about treatment planning,</td>
</tr>
<tr>
<td></td>
<td>client progress and termination</td>
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<tr>
<td>The ability to discern and utilize support/evidence for</td>
<td>Responsibility for supervision based on specific concerns</td>
</tr>
<tr>
<td>treatment found in the professional literature</td>
<td>relative to the client, counselor self-awareness, and goals</td>
</tr>
<tr>
<td></td>
<td>established for</td>
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<tr>
<td>supervision</td>
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<td>-----------------------------------------------</td>
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<tr>
<td>A systematic method for keeping accurate and updated records for the purposes of case conceptualization, treatment planning (developing goals and objectives), evaluation of client progress, and termination</td>
<td></td>
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<tr>
<td>An ability to consider all client information, (e.g., progress, lack of motivation for treatment, counselor/client relationship, counselor expertise) in making appropriate decisions regarding termination/referral</td>
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<tr>
<td>A working knowledge of group dynamics such as: content and process variables; leadership styles; and group intervention techniques; client rights and responsibilities</td>
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</tbody>
</table>
Course Number: COUN 8910 40
Course Title: Practicum in Counseling Supervision
Credit Hours: 3 semester hours
Prerequisites: COUN 7910 AND 7920; COI
Corequisite: None

Term: Fall, 2009

Text:


Course Description:

This doctoral-level course consists of a weekly seminar combined with extensive supervised experience in providing both individual and group supervision for masters students enrolled in a counseling practicum course.

Course Objectives:

Through extensive practice of supervision, completion of all assignments, and integration of theory, process, and relevant research findings, the counseling supervisor will:

1. Differentiate between the counseling process and supervision
2. Convey counseling (intervention, conceptualization, personalization) knowledge and skills in order to promote supervisee's effectiveness and professional identity
3. Constructively critique supervisee and self in the supervisory relationship and evaluate progress
4. Demonstrate familiarity with the issues and concerns of supervision found in the professional literature
5. Demonstrate sensitivity to individual differences
6. Demonstrate knowledge of professional codes of ethics governing supervisee’s practice (ACA, APA, ASGW, ASCA, ACES)
7. Demonstrate sensitivity to the evaluative nature of supervision and effectively respond to counselor's anxiety relative to performance evaluation
8. Provide facilitative conditions (empathy, concreteness, respect, congruence, genuineness, and immediacy)
9. Elicit counselor thoughts and feelings during counseling sessions and respond in a manner that enhances the supervision process
10. Establish a mutually trusting relationship with the counselor
11. Negotiate mutual decisions regarding the needed learning experiences for the counselor
12. Engage in appropriate supervisory interventions, including role-play, role-reversal, live supervision, modeling, micro-training, suggestions and advice, reviewing audio and video tapes, etc.
13. Clarify his/her role in supervision
14. Identify the learning needs of the counselor
15. Assist the counselor in synthesizing client psychological and behavioral characteristics into an integrated conceptualization
16. Assist the counselor in integrating findings and observations to make appropriate recommendations
17. Provide specific feedback about such performance as conceptualization, use of methods and techniques, relationship skills, and assessment
18. Facilitate an integration of research findings in individual case management

6. Course Content:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings in Bernard and Goodyear; Neufeldt assigned as needed</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Week 1 | Course Introduction  
Explain course requirements/assign supervisees to supervisors-in-training  
Define supervision  
Review supervision ethics codes  
Prepare for initial supervision session | Chapters 1, 3 | Contact supervisees  
*Written assignment is developed and submitted through Blackboard before the first individual supervision session.* |
| Week 2 | Counselor development and evaluation  
Purposes of supervision  
Developmental level of supervisees  
Assessment and evaluation of supervisees  
Case consultation | Chapter 2 | *Written assignment is due.*  
Identify topics for supervision technique demo |
| Week 3 | Supervisory Roles and Models  
Educator  
Consultant  
Counselor  
Researcher | Chapter 4 | *Microskills training presentation and demonstration* |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>Supervisory Relationships Developmental Constructs, Cognitive complexity, and cultural differences</td>
<td>Chapter 5</td>
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<tr>
<td>Week 5</td>
<td>Supervisory Relationships Dynamics and Alliances</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Week 6</td>
<td>Supervisory Relationships Challenges and their management</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Week 7</td>
<td>Organizing Supervision Identifying learning needs of Supervisees Managing the time Evaluating supervisee development Mid-term evaluation of supervisees= progress</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Week 8</td>
<td>Supervision Interventions Individual interventions Self-evaluation Notes</td>
<td>Chapter 9</td>
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<td>Week 9</td>
<td>Group Supervision Models and methods of group supervision</td>
<td>Chapter 10</td>
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<td>Week 10</td>
<td>Live Supervision</td>
<td>Chapter 11</td>
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<td>Week 11</td>
<td>Individual Differences Cross-cultural supervision competencies Work setting differences Case consultation</td>
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<tr>
<td>Week 12</td>
<td>Legal and Ethical Issues in Supervision Supervisory relationships Role conflicts Dual relationships</td>
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<tr>
<td>Week 13</td>
<td>Legal and Ethical Issues in Supervision Gatekeeping Due Process</td>
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</tbody>
</table>
Week 14
Termination
Final evaluation of supervisees = progress
Preparing supervisees for termination/referral
Supervisor response to termination

Week 15
Becoming supervisors

Chapter 12

7. Course Requirements:

A. Readings. Students are expected to discuss present relevant materials from the readings in class and apply concepts to practice.

B. Class attendance. The expectation is held that students will attend all classes.

C. Written Assignments:

1. Supervisors will submit two formal evaluations for each of their supervisees (Week 8 and Week 15) on the appropriate form [Competencies 2.6, 3.6, 4.8, 5.2, 5.5, 5.8, 6.1, 6.4, 6.5, 9.1, 10.1, 10.2, 10.3, 10.5, and 10.6].

2. Supervisors will submit a final report describing the progress of each counselor-in-training within the context of a particular model/theory of supervision [Competencies 4.1, 4.2, 4.9, 5.6, 6.2, 6.4, 10.1, 10.2, 10.4, 10.5, 10.6, 11.1, 11.3].

3. Supervisors will submit a self-evaluation essay describing their growth, challenges, and progress as supervisors over the 15 week term [Competencies 1.2, 2.1, 2.2, 2.3, 2.7, 2.8, 4.5, 5.5, 5.6, 6.5, 11.2, 11.3, 11.4].

4. Supervisors will develop a disclosure statement to be provided to their supervisees during the initial session [Competencies 1.2, 3.1, 3.2, 3.5, 3.6, 5.15, 6.2].

5. Supervisors will prepare a “pre-supervision” essay integrating their own personal philosophical, theoretical and methodological approach to counseling with their pattern in interpersonal relationships [Competencies 1.2, 2.3, 2.8].

D. Class Demonstrations. All supervisors will work in pairs to describe and demonstrate a particular model or skill used in supervision (Discrimination model, IPR, Live supervision, Group supervision) [Competencies 5.3, 6.1, 6.2].

E. Supervision. Supervisors will meet weekly with counselors for a 1-hour supervisory session. Each session will be videotaped. All supervisory sessions will be conducted in the viewing rooms in 1124, taped and reviewed by supervisors each week [Competencies 1.1, 1.3, 2.1, 2.2, 2.4, 2.5, 3.1-3.6, 4.1-4.4, 4.6-4.9, 5.1-5.8, 6.3 – 6.6, 7.1-7.10, 8.1-8.4, 9.1-9.5, 10.1-10.3, 10.6, 11.1-11.4].

Supervisors will maintain on-going records of supervisory contracts and student progress.

Supervisors are responsible for establishing a schedule for receiving and returning tapes to counselors. Supervisors will listen to counselors’ tapes in preparation for supervision sessions. Written and verbal feedback will be provided to counselors based on material in tapes, notes.
submitted to supervisors, and questions supervisees bring to sessions.

All supervision sessions will be conducted in the counseling labs. Once your schedules have been established, you must reserve a counseling room for the entire semester.

Supervisors will receive individual supervision weekly. This requirement may be met through live supervision sessions or other methods specified by the University Supervisor. Prior to each individual session, weekly progress notes on the form provided will be submitted via Blackboard.

8. **Grading and Evaluation Procedures:**

   Grades will be based on the following:
   
   (a) Quality of supervision provided to the supervisee(s) as indicated by weekly process notes, observations of performance, demonstration of competence by self and university supervisor on the rubric provided (80 pts.);
   
   (b) Contributions to seminar through discussions and presentations (20 pts.);
   
   (c) Satisfactory completion of all written assignments (80 pts.).

   The following grading scale will be used:
   
   S= 160-200
   U= Less than 160

9. **Class Policy Statements:**

   A. Students are expected to attend all supervisory sessions and class meetings and participate in all classroom exercises (*Tiger Cub*, p. 73). Should students need to be absent for any reason, please contact the course instructor before missing that class meeting.

   B. Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible. If you do not have an Accommodations Memo, contact Tracy Donald, Director, and *Program for Students with Disabilities*, in 1228 Haley Center as soon as possible. Telephone: 334-844-2096 (Voice T/O)
### Competencies

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Unsatisfactory</th>
<th>Developing</th>
<th>Competent</th>
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<tbody>
<tr>
<td>1. The supervisor demonstrates the following characteristics, knowledge and skills of an effective and competent counselor:</td>
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<tr>
<td>1.1. Knowledge of various counseling theories, systems, and related methods;</td>
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<td>1.2. Knowledge of his/her personal philosophical, theoretical and methodological approach to counseling;</td>
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<tr>
<td>1.3. Skill in the application of counseling theory and methods in individual and group counseling.</td>
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<tr>
<td>2. The supervisor demonstrates personal traits and characteristics consistent with supervisory role:</td>
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<td>2.1. Is committed to updating his/her counseling and supervisory skills;</td>
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<tr>
<td>2.2. Is sensitive to individual differences;</td>
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<td>2.3. Recognizes limits through self-evaluation and feedback from others;</td>
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<td>2.4. Is encouraging, optimistic, and motivational;</td>
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<td>2.5. Possesses a sense of humor;</td>
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<td>2.6. Is comfortable with authority inherent in supervisory role;</td>
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<td>2.7. Identifies own strengths and weaknesses as a supervisor;</td>
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<tr>
<td>2.8. Describes his/her pattern in</td>
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interpersonal relationships.

3. Supervisor is knowledgeable about legal, ethical, and regulatory aspects of profession and skilled in applying this knowledge:
   3.1. Communicates knowledge of relevant professional codes;
   3.2. Demonstrates and enforces ethical and professional standards;
   3.3. Communicates an understanding of legal and regulatory documents and their impact on the profession (certification, licensure, rights to records, etc.);
   3.4. Provides current information regarding professional standards;
   3.5. Communicates knowledge of counselor rights;
   3.6. Communicates knowledge of ethical considerations that pertain to the supervisory process (due process, dual relationships, informed consent, confidentiality, and vicarious liability).

4. Supervisor demonstrates knowledge of the personal and professional nature of supervisory relationships and applies that knowledge:
   4.1. Respects individual differences with regard to gender, race, ethnicity, culture, age, etc, and understands the importance of these characteristics in supervisory relationships;
   4.2. Is sensitive to the counselor’s
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<td><strong>personal and professional needs</strong></td>
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<td><strong>4.3.</strong> Expects counselors to take responsibility for their actions;</td>
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<td><strong>4.4.</strong> Is sensitive and responds to the counselor’s anxiety relative to performance evaluation;</td>
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<td><strong>4.5.</strong> Conducts self-evaluation, as appropriate, to model professional growth;</td>
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<td><strong>4.6.</strong> Provides facilitative conditions (empathy, concreteness, respect, congruence, genuineness, and immediacy);</td>
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<td><strong>4.7.</strong> Establishes a mutually trusting relationship with the counselor;</td>
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<td><strong>4.8.</strong> Provides appropriate balance of challenge and support;</td>
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<td><strong>4.9.</strong> Elicits counselor thoughts and feelings during counseling or consultation sessions and responds in a manner that enhances supervision process;</td>
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<td><strong>5.</strong> Supervisor demonstrates knowledge and skill of supervision methods and techniques to promote counselor development:</td>
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<tr>
<td><strong>5.1.</strong> Accurately discloses purpose, nature, and procedures used in supervision;</td>
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<td><strong>5.2.</strong> Negotiates mutual decisions regarding learning needs of the counselor;</td>
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<td><strong>5.3.</strong> Engages in appropriate supervisor interventions such as role play, role reversal, live supervision, modeling, IPR, micro-training, suggestions</td>
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<td>5.4.</td>
<td>Elicits new alternatives from counselors for identifying solutions, techniques, and responses to clients;</td>
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<td>5.5.</td>
<td>Performs supervisor’s functions of teacher, counselor, or consultant as appropriate;</td>
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<td>5.6.</td>
<td>Integrates knowledge of supervision with his/her style of interpersonal relations;</td>
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<td>5.7.</td>
<td>Uses media aids to enhance learning;</td>
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<td>5.8.</td>
<td>Interacts with counselor to facilitate counselor self-exploration and problem-solving.</td>
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<td>6.</td>
<td>Supervisor demonstrates knowledge of counselor development process and skill to apply knowledge:</td>
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<td>6.1.</td>
<td>Understands developmental nature of supervision;</td>
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<td>6.2.</td>
<td>Demonstrates knowledge of various theoretical models of supervision;</td>
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<td>6.3.</td>
<td>Understands counselors’ roles and functions in work settings;</td>
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<td>6.4.</td>
<td>Identifies learning needs of counselor;</td>
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<td>6.5.</td>
<td>Adjusts supervision content to complement counselors’ personal traits, conceptual development, training, and experience;</td>
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<td>6.6.</td>
<td>Uses methods appropriate to supervisees’ development, training, and experience.</td>
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<td>7.</td>
<td>The supervisor is competent in case conceptualization and management:</td>
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<tr>
<td>7.1.</td>
<td>Recognizes primary goal of helping</td>
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clients;
7.2. Understands roles of other professionals and assists with referrals when necessary;
7.3. Elicits counselor perception of counseling dynamics;
7.4. Assists counselor in selecting and executing data collection procedures;
7.5. Assists counselor in analyzing and interpreting results objectively;
7.6. Assists counselor in planning effective client goals and objectives;
7.7. Assists counselor in using observation and assessment in preparation of client goals and objectives;
7.8. Assists counselor in synthesizing client psychological and behavioral characteristics into an integrated conceptualization;
7.9. Assists counselor in providing rationale for counseling procedures;
7.10. Assists counselor in adjusting goals based on ongoing assessment and evaluation.

8. The supervisor is competent in client assessment and evaluation:
8.1. Monitors use of tests and interpretations;
8.2. Assists counselor in communicating assessment rationale and procedures;
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<tr>
<td>8.3.</td>
<td>Assists the counselor in describing and documenting client and counselor change;</td>
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<td>8.4.</td>
<td>Assists counselor in integrating findings and observations to make appropriate recommendations.</td>
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<tr>
<td>9.</td>
<td>The supervisor demonstrates competence in written and oral reporting:</td>
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<td>9.1.</td>
<td>Understands and promotes accountability;</td>
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<tr>
<td>9.2.</td>
<td>Assists counselor in documenting supervisory and counseling-related interactions;</td>
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<tr>
<td>9.3.</td>
<td>Assists counselor in protecting confidentiality of records;</td>
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<tr>
<td>9.4.</td>
<td>Assists counselor in identifying appropriate information to be included in verbal or written report;</td>
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<td>9.5.</td>
<td>Assists counselor in presenting information in a logical, concise, and sequential manner.</td>
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<tr>
<td>10.</td>
<td>The supervisor demonstrates competence in the evaluation of counseling performance:</td>
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<tr>
<td>10.1</td>
<td>Interacts with the counselor from the perspective of evaluator;</td>
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<td>10.2</td>
<td>Identifies counselors’ areas of strength and weakness;</td>
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<td>10.3</td>
<td>Provides specific feedback about conceptualization, use of methods and techniques, relationship skills, and assessment;</td>
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<td>10.4</td>
<td>Determines the extent to which counselor has developed and applied personal theory of counseling;</td>
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<td>10.5</td>
<td>Develops evaluation procedures to determine program and counselor goal attainment;</td>
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<tr>
<td>10.6</td>
<td>Assists counselor in description of progress and achievement.</td>
</tr>
</tbody>
</table>

| 11 | Supervisor demonstrates knowledge of counseling and counselor supervision research: |
|    | 11.1 Uses research to determine effectiveness of programs, services, and techniques; |
|    | 11.2 Applies counseling and supervisory research to practice; |
|    | 11.3 Formulates counseling or supervisory research questions; |
|    | 11.4 Integrates research findings in individual case management. |

This rubric is based on the Standards for Counseling Supervisors developed by the ACES Supervision Interest Network and adopted by the American Counseling Association (formerly AACD) governing council in July of 1989).
Expectations for University Supervisor and Student
Supervision of Practicum

Supervision, a requirement for participation in practicum, is designed to assist students to
develop competence in counseling and to monitor the level and appropriateness of services
provided for clients. Individual supervision takes place weekly and is best scheduled so that you
receive current supervision for a client just seen before you see that client again (e.g. site
placement on Monday/Tuesday with supervision on Thursday or Friday, return to site on
Monday). Supervision appointments are scheduled to fit into the needs of your site, yourselves,
and your individual and group supervisors. Individual supervision is based on what you need to
do in order to effectively serve clients.

You must attend individual supervision in order to continue to see clients. In the event of an
emergency or illness, your supervisor will work with you to reschedule so that client sessions are
not interrupted. However, if you are persistently absent or late for non-emergency reasons or fail
to submit materials in a timely fashion so that you and your supervisor can be prepared for
supervision, you may not be allowed to see clients and your continuation in the practicum class
may be discontinued. We all have a responsibility to each and every client you see, and a large
part of demonstrating commitment to these responsibilities is through your preparedness for and
participation in both group and individual supervision.

Both you and your supervisor will listen to audio files of your sessions each week in preparation
for your supervision appointment. You are expected to be an active participant in supervision
and to come with specific questions and issues that you wish to discuss with your supervisor.
Also, your supervisor will identify specific learning needs that the supervisor believes will
strengthen your performance as a counselor. At times, beginning students are uncomfortable with
taping sessions and having others listen to their sessions. First and foremost, taped sessions are
used by the supervisor to monitor the services that are being provided to the clients/students. Are
the strategies being used empirically supported, consistent with the "best practices" in the field,
ethically sound, and delivered in a way that responds to all legal requirements? Second, the
supervisor needs to be able to assist you in the identification of strengths as well as areas for
improvement. Supervision research has demonstrated that the "self-report" method is not reliable
for ascertaining a full, comprehensive view of a counseling session. The voice of the interested
third party, the supervisor, is one that focuses on your development as a counselor, as well as on
the client's needs. Additionally, the supervisor is responsible for facilitating your development
over time and with a variety of different types of clients/students. These purposes cannot be met
without direct observations of work samples. Finally, the tapes are intended to be an instructive
tool leading to reflection and planning by you about the ways that you need to improve, the types
of learning experiences you need in order to be the best possible counselor for clients/students
with a wide variety of needs. So, there is an expectation that you will review your tapes, identify
specific areas of strength and weakness and use these discoveries to develop professional, and at
times, personal development goals. These reflections should also form the basis for your use of
supervision time. What exactly do you need to work on and how can your supervisor help you
develop strategies leading to improvement? Supervision, like counseling, is not a passive
process.
Your taped sessions are due to your supervisor 48 hours prior to your supervision appointment or at a time agreed upon by you and your individual supervisor. These audio files are posted on the g-drive from an on-campus computer. Please email your supervisor when your sessions and clips have been uploaded. A session summary accompanying each audio file, as well as summaries of client sessions for which you have no audio files but have seen during the week, are also due to your supervisor 48 hours prior to supervision. Although you are not asked to tape group sessions, you are required to submit a session summary for each group session you lead as well. You and your supervisor are responsible for the welfare of all clients you see each week, not just those for whom you submit audio files.

Your placement request is for a specified length of time, usually the first week of class through the last week of class. Even though there are specified minimum numbers of hours for both practicum (100 hours) and internship (600 hours), you are obligated to continue in your placement for the full semester, regardless of the number of hours you may have accrued. Remember, our commitment is to our clients and to the sites that work with us to insure that you have opportunities to develop critical professional skills. Even though an important educational need is met by your placement, the counseling services you provide are first and foremost for the benefit of clients.
1. **Course Number:** COUN 8910  
   **Course Title:** Practicum : Counselor Education Pedagogy  
   **Credit Hours:** 3 Semester hours (Lecture 3)  
   **Prerequisites:** Graduate Standing

2. **Date Syllabus Prepared:** December 2009

3. **Text(s):**  

4. **Course Description:**  
   This course focuses on the development of pedagogical practice, theory, and principles as it relates to counselor education. Course objectives will be met through supervised teaching experiences, teaching observations, and supervisory meetings with assigned course instructor.

5. **Course Objectives:**
   Upon completion of this course, students will be able to demonstrate these competencies based on the CACREP 2009 standards:
   
   **Knowledge**
   1. Knowledge of the major roles, responsibilities, and activities of counselor educators.
   2. Knowledge of instructional theory and methods relevant to counselor education.

   **Skill and Practices**
   1. Develops and demonstrates a personal philosophy of teaching and learning.
   2. Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.
   3. Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.
6. **Course Content:**

Course content will involve lecture and participation in class observations, supervised class instruction, and supervision sessions with assigned course instructor. The specific required components of this curricular experience are listed below.

7. **Course Requirements:**

- **Supervised Teaching Instruction: Development of a teaching portfolio***
- Teaching Philosophy
- Self-Evaluation of Instruction
  - Using the Self-Evaluation Teaching Observation form you are asked to evaluate your 3 teaching experiences
- 2 Lesson Plans: Associated with assigned course
  - Lesson Plans will follow the format provided
- Student Evaluation Method (course/lecture content)
  - Develop 1 evaluation method that will be used in one of your teaching experiences to evaluate the course lecture
- Evaluation of Instruction
  - Develop one method to evaluate your teaching
- Syllabus for one Masters level course (can refer to other courses but not duplicate)

*CED Portfolio Components

8. **Grading and Evaluation Procedures:**

Students in this course are required to complete all the specified teaching, experiential and supervision requirements.

Supervised Teaching Instruction:
(weight of assignments to be determined by assigned faculty supervisor based on specifics of course used in teaching practicum)

\[ \text{Total} \ 100\% \]

The following scale will be used:

- 90-100% = A
- 80-89.9% = B
- 70-79.9% = C
- 60-69.9% = D
- Below 60% = F

9. **Class Policy Statements:**
1. Students are expected to participate in all the required course and supervision components of this practicum.

2. Students in this teaching practicum may observe the academic evaluation practices used by the course instructor but based on University policy the academic evaluation of students (e.g., course grades, determinations of satisfactory performance) must be determined solely by the course instructor of record.

3. Students who need special accommodations should make an appointment to discuss the Accommodations Memo during office hours as soon as possible. If you do not have an Accommodations Memo please contact Tracy Donald, Director, Program for Students with Disabilities, in 1228 Haley Center as soon as possible. Telephone: 334-844-2096 (Voice T/O).

4. Incompletes will be granted only in cases of medical or personal emergencies.
Lesson Plan Format

Description of Course: Date:

Description of Lecture:

Educational Goals:

Description of Instructional Methods:

Description of Class Activities, Discussion Exercises, or other Experiential Instructional Techniques:

Evaluation of Class Instruction and Outcomes:

*Attach all handouts, power point slides and other supporting materials*
Teaching Observation Form  
Counselor Education & Supervision  
Teaching Practicum/Internship

Teacher __________________ Supervisor __________________
Course__________________  Class Size ______  Sem/yr. ________________________

<table>
<thead>
<tr>
<th>Skill/Behavior</th>
<th>Y</th>
<th>N</th>
<th>N/A</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Rapport is quickly established</td>
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<td>Calls students by name</td>
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<td>States daily goals/provides overview</td>
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<td>Links to previous lesson(s)</td>
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<td>Points are logically linked</td>
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<td>Examples are used to support points</td>
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<td>Student participation is reinforced</td>
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<td>Student questions are encouraged</td>
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<td>Student questions are answered</td>
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<td>Clear, logical questions are posed</td>
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<td>Demonstrations are effective</td>
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<td>Material is contextualized to future work</td>
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<td>Settings</td>
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<td>Current research is used to support points</td>
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<td>Assignments/activities require critical thinking</td>
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<td>Activities are clearly explained including goals, procedures and expected outcomes</td>
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<td>Erroneous ideas are constructively challenged</td>
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<td>Support and encouragement are provided in ambiguous situations</td>
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<td>Multiple instructional methods are used</td>
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<td>Technological competence is evident</td>
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<td>Individual differences in learning are accommodated</td>
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<td>Students are attentive</td>
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<td>Students are responsive</td>
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<td>Positive attitude is conveyed</td>
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<td>Humor is used appropriately</td>
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<td>Respect for students is demonstrated</td>
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<td>Enthusiasm is evident</td>
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<td>Uses body posture, movement and gestures to complement, not detract from lesson</td>
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<td>Changes tone of voice and facial expression to maintain interest, pace lesson</td>
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**Additional Comments:**
Additional Self-Evaluation Questions

1. What aspects of the lecture and instruction did you think were most successful?

2. What aspects of the lecture and instruction did you think were most challenging?

3. Discuss your goals and the actual outcomes in the class?

4. Discuss any challenges you had with student issues? How did you handle them?

5. What changes would you make to the lecture, or delivery of the lecture, in the future?
Course Number: COUN 8920 10
Course Title: Internship in Counselor Education
Credit Hours: 9 semester hours Interns must enroll for each semester in which the internship hours are accrued.
Prerequisites: COUN 8910 (10 and 40); COI
Corequisites: None

1. **Date Syllabus Prepared:** 1/4/09

2. **Texts or Major Resources:** None

3. **Course Description:**
The internship program is designed to provide the counselor education student with an on-the-job experience performing the duties of a counselor/counselor educator consistent with his or her career objectives. Internships are viewed as the culminating activity in degree programs, and, as such, ordinarily follow the completion of coursework and the full complement of supervised counseling practica. Students will work in an approved internship site under the supervision of an appropriately credentialed supervisor for a minimum of 600 hours.

4. **Course Objectives:**
The intern will develop an internship plan on the appended form. As a guiding principle, it should be understood that the internship is an organized and supervised set of training experiences (paid or unpaid), the purpose of which is to enhance one's ability to function professionally as a counselor educator. Flexibility to tailor the internship to one's professional goals and objectives is a major strength of the doctoral internship. Although the student is required to have experiences in each of the five areas listed below, he/she is free to propose the kinds and amounts of experiences in each of the areas. In your proposal, please list the type(s) of experience you propose in each of the areas, approximate number of hours for each, and the specific setting for each. The minimum number of total hours in the doctoral internship is 600.

   (a) **Teaching:** co-teaching, or functioning as an instructor for foundation or specialty courses for master's level counselors in training.

   (b) **Clinical:** consists of providing direct (individual and group) counseling services, or teaching clinically oriented courses.

   (c) **Supervision:** supervising master's students in a counseling practicum, internship, or paraprofessionals in an agency in the provision of counseling-related services.

   (d) **Research:** writing an article, developing a grant proposal, conducting a pilot study, conducting independent research, assisting a faculty member in research, etc. *(dissertation development may occur during the internship but is considered a different requirement and may not be used to satisfy the research component of internship).*

   (e) **Professional development:** presenting at a professional meeting, participating in the committee work of a professional organization, assisting
the Director of Counselor Education or one of the individual program chairs (school, community agency, college student development) in administrative tasks, etc.

The plan will be developed in conjunction with the intern's major professor, and will be consistent with the student's career objectives and plan of study. The plan will be submitted to the counselor education faculty for review and approval according to the following schedule:

- **Beginning date:** Summer or Fall, 2009  
  **Due date:** Mid-term, Spring, 2010
- **Beginning date:** Spring, 2010  
  **Due date:** Mid-term, Fall, 2010

5. **Course Content and Schedule:**
This course will meet for a minimum of 25 hours per term for group supervision. Group supervision, depending upon the placement of students, may be in person or occur via distance methods, or some combination methods. Individual supervision of the internship is dependent upon the types of experiences approved for each student.

6. **Course Requirements/Evaluation:**

A copy of the approved plan will be placed in the internship binder in the departmental office, and one will be provided by the student to the internship instructor on the first day of class for each term of enrollment. Any addendums or changes in the plan must be approved by the advisory committee and routed through the major professor to the counselor education faculty for endorsement. Any addendum to the plan must be presented to the instructor of the internship course and placed in the internship binder. **Students who do not bring a CED faculty approved plan to the first internship class will not be allowed to remain.**

- At the end of the semester, the on-site supervisor(s) will complete an evaluation form indicating the intern’s overall performance with regard to the objectives/experiences and submit it to the university supervisor (see attached).

- The University supervisor works with on-site supervisors and interns throughout the internship period to (a) establish appropriate internship agreements; (b) provide consultation and supervision for interns and site supervisors; (c) provide on-campus group supervision for interns; (d) assign grades for interns.

- The activity log will be compared with the initial (and if relevant, amended) objectives at the end of the internship period. This review, along with the onsite supervisor’s evaluation, all observations made during the internship, will constitute the basis for the final grade.

- Internship is graded Satisfactory (S), Unsatisfactory (U), or Incomplete (IN). A grade of Incomplete is assigned when the objectives or clock hours of the internship are not met through no fault of the intern.

7. **Class Policy Statements:**
Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

8. Justification for Graduate Credit:

COUN 8920 has been developed so that instruction follows the directive that it “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” (SACS guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Auburn University Graduate Council, May 21, 1997 apply:

Factors to consider in evaluating a course for graduate credit include but are not limited to the following:

- use of specific requisites;
• content of sufficient depth to justify graduate credit (materials beyond the introductory level);
• content should develop the critical and analytical skills of students including their application to the relevant literature;
• rigorous standards for student evaluation (all students in a 6000-level course must be evaluated using the same standards);
• course instructor must hold graduate faculty status or be approved by the Dean of the Graduate School.
1. Meet with your advisor to discuss a plan for your internship experience.
2. Complete the plan form, review with your advisor, and make any adjustments necessary.
3. Meet with the doctoral program coordinator to discuss options for placement to meet the objectives of your plan. Secure the placement and ask for a letter of agreement from the site supervisor(s) to attach to the plan.
4. Submit the plan, along with approval for placement, to the chair of the CED faculty for review.
5. Present the internship class instructor with an approved plan, including the supervisor agreements, on the first day of class during each term in which you are enrolled in internship.

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<tr>
<th>Teaching</th>
<th>Clinical</th>
<th>Supervision</th>
<th>Research</th>
<th>Professional/career Development</th>
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<td>Objectives</td>
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<td>Performance Indicators</td>
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<td>Experience to Meet Objective</td>
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<td>Dates of Experience</td>
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__________________________ Date ____________________________
Intern

__________________________ Date ____________________________
Advisor

__________________________ Date of Approval ____________________________
Chair of CED Faculty
Evaluation Rubric for CED 8920
Auburn University

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<tr>
<th>Objectives: (list each objective from the approved plan in the sections below)</th>
<th>Performance Indicators (evidence that the objectives have been achieved)</th>
<th>Unsatisfactory</th>
<th>Marginal</th>
<th>Competent</th>
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Additional Comments including particular strengths noted and areas for professional development:

______________________________________________    ___________________
Intern                                              Date

______________________________________________    ___________________
Supervisor                                          Date