

Eastern Kentucky University
Department of Counseling and Educational Psychology

COU 881 Syllabus for Clinical Mental Health Counseling

COU 881 Syllabus for School Counseling

Eastern Kentucky University
Department of Counseling and Educational Psychology
Syllabus for COU 881: Internship in Counseling (CMHC)
(3 credit hours), CRN #: use actual CRN #
Spring 2011 (update as needed)

Contact Information

Professor:
Office:
Phones:
E-mail:
Hours:

Catalogue Course Description:

Prerequisite(s): COU 813, COU 840, COU 846 or clinical coordinator approval. Practice in a counseling setting which allows for the transition from student to professional. School counselors will complete a 600 hour internship and mental health counselors will complete a 600 hour internship. May be taken for up to 9 credit hours in order to generate the required clock hours.

Texts(s):

All textbooks from previous courses will be important resources for this experience. Readings as assigned and as required for assignments by individual professors and based upon needs of the internship students..

Student Learning Outcomes:

Students will be able to:

1. Articulate and contribute to clinical case consultations.
2. Synthesize information into ethical clinical practice.
3. Access and apply the professional literature/research on specific client populations.
4. Demonstrate an ability to give feedback in an appropriate manner.
5. Demonstrate an ability to receive and integrate feedback into clinical practice.
6. Assimilate and negotiate professional roles in a multidisciplinary setting.
7. Understand and implement the credentialing/licensure process.

8. Conduct professional practice in a legal and ethical manner.

In addition to the learning outcomes noted above, relevant requirements based on the 2009 CACREP Standards (Section III) are noted below:

The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

1. At least 240 clock hours of direct service, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

Additional CACREP Clinical Mental Health Counseling Standards addressed in internship for those in the Clinical Mental Health Counseling Program include:

FOUNDATIONS

B. Skills and Practices 1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation)

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge.5. - Understand the range of mental health service delivery – such as inpatient, outpatient, partial treatment and afternoon – and the clinical mental health counseling services network. (Interns complete a brochure relevant to their sites that describes resources that available to clients in the community).

D. Skills and Practices:

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. (Assessment via PCPE. Site Supervisor mid- and end semester evaluation).
2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).
5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).
6. Demonstrates the ability to use procedures for assessing and managing suicide risk. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).
7. Applies current record-keeping standards related to clinical mental health counseling. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).
8. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).

DIVERSITY AND ADVOCACY

F. Skills and Practices:

1. Maintains information regarding community resources to make appropriate referrals. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).

ASSESSMENT

H. Skills and Practices

2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. (Students will complete these activities and they will be assessed via the PCPE completed by faculty and the Site Supervisor mid- and end semester evaluations – some of these ratings will be dependent on site activities.)

RESEARCH AND EVALUATION

I. Knowledge

3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health settings. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).

J. Skills and Practices

2. Develops measurable outcomes for clinical mental health counseling, interventions, and treatments. (Assessment via an assignment in which interns identify a need at their site and develop a measurable outcome to evaluate the effectiveness of the proposed intervention – if their site allows them to implement it).

DIAGNOSIS

L. Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).

2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).

3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).

Evaluation Methods:

This is a pass/fail course. Passing entails participation and attendance in university class/supervision meetings, logging the required number of direct/indirect field hours and attendance/participation in site supervision meetings. Students will receive written evaluations from their site *and* university supervisors. Site supervisors will complete a mid-semester and end semester evaluation. Faculty supervisors will complete a summative evaluation via the Professional Counselor Performance Evaluation (PCPE).

In order to receive a satisfactory grade, students must:

1. Submit one video for review before mid-term per individual faculty's request.
2. Create a brochure that describes resources applicable for your particular site. (CMHC C.5.)
3. Identify a need at your site (agency or school) and develop a measurable outcome to evaluate the effectiveness of the proposed intervention – if your site allows you to implement it. Submit a 2-3 page summary by semester's end. Students may build upon

assessment and measurement projects completed during COU 880 if this is appropriate. (CMHC J.2.)

4. Be an active advocate for your client/students and your profession and discuss this process during group supervision.
5. Submit satisfactory mid-term and final evaluations from the site supervisor.
6. Submit official logs documenting the completion of field hours. NOTE: To begin in the Summer of 2011, faculty voted to count all supervision (individual and group, site and university) as indirect hours.
7. Submit a reflection of their internship experience (3-5 pages double-spaced, 12 pt. font) which includes specific examples of when the student gave appropriate feedback and how student integrated feedback that was received. Also describe how you utilized advocacy at your site (CMHC F.3.).
8. Receive a summative PCPE evaluation from your faculty instructor/supervisor that includes two (2) or fewer ratings of zero.

Student Progress: Students will be given feedback on their participation and development throughout the semester from both site supervisors and faculty instructor/supervisor.

Attendance Policy:

Attendance in on campus meetings is essential for effective mastery of this courses' material. Absences are discouraged. Attendance at each scheduled class meeting is required. Punctuality is an important aspect of professional behavior. Students are expected to be on time for class. Students are expected to notify the professor via the contact information listed in Section A in the event of an absence.

Students must schedule an individual supervision meeting during the two week period in which a group/class meeting is missed. The student will not be able to count ANY hours (direct or indirect) for that two week period if they do not attend any university supervision meeting.

Last Day to Drop the Course:

See ECU academic calendar for this date.

Disability Statement:

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@ecu.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Statement:

Students are advised that ECU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.ecu.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Official E-mail:

An official ECU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.

Course Requirements:

In COU 813, Professional Orientation and Ethics, all students are asked to sign both 1) a Student Agreement and 2) a Confidentiality and Legal Rights Policy Agreement. If you have transferred into this program and have not signed this agreement, you are required to do so immediately and to give your signed form to your instructor or to the Counseling and Educational Psychology Department Chair. These agreements are in place for all courses in this department and by remaining registered in this course and participating in this class you are verifying that you will honor these agreements. Copies of these agreements are located in the student handbook at

http://www.education.ecu.edu/CEP/student_handbook/Agreement_Contract.pdf for your review.

1. Attendance at all class meetings is required. *Students are required to schedule an individual meeting with the instructor to make up a missed group meeting.*
2. One videotape of an individual session before mid-term per individual faculty instructor's request.
3. Mid-term and final evaluations from site supervisor.
4. Participation in case consultations, group supervision, and class discussions.
5. Reflection paper.
6. Students must adhere to the ACA Code of Ethics, and other applicable ethical codes, at all times.
7. Completion of a brochure of community resources as described under the Evaluation Methods section noted above.
8. Assess, implement, and evaluate an intervention program relevant to your site and submit 2-3 page summary by semester's end..

Additional Course Requirements

1. Attendance is required at each scheduled class meeting.
2. Participation in class discussions is expected.
3. Preparation prior to class through assigned readings if required.
4. Completion of course assignments by due date is obligatory.

5. Professional behavior, both in the classroom and during field work is expected.

Students are responsible for all requirements as outlined by the Practicum and Internship handbook. The handbook and associated forms can be found on the Practicum/Internship website http://www.education.eku.edu/cep/practicum_internship/practicum_internship.php.

Please note that due dates for specific assignments are include in the course schedule below.

Assignment Descriptions: This course is pass/fail. Students should strive for an excellent performance with the following assignments in order to assure that a passing grade is received in this course.

Informed Consent/Limits of Confidentiality/Self-Disclosure Statement: Each intern will need to have a personal statement that addresses these concerns. If you do not have prepared statement from a previous class, please consult the professor the first night of class for information on how to proceed.

Specific Resource Brochures: Interns will develop a brochure that reflects their investigation of resources available to clients/students at their site/schools and in the community. In order to demonstrate creativity, synthesis of knowledge, and technological competence, interns will prepare a professional quality brochure or pamphlet on a comprehensive list of resources that will help your client/students be aware of services that may assist them with their concerns. Individual professors may ask students to bring in enough brochures to share with members of the class. This is a pass/fail assignment.

Project to Assess, Implement an Intervention, and Evaluate: With the help of their site supervisors, interns should choose an area to assess, create an intervention to meet the assessed need, and if allowed, interns should also implement, and then evaluate the successful of this intervention. Check with your individual faculty instructor for further instructions on this assignment as each may want specific information. This is a pass/fail assignment.

Reflection Paper: Interns will create a 3-5 page reflection paper due toward the end of the semester that offers your reflections on your internship experience and how you have been an advocate for your clients/students and your profession.

Group Supervision. The method of group supervision for each instructor of internship will vary just as the method or theory of counseling used by each individual counselor is unique to that counselor. For example, just as there are multiple theories of counseling, so too with models of supervision. Your instructor will explain the method of group supervision that he or she will use.

Course Outline:

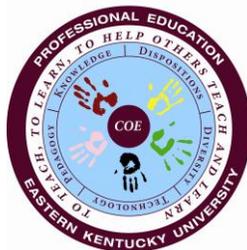
Please note this class is scheduled to for a minimum of three hours every other week. This satisfies the CACREP requirement of an average of 1 ½ hour of group supervision led by a faculty member.

Professors and interns will discuss and process issues related to ethics and legal issues (CMHC B.1.); they will discuss and process principles and practices of diagnosis, treatment, referral, and prevention of

mental and emotional disorders to initiate, maintain, and terminate counseling (CMHC D.1.); they will discuss the application of multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, and prevention of mental and emotional disorders (CMHC D.2.). Specific dates/classes for these topics are noted but the timeliness of their discussion depends largely on what is taking place at the sites during a particular week and what topics/questions students bring to class. These items will be addressed during the course of the semester as the interns have issues related to these topics although they are listed by date below. For example, one might list self-care as a topic for a particular class, but in the course of events self-care may need to be addressed during an alternate class to meet student needs. These items are measured on the final summative Professional Counseling Performance Evaluation completed by the faculty of record. Additionally, site supervisors' evaluations/comments will address student performance in these areas.

Week 1	Internship requirements Time Management Monitoring Hours Introduction to Group Supervision	Introduction
Week 2	Field vs. classroom Documentation, case notes Personal Supervision Goals	Group Supervision
Week 3	Treatment Plans & Goals Giving and Receiving Feedback	Group Supervision Resource Brochure Due
Week 4	Self-care	Group Supervision
Week 5	Ethics & Multiculturalism	Group Supervision
Week 6	Working with specific client populations	Group Supervision Project to Assess, Implement, and Evaluate Summary Due.
Week 7	Preparing for termination	Group Supervision Reflection Papers Due
Week 8	Termination What will you take from this into the field?	Submission of final paperwork will be due the Thursday of finals week by 5:00. Paperwork <i>may not</i> be faxed or emailed.

**College of Education Professional Education Program Model:
EKU Professional Education Model:
Effective Educators as Effective People**



EKU Professional Education Slogan:
To teach, to learn, to help others teach and learn.
Professional Supervisor Disclosure Statement
Carol A. Sommer, Ph.D., LPC, NCC, ACS (example – use your own)

Qualifications: I hold a doctorate in Educational Psychology with an area specialization in Counselor Education. I am an Associate Professor at Eastern Kentucky University. I have taught doctoral supervision classes as well as master's practicum and internship since 2003. I am a nationally certified counselor (NCC), a Mississippi licensed professional counselor (LPC), and a nationally approved clinical supervisor (ACS). Prior to earning my doctorate, I worked as a counselor in private practice, as a clinical therapist at a rape crisis center, and as a counselor at a university counseling center. My specialization area in counseling is clinical mental health. Additionally, supervision is my primary research interest area. I have published multiple articles on supervision and have presented on this topic at international, national, regional, and state conferences. I practice a collaborative, narrative approach to supervision that is strength-based in nature.

Limits of Confidentiality: As your faculty supervisor, I will be evaluating your work in conjunction with your site supervisor. Your work will be discussed in our practicum or internship class. I will also consult with your site supervisor and other Counseling and Educational Psychology (CEP) Faculty as needed. Counseling can be stressful work. If during my supervision with you, I feel that you may be a potential danger to yourself or others, I may need to take action such as bringing my concerns before the CEP Faculty or notifying emergency help. I will also need to take appropriate action if I believe you have violated any ethical standards related to our profession. According to ethical codes applicable to counselors and supervisors, I will not be able to endorse you for future employment if I have questions about your professional performance and/or personal disposition.

My Role as Faculty Supervisor: I will provide an average of 1 ½ hours of weekly group supervision (per CACREP standards) and will meet with you individually as needed. I will determine your grade for this course based on your performance and in consultation with your site supervisor. Your site supervisor will be considered your primary supervisor and ultimately any decisions about what you will do with clients should be reviewed with the site supervisor. Your site supervisor is also the first person to be contacted should an emergency arise with any of your clients. I will be responsible for serving as a liaison with your site. I look forward to working with you over the course of the semester. If you have concerns about your site experience or your practicum/internship class, please contact me immediately. I can be reached in my office during regularly scheduled office hours and, sometimes, by special appointment. The best way to reach me is via email at carol.sommer@eku.edu; however, please be aware that email is not a confidential form of communication.

NOTE: All faculty instructors will provide a Professional Disclosure Statement in order to model the need for such a statement for all practitioners (supervisors and counselors) and to discuss their training and the Limits of Confidentiality.

Eastern Kentucky University
Department of Counseling and Educational Psychology
Syllabus for COU 881: Internship in School Counseling
(3 credit hours), CRN #: use actual CRN #
Spring 2011 (update as needed)

Contact Information

Professor:
Office:
Phones:
E-mail:
Hours:

Catalogue Course Description:

Prerequisite(s): COU 813, COU 840, COU 846 or clinical coordinator approval. Practice in a counseling setting which allows for the transition from student to professional. School counselors will complete a 600-hour internship and mental health counselors will complete a 600 hour internship. May be taken for up to 9 credit hours in order to generate the required clock hours.

The main foci of this course are personal and professional development through practical application of advanced counseling theories and techniques. There will be group discussion/supervision of cases and current issues, site supervisor/student 1:1 supervision, brief lectures, and other activities relevant to cases presented, student interests and skill/knowledge needs. The counselor education program is constantly modified to meet changes in state and national laws.

Texts(s):

A Guide to Practicum and Internship for School Counselors-in-Training: The ASCA National Model: A Framework for the School Counseling Program, Counseling Children. Thompson and Henderson. 8th Edition. Ethics, Standards of Practice, School Counselor Competencies, Position Statements, Ethical Guidelines, Diversity Competencies from ACA, ASCA, and ASGW. Research Studies in support of Comprehensive School Counseling program, including "Effectiveness of School Counseling Programs."

In addition, all textbooks from previous courses will be important resources for this experience. Readings as assigned and as required for assignments by individual professors and based upon needs of the internship students.

Student Learning Outcomes:

In addition to the learning outcomes noted above, relevant requirements based on the 2009 CACREP Standards (Section III) are noted below:

The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

1. At least 240 clock hours of direct service, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

In addition to these Section III Professional Practice CACREP Standards, the following CACREP standards related to Section II.G.5.f. and the standards specific to School Counseling will also be addressed.

II.G.5. Helping Relationships. f. a general framework for understanding and practicing consultation

Curricular experiences: Lecture and classroom discussion. Presentation of ASCA Model and Student's Comprehensive School Counseling Plans to school personnel, parents, guardians and students. Shares research information on the Effectiveness of Comprehensive School Counseling programs with school personnel

(Assessment via PCPE, Site Supervisor mid- and end semester evaluation).

School Counseling

FOUNDATIONS

B. Skills and Practices:

B.1 Demonstrates the ability to apply and to adhere to ethical and legal standards in school counseling.

Curricular Experiences: Students working with Responsive Services, Individual Student Planning, Classroom Guidance, Group work and in implementing their Comprehensive School Counseling Plans will adhere to ethical and legal standards in school counseling.

Assessment: PCPE and Site Supervisor midterm and final evaluation.

B.2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

Curricular Experiences: Presentation of ASCA Model and Student's Comprehensive School Counseling Plans to school personnel, parents, guardians and students.

Assessment: Written summaries of presentations, Bi-weekly Supervisor's Share Sheet, PCPE, Site Supervisor midterm and final evaluation, as determined by individual practicum supervisor.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

C.3. Knows strategies for helping student's identify strengths and cope with environmental and developmental problems.

Curricular Experiences: Individual and Group Counseling Practice.

Assessment: Group Review Sheet. Counseling Plan. Site Supervisor midterm and final evaluation. As determined by individual practicum and instructor. PCPE

D. Skills and Practices:

D.1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

Curricular Experiences: Individual counseling, group counseling, classroom guidance and other responsive services practice, Individual student planning practice.

Assessment: PCPE, Student Journals, Site Supervisor Bi-weekly Supervisor Share Sheets, Site supervisor midterm and final evaluations, Self-review, peer review, site supervisor review forms, as determined by individual practicum supervisor.

D.2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

Curricular Experiences: Practice in individual, group counseling and classroom guidance following the three domains, standards and indicators from the ASCA Model.

Assessment: Site supervisor midterm and final evaluations, Bi-weekly Supervisor Share Sheet, Presentation and Evaluation of tapes, Classroom guidance lesson plans, Self-review, peer review, site supervisor review of individual, group counseling, and classroom guidance, evaluation as determined by individual practicum instructors. PCPE

D.3. Designs and implements prevention and intervention plans related to the effects of a) atypical growth and development, (b) health and wellness (c) language, (d) ability level, (e) multicultural issues and (f) factors of resiliency on student learning and development.

Curricular Experiences: Writing Counseling Plans for Individual counseling sessions,

Classroom guidance lessons to address these areas, in collaboration with site supervisor and school policy, implement and apply sections of students comprehensive school counseling plans which relate to these areas.

Assessment:

PCPE

Student Journals

Counseling Plans for individual clients

Bi-weekly Supervisor Share Sheet

Site Supervisor midterm and final evaluations

Classroom Guidance Lesson Plans

Self-review, Peer Review, and Instructor Review of individual sessions

Self-review, Peer Review and Instructor review of Classroom Guidance Lessons

D.4 Demonstrates the ability to use procedures for assessing and managing suicide risk.

Curricular Experiences:

Students will attend school based trainings on assessing, preventing, and managing suicide risk when available at their school sites, with site supervisor approval.

Students will utilize the suicide prevention materials from their Comprehensive School Counseling Plan.

Assessment:

Bi-weekly Supervisor Share Sheet

Student Journals

Site Supervisor midterm and final evaluations

Other assessments as determined by individual practicum instructors

PCPE

D.5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

Curricular Experiences:

Practice in individual counseling and advisement, group counseling, classroom guidance, crisis counseling and other responsive services and Individual Student planning services.

Assessment:

PCPE,

Through the Individual Supervision Process

Evaluation as determined by individual practicum instructor

Site supervisor midterm and final exams

Student Journals

Bi-weekly Supervisor Share Sheets

DIVERSITY AND ADVOCACY

F. Skills and Practices:

F.1. Demonstrates multicultural competencies in relation to diversity, equity and opportunity in student learning and development.

Curricular Experiences:

Read and sign ASCA Counselor Competencies

Read and sign as having read Group Work Diversity Competencies

Students complete a minimum of one tape with a client which, in the context of their individual practicum site, might be considered as diverse as described in the course syllabi

Students read and implement ASCA position statements regarding diversity and equity

Students use resources regarding diversity from their Comprehensive School Counseling plans

Assessments:

Signed statements that students have read, understand and intend to implement these competencies

Signed statements that students have read, understand, and intend to implement Group Diversity Competencies.

PCPE

Site Supervisor midterm and final evaluations

Bi-weekly Supervisor Share Sheets

Evaluation as determined by individual practicum instructors

F.2. Advocates for learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

Curricular Experiences:

Presents ASCA Model and student's Comprehensive School Counseling Plan to school personnel

Shares research information on the Effectiveness of Comprehensive School Counseling programs with school personnel

Assessments:

Student Journals

Written Summary of presentation of the ASCA Model and the Students Comprehensive School Counseling Plans

Written Summary of presentation of research on the effectiveness of school counseling programs with school personnel

Evaluations as determined by individual practicum instructors

F.3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

Curricular Experiences:

Present the ASCA National Model and students Comprehensive School Counseling Plan to school personnel.

Assessments:

Bi-weekly Supervisor Share Sheet

Student Journal

Site Supervisor midterm and final evaluation

F.4. Engages parents, guardians, and families to promote the academic, career and personal/social development of students.

Curricular Experiences:

Presents the ASCA National Model and Students Comprehensive School Counseling Plan to parents, guardians, families and students.

Assessments

Written summaries of experiences presenting the ASCA Model and Comprehensive School Counseling Plan

PCPE

ASSESSMENT

H. Skills and Practices:

H.1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds and abilities.

Curricular Experiences:

Writing Individual Counseling Plans

Working analyzing, group tests of achievement and individual assessments.

attending ARC's, 504 meetings, Student Advisories

Writing Case Conceptualizations to use in developing the Counseling Plans

Administers students' needs assessments

Assessments:

Individual Counseling Plans

Site supervisor midterm and final evaluations

PCPE

Student Journals

Site Supervisor Bi-weekly Share Sheet

Student Needs Assessment results

H.2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.

Curricular Experiences:

Students attend 504 meetings, IEP and ARC meetings, Student Assistance and Advisory meetings under site supervision as the experiences are made available at each individual site.

Students participate in school wide achievement testing and other school assessments under site supervision and as experiences are made available per individual school practicum site.

Writing case conceptualizations.

Assessments:

Site Supervisor midterm and final evaluations

Student Journals

Supervisor Bi-weekly Share Sheets

Case Conceptualizations

Individual Counseling Plans

Other evaluations as determined by practicum instructors

H.3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

Curricular Experiences:

Participates with site supervisor in monitoring school assessment data such as: school report card, student results data from current school counseling programs, discipline referrals, drop-out rate, school wide standardized testing, and other data to monitor the effectiveness of educational programs as the experience is made available at the individual practicum site.

Participates with site supervisor in monitoring school assessment data such as: school report cards, student results data from current school counseling programs, discipline referrals, drop-out rate , school wide standardized testing, and other data to monitor the effectiveness of educational programs as the experience is made available at the individual practicum site.

Participates with site supervisor in experiences such as administering and analyzing student's needs assessments from the students Comprehensive School Counseling as the experience is made available at individual school counseling sites.

Completes Case Conceptualizations

Assessments:

Site supervisor midterm and final evaluations

Bi-weekly Site Supervisor Share Sheet

Student Journals

Other evaluations as determined by individual practicum supervisors

H.4. Makes appropriate referrals to school and/or community resources.

Curricular Experiences:

Works under supervision to use referral sources to deal with crisis such as suicidal ideation, violence, abuse, depression and family difficulties as these opportunities are available at the individual school practicum site.

Works under supervision of site supervisor and makes referrals for individual counseling, group, students, parents or guardians.

Works with Youth Service Centers, Family Resource Centers, School Resource Officers, School Social Workers, and Psychologists under supervision of site supervision to make appropriate referrals to school and community resources.

Assessments:

Site supervisor midterm and final evaluation

Bi-weekly Supervisor Share Sheets

Student Journals

Other evaluations as determined by individual practicum supervisors

H.5. Assesses barriers that impede student's academic, career, and personal/social development.

Curricular Experiences:

Under supervision of site supervisor analyzes student achievement and counseling-program related data to evaluate the counseling program, conduct research on activity outcomes and discover gaps that exist between different student groups as this experience is made available at the individual school practicum site.

Under supervision of site supervisor students analyze, interpret and desegregate student achievement data, achievement-related data, and standards and competency-related data to help identify barriers that impede students development as the experience is made available at the individual school practicum site.

Under supervision of site supervisor students evaluate process data, perception data, results data, data over time and learn skills in Data Management to help close the achievement gap, provide equitable access to rigorous curriculum, and identify barriers to learning as the experience is made available at the individual practicum site.

Assessments:

Site supervisor midterm and final evaluations

Bi-weekly Site Supervisor's Share Sheet

Student Journals

Other evaluation as determined by individual practicum instructor

Research and Evaluation

J. Skills and Practices

J.1. Applies relevant research findings to inform the practice of school counseling.

Curricular Experiences:

Present research findings regarding the Effectiveness of School Counseling to school personnel, Parents, guardians and students.

Research the information needed to work with individual clients, group counseling, classroom guidance lessons, Individual Student Planning, Responsive Services, career counseling, and other areas of student needs.

Assessments:

Midterm and Final evaluations

Bi-weekly Supervisor Share Sheet

Student Journal

Other evaluations as determined by individual internship instructor

J.2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

Curricular Experiences:

Students research documents to use in measuring school counseling programs

Students use resources from their Comprehensive School Counseling Plans to develop measurable outcomes for school counseling programs, activities, interventions and experiences.

Students use pre and post measures for classroom guidance lessons, individual counseling sessions, and group counseling, including Lykert type scales, and other measures.

Assessments:

Midterm and Final evaluations

Bi-weekly Supervisor Share Sheet

Student Journal

Other evaluations as determined by individual practicum instructor

J.3. Analyzes and uses data to enhance school counseling programs.

Curricular Experiences:

Under the supervision of the site supervisor the student will monitor, analyze, and use student progress data such as academic progress and achievement data, perception data, process data, and counseling program related data.

Under the supervision of the site supervisor the student will use data to: create an urgency for change in the role of the school counselor, serve as a catalyst for focused action, challenge existing policies and focus resources in the context of the individual student practicum site opportunities.

Assessments:

Student Journal
Site Supervisor Bi-weekly Share Sheet
Midterm and Final evaluations

ACADEMIC DEVELOPMENT

L. Skills and Practices

L.1. Conducts programs designed to enhance student academic development.

Curricular Experiences:

Conducts Classroom Guidance Lesson
Administers Students' Needs Assessments

Assessments:

Student Created pre-Post Evaluations of Classroom Guidance Lessons
Analysis of Student's Needs Assessments results
Classroom Guidance Lesson Plan aligned with ASCA Guidelines
Bi-weekly Supervisor Share Sheet
PCPE

L.2. Implements strategies and activities to prepare students for a full range of post-secondary options and opportunities.

Curricular Experiences:

Conducts Classroom Guidance Lessons
Conducts Individual Student Planning
Participates with site supervisors with various career opportunities and learning experiences: such as careers, as appropriate to elementary, middle, high school, fairs, working with college admissions counselors, scholarship applications, recommendation letters, Reality Store as the opportunities are available at individual practicum sites.

Assessments:

Student-created pre-post evaluation of Classroom Guidance lessons
Individual Learning Plans where appropriate
Midterm and Final evaluations
Bi-weekly Site Supervisor Share Sheet
PCPE
Other evaluations as determined by individual practicum supervisors

L.3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance related material.

Curricular Experiences:

Students create lesson plans from a guidance curriculum in accordance with standards, domains, and indicators in the ASCA National Model, appropriate to individual learning styles and student's developmental needs with evaluation of what students know and are able to do as a result of the intervention.

Assessments:

Classroom Guidance Lesson Plans

Feedback sheet for classroom guidance with student self review, peer review, site supervisor and university supervisor review

Midterm and Final evaluations

Bi-weekly Site Supervisor Share Sheet

Student Journals

Other evaluations as determined by individual practicum supervisors

COLLABORATION AND CONSULTATION

N. Skills and Practices

N.1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

Curricular Experiences:

Consults with parents, guardians and families

Presents in-service training for parents, families as needed per school site

Provides referral information to community resources

Assessments:

Student Journal

Midterm and Final evaluations

Bi-weekly Supervisor Share Sheet

PCPE

N.2. Locates resources in the community that can be used in the school to improve student achievement and success.

Curricular Experiences:

Researches and identifies community resources through collaboration and consultation with school personnel, online research or other sources of information.

Assessments:

Student Journal

Bi-weekly Site Supervisor Share Sheet

Identified and/or compiled a community resource guide/directory

Other evaluation as determined by individual practicum supervisor

N.3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

Curricular Experiences:

Practices consultation models and skills from research and from their Comprehensive School Plans

Assessments:

Midterm and final evaluations

Bi-weekly Supervisor Share Sheet
Student Journals
Other evaluations as determined by Individual practicum site supervisors

N.4. Uses peer helping strategies in the school counseling program.

Curricular Experiences:

Students review ASCA position statements regarding peer helping and peer helping programs. Students refer to and implement peer-helping strategies drawn from their Comprehensive School Counseling Plan, and other sources as the opportunity is made available at their individual school counseling sites.

Assessments:

Midterm and Final evaluations.
Student Journals
Bi-weekly Site Supervisor Share Sheets
Other evaluations as determined by individual practicum instructors

N.5. Uses referral procedures with helping agents in the community (e.g. mental health centers, business, service groups) to secure assistance for students and their families.

Curricular Experiences:

Practices referral procedures under the site supervisor.

Assessments:

Midterm and Final evaluations
Student Journals
Bi-weekly Site Supervisor Share Sheet
Other evaluations as determined by individual site supervisors

O. LEADERSHIP

O.4. Understands the important role of the school counselor as a system change agent.

Curricular Experiences:

Presents ASCA Model to School Personnel
Shares their Comprehensive School Counseling Plan with School personnel

Assessment:

Written Summary of presentation of ASCA Model
PCPE
Bi-weekly Supervisor Share Sheet
Written Summary of sharing their Comprehensive School Counseling Model with School personnel
Other evaluations as determined by individual site supervisors

P. Skills and Practices

P.1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

Curricular Experiences:

Using their completed Comprehensive School Counseling Plan, students conduct a program audit, cross walking, and other implementation, management and evaluation processes from the ASCA Model in collaboration with school and site supervisor.

Assessments:

Student Journals

Bi-weekly Site Supervisor Share Sheets

Program Audit document from ASCA Model

Program Crosswalking document from ASCA Model

Other documents from the ASCA Model and A Guide to Practicum and Internship for School Counselors-in-Training

Other evaluations as determined by individual practicum instructors

P.2. Plans and presents school counseling related educational programs for use with parents and teachers (e.g. parent education programs, materials used in classroom guidance and advisor/advisee program for teachers.

Curricular Experiences:

Presents parent programs as needed per individual site with site supervisor collaboration

Presents Classroom Guidance lessons

Participates in advisor/advisee programs in collaboration with individual site supervisors in schools in which the opportunity exists for advisor/advisee

Student journal

Bi-weekly Supervisor Share Sheet

Assessment:

Midterm and Final evaluations

Classroom Guidance Lesson Plans

Self-review, Peer Review, Site Supervisors review of Classroom Guidance Lessons. Other evaluations as determined by Individual internship instructor

Evaluation Methods:

This is a pass/fail course. Passing entails participation and attendance in university class/supervision meetings, logging the required number of direct/indirect field hours and attendance/participation in site supervision meetings. Students will receive written evaluations from their site and university supervisors. Site supervisors will complete a mid-semester and end semester evaluation. Faculty supervisors will complete a summative evaluation via the Professional Counselor Performance Evaluation (PCPE).

Student Progress: Students will be given feedback on their participation and development throughout the semester from both site supervisors and faculty instructor/supervisor.

Attendance Policy:

Attendance in on campus meetings is essential for effective mastery of this courses' material.

Absences are discouraged. Attendance at each scheduled class meeting is required.

Punctuality is an important aspect of professional behavior. Students are expected to be on time for class. Students are expected to notify the professor via the contact information listed in Section A in the event of an absence.

Students must schedule an individual supervision meeting during the two week period in which a group/class meeting is missed. The student will not be able to count ANY hours

(direct or indirect) for that two week period if they do not attend any university supervision meeting.

Last Day to Drop the Course:

See ECU academic calendar for this date.

Disability Statement:

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@ecu.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Statement:

Students are advised that ECU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.ecu.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Official E-mail:

An official ECU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.

Course Requirements:

In COU 813, Professional Orientation and Ethics, all students are asked to sign both 1) a Student Agreement and 2) a Confidentiality and Legal Rights Policy Agreement. If you have transferred into this program and have not signed this agreement, you are required to do so immediately and to give your signed form to your instructor or to the Counseling and Educational Psychology Department Chair. These agreements are in place for all courses in this department and by remaining registered in this course and participating in this class you are verifying that you will honor these agreements. Copies of these agreements are located in the student handbook at http://www.education.ecu.edu/CEP/student_handbook/Agreement_Contract.pdf for your review.

Assignment Descriptions: This course is pass/fail. Students should strive for an excellent performance with the following assignments in order to assure that a passing grade is received in this course.

1. Tapes/recordings for Individual Counseling Sessions.

A minimum of six (6) recordings are required. Six tapes (6) recordings will be viewed during Group Supervision and four (4) will be viewed during individual supervision. (see list below). More tapes/recordings may be required as per individual practicum instructor. Different forms will be used to process the various types of tapes/recordings. Permission to tape must be obtained from the legal guardian/parent before taping is done.

The permission must be included with the recording before the recording can be shown in class. All recordings must be kept until the end of the semester and then must be destroyed. No student may be recorded in a counseling session of any type without express permission from the parent/legal guardian.

Process for Individual Counseling Sessions

For individual counseling sessions the following will be required: (1) permission to tape, (2) a self-review completed by the student (3) Case Conceptualization and (4) Counseling Plan for this client, completed after consultation with the site supervisor on the Case Conceptualization. Students need to have checked all recording to make sure that sound quality, and view-ability exist before they are brought to class. Students must have their tapes/recordings ready when they have signed up for the class viewing. Students will also use the Presentation outline provided to present the client, as would be typical in a staffing, to the practicum group.

This is the step-by-step process for individual counseling sessions: permission to tape and to do counseling will be obtained from the parent/legal guardian and client. Student will view the recording and write a self-review using the (A) Student Counselor Session Evaluation Form, the student will view the tape with the site supervisor and the site supervisor will complete the (A) Student Counselor Session Evaluation Form. The practicum class and practicum instructor will view the recordings during group supervision and complete written feedback using the (A) Student Counselor Session Evaluation Form. Students need to make copies of all forms included in the syllabus. Students must collect results data from individual counseling sessions. Results data may be recorded on forms identified from their Comprehensive School Counseling Plan, created by students and site supervisors, or evaluation data following recommendations from the ASCA National Model.

Recordings should demonstrate at a minimum basic listening, clarification, summarization, empathy, genuineness, statements of confidentiality and limits of confidentiality, role statement by the student counselor, body language, appropriate counseling environment, and intent to build a collaborative, developmentally appropriate counseling relationship. Recordings must include at least one from each specific area below (1-7). Students will work toward increasing basic counseling skills in techniques such as Child-Centered, Brief-Solution Focused, Behavioral, Reality, and work on developing their own style of counseling.

1. Individual Counseling
2. Group Counseling
3. Consultation with parents, teachers and other educators
4. Referrals to other school supports services or community resources
5. Peer helping
6. Psycho-educational
7. Intervention and advocacy at the systematic level

Additional descriptions:

1. Student from what might be described as diverse population in the context of a particular school setting (Individual Counseling)
2. Career Counseling (group, individual, classroom guidance)
3. Classroom Guidance (group, individual, classroom guidance, peer helping)
4. Consultation session with any school stakeholder (parents, principal, teachers, etc.)

2. Recordings for Group Counseling

Students are required to complete a minimum of twenty (20) hours of group counseling. Permission to participate in group must be obtained from the client's parent/legal guardian. Groups may be small, two to three students. The main purpose is to gain experience with the mechanics of a group proposal/plan/manual, organizing, and managing a group, or what has been described as the executive function of leading groups. The ten hours includes all that is involved in the group process from developing the group plan/proposal/manual, and facilitating the group.

It is recommended that school counseling students implement the group manual/plan/proposal that they developed in Group Counseling class if the topic is appropriate to the school setting, developmental levels, and needs of school children, and is aligned with the ASCA National Model domains, standards, competencies and indicators, and contains an evaluation of the group.

Students will complete an outline of their group proposal/manual and provide copies to each class member and instructor. Group class will view recordings of group work and give written feedback using forms included with syllabus (B) Group Counseling Feedback.

Students need to make copies of the forms included in the syllabus so they will have a form to use when viewing each student's recording.

3. Recordings for Classroom Guidance

Students complete a maximum of sixty (60) hours of classroom guidance lessons. Students must make sure that only students who have permission to be recorded are included in classroom guidance recordings. This information is usually available from the school office and the Site Supervisor. Students must complete a (C) Classroom Guidance Lesson Plan which is consistent with ASCA Model domains, standards, and indicators. Copies of the Classroom Guidance Lesson must be made available for the Practicum Class and the Practicum instructor. Students will complete a Self-Review using the (D) Classroom Guidance Feedback form of their recording before showing the recording to class, Practicum Site Supervisors will view the tape and complete the (D) Classroom Guidance Feedback Form, and the Practicum class will also complete the (D) Classroom Guidance Feedback Form after viewing the recording. Students need to make copies of the forms included in the syllabus.

4. Recordings for Consultation

Students complete a minimum of one (1) consultation recording with parent, principal, teacher, or other school stakeholder. Students will identify a model of consultation and write a one page summary of the consultation session using the consultation model as a basis for discussion.

5. Site Supervisor Share Sheet

Bring a completed Bi-weekly Site Supervisor Share Sheet to class on each on campus class night.

6. Practicum Notebook

Complete a Practicum Notebook consisting of all forms used in practicum: course syllabus, feedback information, copy of practicum application, signed copies of ethical guidelines from ASCA, ACA, and ASGW, and other documents and materials from class and as developed by individual practicum instructors. The Notebook and forms are reviewed at each supervision session.

7. Feedback Process

Students bring a written self review to accompany each recently recorded individual counseling session, group session, or classroom guidance session. Students give a summary of the recording before showing the recording. The recording is then viewed and collectively critiqued by the class and instructor. It is vital that recordings be checked for sound quality.

8. Community Resource Guide Compile or identify a Community Resource Guide or Directory for referral and resource purposes.

Any recording the class has to struggle to hear or see will not be shown. View the recording and check the technology prior to bringing it to class to help with self-evaluation and check sound and picture quality. Site supervisors need to review and provide written feedback on all recordings. Peer review is completed by the class using the forms provided and through discussion. Students keep all feedback documents in their practicum notebook.

8. Counselor Portfolio: Complete a Counselor Portfolio following the outline given in class.

9. Ethical guidelines: Students read and sign ethical guidelines of ACA, ASCA, and ASGW.

10. ASCA Model Presentation:

Students present the ASCA Model to any school stakeholders, and present a signed statement by those who heard the presentation to include the date, and summary of the experience.

11. Additional readings and presentations:

Students will read, present chapters from and complete activities in A Guide to Practicum and Internship for School Counselors-in-training.

12. Orientation:

Students will spend time at the beginning of the semester getting oriented to their Internship site.

Time and Activities Log

This refers to the direct, indirect, and summary log. The summary log is to be completed each week. All hours will be recorded on a time and activities log. This log must be signed weekly during supervision by the site supervisor to verify your hours. This log will be formally evaluated by university instructor at midterm and will be collected as a part of the final evaluation at the end of the course. (Please keep a copy for your personal files. After five (5) years any paperwork of yours held by the CEP Department will be shredded. Do not record any client names or identifying information for the purposes of maintaining confidentiality.

Site Contact

Your university supervisor will be in communication with your site supervisor regularly during the semester. The Bi-weekly Site Supervisor Share Sheet will be used for site supervisors to give feedback and should be filled out bi-weekly and shared with University supervisor. Faculty members and site supervisors can maintain regular contact over the course of the semester via email and/or phone. Site supervisors are expected to attend the Site Supervisor training provided by the department. Any problems at your site or with your site supervisor should be reported immediately to the University Supervisor. When issues occur on your site, generally the first supervisor to consult is your site supervisor, and then if the issue is not resolved or more assistance is needed, contact the University Supervisor. In the event that neither the site supervisor, and the university supervisor are not available, contact the department chair for assistance.

Students are responsible for all requirements as outlined by the Practicum and Internship handbook. The handbook and associated forms can be found on the Practicum/Internship website http://www.education.eku.edu/cep/practicum_internship/practicum_internship.php.

Course Outline:

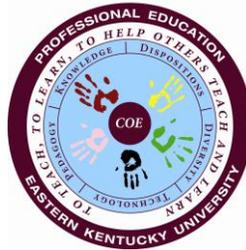
Please note this class is scheduled to for a minimum of three hours every other week. This satisfies the CACREP requirement of an average of 1 ½ hour of group supervision led by a faculty member.

Professors and interns will discuss and process issues related to ethics and legal issues (CMHC B.1.); they will discuss and process principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (CMHC D.1.); they will discuss the application of multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, and prevention of mental and emotional disorders (CMHC D.2.). Specific dates/classes for these topics are noted but the timeliness of their discussion depends largely on what is taking place at the sites during a particular week and what topics/questions students bring to class. These items will be addressed during the course of the semester as the interns have issues related to these topics although they are listed by date below. For example, one might list self-care as a topic for a particular class, but in the course of events self-care may need to be addressed during an alternate class to meet student needs. These items are measured on the final summative Professional Counseling Performance Evaluation completed by the faculty of record. Additionally, site supervisors' evaluations/comments will address student performance in these areas.

Week 1	Internship requirements Time Management Monitoring Hours Introduction to Group Supervision	Introduction
Week 2	Field vs. classroom Documentation, case notes Personal Supervision Goals	Group Supervision
Week 3	Treatment Plans & Goals Giving and Receiving Feedback	Group Supervision Resource Brochure Due

Week 4	Self-care	Group Supervision
Week 5	Ethics & Multiculturalism	Group Supervision
Week 6	Working with specific client populations	Group Supervision Project to Assess, Implement, and Evaluate Summary Due.
Week 7	Preparing for termination	Group Supervision Reflection Papers Due
Week 8	Termination What will you take from this into the field?	Submission of final paperwork will be due the Thursday of finals week by 5:00. Paperwork <i>may not</i> be faxed or emailed.

**College of Education Professional Education Program Model:
EKU Professional Education Model:
Effective Educators as Effective People**



**EKU Professional Education Slogan:
To teach, to learn, to help others teach and learn.**

**Professional Supervisor Disclosure Statement
Carol A. Sommer, Ph.D., LPC, NCC, ACS (example – use your own)**

Qualifications: I hold a doctorate in Educational Psychology with an area specialization in Counselor Education. I am an Associate Professor at Eastern Kentucky University. I have taught doctoral supervision classes as well as master’s practicum and internship since 2003. I am a nationally certified counselor (NCC), a Mississippi licensed professional counselor (LPC), and a nationally approved clinical supervisor (ACS). Prior to earning my doctorate, I worked as a

counselor in private practice, as a clinical therapist at a rape crisis center, and as a counselor at a university counseling center. My specialization area in counseling is clinical mental health. Additionally, supervision is my primary research interest area. I have published multiple articles on supervision and have presented on this topic at international, national, regional, and state conferences. I practice a collaborative, narrative approach to supervision that is strength-based in nature.

Limits of Confidentiality: As your faculty supervisor, I will be evaluating your work in conjunction with your site supervisor. Your work will be discussed in our practicum or internship class. I will also consult with your site supervisor and other Counseling and Educational Psychology (CEP) Faculty as needed. Counseling can be stressful work. If during my supervision with you, I feel that you may be a potential danger to yourself or others, I may need to take action such as bringing my concerns before the CEP Faculty or notifying emergency help. I will also need to take appropriate action if I believe you have violated any ethical standards related to our profession. According to ethical codes applicable to counselors and supervisors, I will not be able to endorse you for future employment if I have questions about your professional performance and/or personal disposition.

My Role as Faculty Supervisor: I will provide an average of 1 ½ hours of weekly group supervision (per CACREP standards) and will meet with you individually as needed. I will determine your grade for this course based on your performance and in consultation with your site supervisor. Your site supervisor will be considered your primary supervisor and ultimately any decisions about what you will do with clients should be reviewed with the site supervisor. Your site supervisor is also the first person to be contacted should an emergency arise with any of your clients. I will be responsible for serving as a liaison with your site. I look forward to working with you over the course of the semester. If you have concerns about your site experience or your practicum/internship class, please contact me immediately. I can be reached in my office during regularly scheduled office hours and, sometimes, by special appointment. The best way to reach me is via email at carol.sommer@eku.edu; however, please be aware that email is not a confidential form of communication.

NOTE: All faculty instructors will provide a Professional Disclosure Statement in order to model the need for such a statement for all practitioners (supervisors and counselors) and to discuss their training and the Limits of Confidentiality.