PSYC 892
Doctoral Internship in Supervision

Spring 2022
Time: Thursdays 4:00-6:30 pm
Location: Zoom

Instructor: Debbie C. Sturm, PhD, LPC
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Office Hours: by appointment

Course Description

This is a two-credit-hour course in which you will be spending at least 200 clock hours of supervised experiences in counseling, teaching, and/or supervision. Prior to the beginning of this semester, you should have participated in the Clinical Experience Orientation during Residency Weekend #2. Our class meetings, which will be held via Zoom, provide you with opportunities to share your experiences, work together in making the most of this culminating training event, and support each other in enhancing your supervision skills.

Required Materials

Readings as supplied by the instructor.

Recommended Reading

Bernard, J. M. & Goodyear, R. K. (2014). *Fundamentals of Clinical Supervision* (5th ed.). Boston: Pearson.

Malott, K. M., Hall, K. H., Sheely-Moore, A., Krell, M. M., & Cardaciotto, L. (2014). Evidence-based teaching in higher education: Application to counselor education. *Counselor Education & Supervision, 53,* 294-305. doi:10.1002/j.1556-6978.2014.00064.x

Moran, K., & Milsom, A. (2015). The flipped classroom in counselor education. *Counselor Education & Supervision, 54*, 32-43. doi:10.1002/j.1556-6978.2015.00068.x

Ray, D. C. (2015). Single-case research design and analysis: Counseling applications. *Journal of Counseling & Development, 93*, 394-402. doi:10.1002/jcad.12037

Sackett, C. R., & Lawson, G. (2016). A phenomenological inquiry of clients' meaningful experiences in counseling with counselors-in-training. *Journal of Counseling & Development, 94*, 62-71. doi:10.1002/jcad.12062

Slone, N. C. (2015). Evaluating the efficacy of client feedback in group psychotherapy. *Group Dynamics: Theory, Research, and Practice, 19*(2), 122-136.

Wagner, H. H., & Hill, N. R. (2015). Becoming counselors through growth and learning: The entry transition process. *Counselor Education & Supervision, 54*, 189-201. doi:10.1002/ceas.12013

Course Objectives and Expected Learning Outcomes

Your work within this course is part of a larger program mission to prepare solid counselor educators, supervisors, and practicitioners. Specifically, by the end of this course students will demonstrate knowledge and understanding of the following *Professional Identity* standards as outlined in the CACREP 2016 Standards, Section 6B. You will find specific standards and Key Performance Indicators by domain (counseling, teaching, supervision) in the Appendix of this document.

Method of Instruction

The format of this course is that of a seminar and it is based on the assumption that you are coming to each class fully prepared to make the most of our limited time together. You will be sharing your supervision experiences, reviewing videotapes of your supervision work, and offering one another feedback. I invite you to participate fully and contribute generously to our endeavors!

We will reserve a portion of each class meeting for viewing tapes of your counseling, teaching or supervision work. We will utilize the Borders (1991) Peer Group Supervision model for group supervision..
- Digitally record all of your sessions
    - Sessions should be recorded with the written consent of the supervisee, client or students (and include the consent for content to be shared with the supervisor)
    - Confidentiality must be maintained as appropriate

Standard 3.L
According to CACREP, all practicum students in digitally delivered programs are required to have weekly synchronous interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship using a digital platform and in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.).

To meet this standard, we will engage in 1-hour of weekly triadic supervision. Days/times and pairings will be determined during our first class meeting. Group supervision and triadic supervision will occur via SupervisionAssist. Instructions for registering your SupervisionAssist account are available here: https://supervisionassist.com/blog/the-lastest-news-tools-and-updates-for-sa/ and https://help.supervisionassist.com/category/109-student-start-guide

You are also required to engage in 1-hour of weekly individual supervision with your site supervisor. It is recommended that you make that part of your site-orientation discussions and that you do your best to set a regular weekly time. We all know that most sites are incredibly busy and so relying on "finding time" each week can be a challenging strategy. Plan ahead so everyone's needs are considered.

Standard 3.M.
According to CACREP, all practicum students in digitally delivered programs are required to participate in an average of 1½ hours per week of group supervision on a regular synchronous schedule throughout the internship using a digital platform and in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.).

To meet this standard, we will engage in 3-hours of triadic supervision on an every other week rotation throughout the semester. All group supervision and triadic supervision will occur via SupervisionAssist.

Instructions for registering your SupervisionAssist account are available here: https://help.supervisionassist.com/category/109-student-start-guide

Class Conduct: It is important that you are an active participant in the course. With regard to electronic devices: **Cell phones are to be turned off and texting is not allowed during class time.** If you are on call or expecting an emergency phone call that you must respond to, please step out of the classroom in order to respond.

Logs & Journal

Keep a weekly Word document log of your activities. Logs are available in your Practicum and Internship Handbook. This will serve as a back-up for your electronic recording of hours.

Submit your hours weekly via SupervisionAssist. This allows for both me (your faculty supervisor) and your site supervisor to approve your logs electronically and regularly. Information on how to record your hours in SupervisionAssist is available here: https://help.supervisionassist.com/article/215-creating-training-reports-of-hours .

Additionally, you'll complete a brief reflective journal to accompany your logs. This will help you reflect on the experiences so you can connect them to course materials and discussions. It will also assist you in preparing for group and triadic supervision. See Canvas for your individual journal space.

The rubric below will be used to evaluate your logs.

Excellent (9-10)	Acceptable (7-8)	Unacceptable (0-6)
All submitted logs are on time, complete, and thorough. Entries consistently demonstrate an outstanding commitment to documenting all internship-related activities, including preparing for sessions, providing services, completing documentation, evaluating counseling effectiveness, and participating in internship meetings.	The logs are submitted in a timely fashion and provide an adequate account of the student's internship-related activities, including preparing for sessions, providing services, completing documentation, evaluating counseling effectiveness, and participating in internship meetings.	The journal entries are often submitted late and typically offer minimal documentation. The entries are inadequate in providing even a superficial account of counseling-related activities, and involvement in the internship experience.

Evaluation Criteria and Procedures

Students will be evaluated on their understanding of the course material and on the quality of their participation. The final course grade will be determined based on the following criteria:

- Class participation
- Professional development, including:
    - Professional involvement,
    - Professional portfolio, and
    - Ongoing research interests
- Internship performance, including:
    - Counseling, Teaching, and Supervision tapes presented in group and triadic supervision.
    - Completion of the Key Assignment

Of course, you will be receiving detailed feedback throughout the internship experience, but your final grade will be either:
- Satisfactory – Acceptable or excellent ratings on all three criteria; or
- Unsatisfactory – Unacceptable rating on any one criterion.

Course Requirements and Assignments

Class Attendance
Class attendance and punctuality is critical. As presented material will not be repeated, any anticipated absences should be discussed, in advance, with your instructor. Missing more than three classes will result in a failing grade or withdrawal from the course. Group discussion deepens the learning process, which will assist you during later national examinations and your development of a professional identity.

Class Participation
Your grade for the class participation will be based on your respectful and attentive commitment throughout the term. I am looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all the counseling courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential.   When you are granted the sacred trust of entering into someone else's pain, you must honor that invitation with your full and absolute attention. Our class times are your opportunities to hone that skill of being fully present. If you are unable to attend class due to an emergency, I expect you to contact me as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

The following rubric will be used to evaluate your class participation:

Excellent	Acceptable	Unacceptable
Arrives promptly and fully prepared at every class session. Consistently engages, actively listens, and builds on the contributions of other members of the class. Can always be counted on to offer honest reflections, insightful observations, and empathic comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that	Attends every class, arrives promptly, and is well prepared having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of	Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Engages in non-verbal relational aggression, such as eye rolling and dismissive gestures that communicates disrespect or contempt for peers and the instructor.

stimulates productive group dynamics without dominating the process.	presence that contributes to productive group dynamics.	

Professional Development

Internships are the culminating experiences of your doctoral training. As such, consider this course as an opportunity to further develop your professional identity through professional memberships, portfolio development, and furthering of your research interests.

You should be a member of most of the following: American Counseling Association, Virginia Counselors Association, Central Valley Counselors Association, Association for Counselor Education and Supervision, and the Southern Association for Counselor Education and Supervision. Many associations have relatively inexpensive student membership fees. Most professional organizations need members who are willing to serve on committees, to help with organizational tasks, and to serve as advocates for the association. Consider what experience, interests, and skills you bring to a professional organization, and then become involved!

You should be developing a professional portfolio throughout your graduate school journey that serves as a cumulative representation of your education and experience. At a minimum, your portfolio should include your vita, your graduate coursework, work/writing samples, professional development (such as conferences you have attended and professional association memberships), service, honors or awards, and a personal statement. As this is an on-going project, be sure to add the work that you accomplish within this course to your portfolio.

As future counselor educators/supervisors, it remains important to be curious about evidence-based, research-supported work. Within the semester, you will consider and discuss research opportunities that exist within the field of clinical supervision.

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Proposed Schedule

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Date	Highlights	Assignments Due
January 20	Introduction Overview	Syllabus
January 27	Case Conceptualization	Logs, Video
February 3	Case Conceptualization	Logs, Video

February 10	Case Conceptualization	Logs, Video
February 17	Case Conceptualization	Logs, Video
February 24	Case Conceptualization	Logs, Video
March 3	Case Conceptualization	Logs, Video
March 10	Case Conceptualization	Logs, Video
	SPRING BREAK	
March 24	Case Conceptualization	Logs, Video
March 31	Case Conceptualization	Logs, Video
April 7	Case Conceptualization	Logs, Video
April 14	Case Conceptualization	Logs, Video
April 21	Thanksgiving break	
April 28	Final Class	

University and Departmental Policies

Counseling Programs Academic Policies: Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

Academic Integrity: It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU academic honor code, you can read it at

http://www.jmu.edu/honor/code.shtml#TheHonorCode. You are expected to understand the boundaries of plagiarism and to adhere to a policy of academic honesty.

Adding/Dropping Classes: Students are responsible for registering for classes and for verifying their class schedules on e-campus. Students must drop classes before the schedule "add/drop deadline." Students may not register to take this class after the add deadline, per JMU policy. No exceptions will be made to these deadlines. For more details and information on block courses, refer to the Registrar's Web site at www.jmu.edu/registrar/.

Attendance: If you need to miss class, it is your responsibility to talk with me about supplemental assignments that can be completed to make up for the absence. If you need to miss class, you are responsible for obtaining any material distributed during the class.

Inclement weather: Inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you may call the JMU Weather Line at 540.433.5300. You may also listen to the JMU radio station at 1610 AM or other local radio and television stations which inform the public when classes are cancelled. For details about JMU's cancellation policy, go to http://jmu.edu/JMUpolicy/1309.shtml.

Religious Accommodations: Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, reasonable and appropriate accommodations will be provided to students requesting them on grounds of religious observation. Students should notify me by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity. Contact the Office of Equal Opportunity (http://www.jmu.edu/oeo/) at (540) 568-6991 if you have additional questions.

Disability Accommodations: We believe that cultural diversity also includes differences based on physical abilities. Therefore, we believe that reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107; you may call 540-568-6705 for more information.

Confidentiality and Title IX: Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and well-being. If you want to report any event, the contact person is James Robinson, director of the JMU Office of Equal Opportunity, at http://www.jmu.edu/oeo/. Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information, go to http://knowyourix.org/title-ix/title-ix-in-detail/.

INTERNSHIP IN COUNSELING

Objectives and Learning Outcomes

The internship is your opportunity to gain additional experience in the practice of counseling. Performing this work will help you achieve these primary course objectives:

- become more skilled in the practice of counseling;

- enhance your ability to self-reflect as you engage in counseling;

- apply self-care strategies your counseling work; and

- gain a deeper understanding of your professional identity as a counselor.

By the end of the course, students will be able to know, understand, and/or demonstrate the following areas based on the CACREP Standards (2016)

COUNSELING

1. Scholarly examination of theories relevant to counseling (1.a)

2. Integration of theories relevant to counseling (1.b)

3. Conceptualization of clients from multiple practical theoretical perspectives (1.c)

4. Evidence-based counseling practices (1.d)

5. Methods for evaluating counseling effectiveness (1.e)

6. Ethical and culturally relevant counseling in multiple settings (1.f)

COURSE CACREP STANDARDS and KPI CHART

CACREP STANDARDS INCLUDED IN COURSE	1.a	1.b.	1.c.	1.d.	1.e.	1.f.
Overall Standards	x	x	x	x	x	x
KPI1 Counseling: Knowledge and skills for effective, evidence-based, culturally competent counseling. KPI ASSIGNMENT Counseling Internship Performance Assessment KPI1= M	x	x	x	x	x	x
Level of KPI indicated by: I = Introductory; R= Reinforcement; M= Mastery						

KPI RUBRIC

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (3)
KPI1 Counseling: Knowledge and skills for effective, evidence-based, culturally competent counseling. **Demonstrates effective counseling skills including the ability to apply counseling theories and evidence- based methods, evaluate client progress, and demonstrate ethical and multiculturally competent counseling practice**	Does not meet expectations for level of training and experience when: (a) applying appropriate counseling theories to client situations (b) establishing relationships with clients, (c) establishing relationships with colleagues, (d) entering partnerships with community agencies, and/or (e) providing evidence-based and culturally competent practice. Does not demonstrate understanding of ethical standards. Does not demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.	Is approaching expectations for level of training and experience when: (a) applying appropriate counseling theories to client situations (b) establishing relationships with clients, (c) establishing relationships with colleagues, (d) entering partnerships with community agencies, and/or (e) providing evidence-based and culturally competent practice. Demonstrates understanding of ethical standards. Demonstrates synthesis of professional ethical standards into decision making when establishing new professional relationships.	Meets expectations for level of training and experience when: (a) applying appropriate counseling theories to client situations (b) establishing relationships with clients, (c) establishing relationships with colleagues, (d) entering partnerships with community agencies, and/or (e) providing evidence-based and culturally competent practice. Demonstrates understanding of ethical standards. Demonstrates synthesis of professional ethical standards into decision making when establishing new professional relationships.	Surpasses expectations for level of training and experience when: (a) applying appropriate counseling theories to client situations (b) establishing relationships with clients, (c) establishing relationships with colleagues, (d) entering partnerships with community agencies, and/or (e) providing evidence-based and culturally competent practice. Surpasses expectations for demonstrating understanding of ethical standards. Surpasses expectations for demonstrating synthesis of professional ethical standards into decision making when establishing new professional rela

				tionships.

1. <u>KPI ASSIGNMENT - Counseling Performance</u>

Your internship experience involves a total of 200 clock hours focusing on the practice of counseling. At least 80 clock hours of your counseling internship should involve direct service. Counseling services include assessment, individual counseling, group counseling, family or couple counseling, emergency or crisis services, outreach services, consultation and education programs, prevention programs, and health promotion activities. You also engage in other professional activities, such as keeping records, participating in supervision, making referrals, attending in-service programs, and participating in staff or faculty meetings.

Recordings are invaluable resources for reviewing your work. Whenever possible, use this technology to help you continue your professional development. Select segments of your recorded counseling work for presentation in our meetings. During the semester, you will review in class at least four of your video recorded counseling samples.

When you choose a recording to process, introduce it with your specific needs for feedback on this particular session. What do you want to gain from this review process? What feedback do you especially desire to hear? What parts of your work were problematic? When were you especially effective?

You already should be a member of most of the following: American Counseling Association, Virginia Counselors Association, Central Valley Counselors Association, Association for Counselor Education and Supervision, and the Southern Association for Counselor Education and Supervision. Many associations have relatively inexpensive student membership fees. Most professional organizations need members who are willing to serve on committees, to help with organizational tasks, and to serve as advocates for the association. Consider what experience, interests, and skills you bring to a professional organization, and then become involved!

Over your internship experiences, you will see numerous announcements for training opportunities and professional meetings. Your internship site may also also provide in-service training programs. Take advantage of these chances to enhance your knowledge and skills in counseling, teaching, and supervision.

The Spring Symposium is an annual event that showcases the work of graduating students in the Department of Graduate Psychology. For your presentation topic, you may choose to describe an innovative counseling technique, provide some preliminary findings of your dissertation research, articulate the dynamics of successful supervision, or demonstrate creative approaches to counselor education. The people who will be invited to attend the symposium

presentations include master's-level and doctorate counseling students, practicum and internship supervisors, and faculty members.

INTERNSHIP IN TEACHING

Objectives and Learning Outcomes

The internship in teaching is your opportunity to gain extensive experience in the practice of counselor education. Performing this work will help you achieve these primary course objectives:

• enhance your ability to self-reflect as you engage in teaching;

• become more skilled in translating theory into the practice of counselor education;

• learn to teach diverse students;

• apply self-care strategies to your teaching work; and

• gain a deeper understanding of your professional identity as a counselor educator.

Students who successfully complete this course will demonstrate learning outcomes in the following the 2016 CACREP Doctoral Standards for Counselor Education and Supervision:

B.3. TEACHING

a. roles and responsibilities related to educating counselors;

b. pedagogy and teaching methods relevant to counselor education;

c. models of adult development and learning;

d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education;

e. effective approaches for online instruction;

f. screening, remediation, and gatekeeping functions relevant to teaching;

g. assessment of learning;

h. ethical and culturally relevant strategies used in counselor preparation; and

i. the role of mentoring in counselor education.

COURSE CACREP STANDARDS and KPI CHART

CACREP STANDARDS INCLUDED IN COURSE	3.a.	3.b.	3.c.	3.d.	3.e.	3.f.	3.g.	3.h.	3.i.
Overall Standards	x	x	x	x	x	x	x	x	x
KPI3 Teaching: Knowledge and skills relevant to effective teaching.(R): ASSIGNMENT: Creating Syllabus & Teaching	x	x		x		x	x		

Philosophy									
KPI3 Teaching: Knowledge and skills relevant to effective teaching (M): ASSIGNMENT: Teaching Performance	x	x		x		x	x	x	x

Doctoral Learning Outcomes

The rubrics below will be used to document your mastery on the Key Performance Indicators (KPIs), as demonstrated in your syllabus, teaching philosophy, and teaching performance:

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (4)
KPI3 Teaching: Knowledge and skills relevant to effective teaching. Demonstrates knowledge of pedagogy and skills relevant to teaching including instructional development, implementation, and evaluation methods in counselor education.	Does not meet expectations for level of training and experience when: (a) applying pedagogical skills relevant to counselor education (b) demonstrating instructional development knowledge (c) implementing and evaluation methods of counselor education	Is approaching expectations for level of training and experience when: (a) applying pedagogical skills relevant to counselor education (b) demonstrating instructional development knowledge (c) implementing and evaluation methods of counselor education	Meets expectations for level of training and experience when: (a) applying pedagogical skills relevant to counselor education (b) demonstrating instructional development knowledge (c) implementing and evaluation methods of counselor education	Surpasses expectations for level of training and experience when: (a) applying pedagogical skills relevant to counselor education (b) demonstrating instructional development knowledge (c) implementing and evaluation methods of counselor education

Key Assignments and Performance Evaluation Criteria

The key assignments that will be used to assess your nine doctoral learning outcomes include the following: developing a course syllabus, teaching a master's-level counselor education course, keeping a detailed log of the clock hours you dedicate to your teaching tasks, and updating your philosophy of teaching statement. Grades will be based on the following criteria:

1. Doctoral Learning Outcomes   90 points
2. Class Participation   10 points

Satisfactory—70 points or above

Unsatisfactory—Below 70 points

Of course, you will be receiving detailed feedback throughout the internship experience, but your grade in this course will be either Satisfactory or Unsatisfactory. That's it – period.

<u>Syllabus</u>

Your syllabus is a course description that serves three important functions. It is an *invitation* to your students to participate successfully in your course by providing an overview of the content, purpose, class format, and learning experiences. It is also a *contract* between you and your students that documents expectations for participation, assignments, assessments, grades, and responsibilities. Finally, it is a *guide* to which students can refer for logistical information, including the course schedule, your office hours, required materials, and available services.

The 2016 CACREP Standards require that you distribute syllabi to all students at the beginning of the semester. Your syllabus must include information regarding the following:

1. Content areas;

2. Knowledge and skill outcomes;

3. Methods of instruction;

4. Required text(s) and/or reading(s);

5. Student performance evaluation criteria and procedures; and

6. Disability accommodation policy and procedure statement.

James Madison University also requires that syllabi include information regarding attendance, academic honesty, adding/dropping courses, inclement weather, and religious accommodations

The JMU Counseling Programs developed general academic policies that apply to all our courses. These guidelines are provided at the end of this syllabus and are required on all Counseling course syllabi.

You will also want to use your syllabus to describe the practices you will be implementing to create an ideal classroom environment, enrich student learning, and enhance counseling skills.

<u>Teaching Performance</u>

You will have full responsibilities for designing, implementing, and assessing student work in your counselor education course. I will schedule an observation of your teaching and meet with you to provide individual feedback. I also encourage you to video record many of your other classes. Select segments of your video recorded teaching for presentation in our supervision meetings. During the semester, you will review in class at least **two** of your video recorded teaching samples.

When you chose a recording to process, introduce it with your specific needs for feedback on this particular tape. What do you want to gain from this review process? What feedback do you especially desire to hear? What parts of your work were problematic? When were you especially effective?

Logs

To document your 200 clock hours over the internship, keep a log of all your activities, which include designing the syllabus, preparing for classes, conducting your classes, meeting with students outside of class, grading assignments, and participating in your internship meetings. Briefly describe what you do, when you do it, for how long, and any reflections. Submit your updated log to me electronically *before* each of our meetings. The rubric below will be used to evaluate your logs.

Excellent (9-10)	Acceptable (7-8)	Unacceptable (0-6)
All submitted logs are on time, complete, and thorough. Entries consistently demonstrate an outstanding commitment to documenting all teaching-related activities, including preparing course material, conducting classes, meeting with students, evaluating student performance, and participating in internship meetings.	The logs are submitted in a timely fashion and provide an adequate account of the student's teaching-related activities, including preparing course material, conducting classes, meeting with students, evaluating student performance, and participating in internship meetings.	The journal entries are often submitted late and typically offer minimal documentation. The entries are inadequate in providing even a superficial account of teaching-related activities, and involvement in the internship experience.

Class Participation

I am looking forward to you being a dedicated student who attends all our meetings, comes prepared, is fully involved in all activities, and offers constructive comments to our discussions. I will use the rubric below to evaluate your performance on class participation.

Excellent (9-10)	Acceptable (7-8)	Unacceptable (0-6)
Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates	Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.	Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that communicate

productive group dynamics without dominating the process.		disrespect or contempt for peers and the instructor.

Teaching Philosophy

Many faculty search committees now require a statement of your teaching philosophy as part of your application package. You already have written one for the previous Counselor Education course, so this is your opportunity to return to your earlier statement to reflect on how your teaching philosophy is evolving. Keep in mind that your statement is essentially a self-portrait. So, in order to sketch an accurate likeness, you need to look closely at yourself as a teacher. Recall the highpoints of your teaching—the sparkling moments of discovery, enlightenment, and excitement. Sharing your memorable experiences and the aspirations that guide you can make your philosophy of teaching a vivid account, rather than merely a vague list of abstract concepts.

Teaching is a rich, complex, and dynamic process that requires energy, authenticity, collaboration, and spontaneity. You are bonding with students in a search for meaning and joining them on their journeys to transform themselves from students to counselors. You serve the honorable and ancient roles of mentor, guide, fellow traveler, and model. Tell your story and be specific so that the reader is left with a clear image of who you are, what you value, and how you practice your calling as a teacher. Of course, your students have taught you lessons, too, so share how teaching has enriched your own life. As you craft this statement in glorious detail, you will be rewarded by recalling cherished memories of when you have pounced on those teachable moments, made a difference in students' lives, and have been an agent of change.

Student   **Faculty/Supervisor**   **Date**

Below is an assessment of this student's learning outcomes at the conclusion of the teaching internship. It is focused on the student's performance in teaching, as evidenced by the syllabus, instructional materials, classroom observations, recordings, logs, and internship meetings throughout the semester.

Rubric

3. Excellent	2. Acceptable	1. Unacceptable
Demonstrates an exceptionally high degree of skills on this particular learning outcome. The performance level is comparable to that of a seasoned supervisor, counselor educator, scholar, counseling practitioner, or advocate. The competencies are exemplary and reflect an outstanding potential for making significant contributions to the field.	Demonstrates an adequate level of skills on this particular learning outcome. The performance level in supervision, counselor education, scholarship, counseling practice, or advocacy is comparable to that of other successful doctoral students. The competencies are present to an acceptable degree and reflect promise for continued professional development.	Does not demonstrate the essential skills on this particular learning outcome. The performance level in supervision, counselor education, scholarship, counseling practice, or advocacy is unsatisfactory for a doctoral student. The fundamental and essential competencies for these doctoral skills are absent.

TEACHING			
B.3.a. roles and responsibilities related to educating counselors	1	2	3
B.3.b. pedagogy and teaching methods relevant to counselor education	1	2	3
B.3.c. models of adult development and learning	1	2	3
B.3.d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education	1	2	3
B.3.e. effective approaches for online instruction	1	2	3
B.3.f. screening, remediation, and gatekeeping functions relevant to teaching	1	2	3
B.3.g. assessment of learning	1	2	3

B.3.h. ethical and culturally relevant strategies used in counselor preparation	1	2	3
B.3.i. the role of mentoring in counselor education	1	2	3

INTERNSHIP IN CLINICAL SUPERVISION

CACREP Standards, Section 6.B.2. for Clinical Supervision Internship

- Purposes of clinical supervision (2a);
- Theoretical frameworks and models of clinical supervision (2b);
- Roles and relationships related to clinical supervision (2c);
- Skills of clinical supervision (2d);
- Opportunities for developing a personal style of clinical supervision (2e);
- Assessment of supervisee's developmental level and other relevant characteristics (2f);
- Modalities of clinical supervision and the use of technology (2g);
- Administrative procedures and responsibilities related to clinical supervision (2h);
- Evaluation, remediation, and gatekeeping in clinical supervision (2i);
- Legal and ethical issues and responsibilities in clinical supervision
- (2j); and
- Culturally relevant strategies for conducting clinical supervision (2k).

SUPERVISION INTERNSHIP CACREP STANDARDS and KPI CHART

CACREP STANDARDS INCLUDED IN COURSE	2.a.	2.b.	2.c.	2.d.	2.e.	2.f.	2.g.	2.h.	2.i.	2.j.	2.k.
Overall Standards	x	x	x	x	x	x	x	x	x	x	x
ASSIGNMENT: Supervisee Conceptualization KPI2= R *KPI2 Supervision: Knowledge and skills for effective clinical supervision.*	x	x		x	x	x	x	x		x	x
ASSIGNMENT: Supervisee Developmental Plan	x	x	x			x		x	x	x	
Level of KPI indicated by: I = Introductory R= Reinforcement M= Mastery											

Clinical Supervision Performance

Your supervision internship experience involves a minimum of 200 clock hours focusing on the practice of clinical supervision over the course of your doctoral studies. To document your hours, keep a log of your activities, which will include your preparation for weekly group supervision, your time spent in group supervision, individual supervision, and staff meetings, and time spent assessing supervisee's work. Briefly describe what you do, when you do it, for how long, and any reflections that you have on the activity.

The following rubric will be used to evaluate your performance on your *Clinical Supervision Performance*:

Excellent	Acceptable	Unacceptable
Demonstrates in-depth understanding of the role of clinical supervision in counseling; Purposefully works from an appropriate supervision model; Demonstrates a nuanced and comprehensive understanding of the triadic relationship in the conceptualization of client/supervisee/supervisor roles, relationships, developmental needs, and supervisory interventions; Clearly follows and models ethical standards as well as appropriate strategies for personal and professional self-evaluation and implications for practice; Provides developmentally appropriate supervisory feedback to the supervisee and seeks out and utilizes own feedback in the supervision process; Precisely and thoughtfully meets all of the required logistical aspects of the course including logging of hours and preparing for supervision of their supervision.	Demonstrates an adequate understanding of the role of clinical supervision in counseling; Works from an appropriate supervision model; Demonstrates an adequate understanding of the triadic relationship in the conceptualization of client/supervisee/supervisor roles, relationships, developmental needs, and supervisory interventions; Follows and models ethical standards as well as appropriate strategies for personal and professional self-evaluation and implications for practice; Provides moderately relevant supervisory feedback to the supervisee and/or reluctantly accepts own feedback in the supervision process; Meets most of the required logistical aspects of the course including logging of hours and preparing for supervision of their supervision.	Does not demonstrates an adequate understanding of the role of clinical supervision in counseling; Works without or haphazardly from a supervision model; Demonstrates an inadequate or incorrect understanding of the triadic relationship in the conceptualization of client/supervisee/supervisor roles, relationships, developmental needs, and supervisory interventions; Does not follow and/or model ethical standards or appropriate strategies for personal and professional self-evaluation and implications for practice. Provides either irrelevant or inaccurate supervisory feedback to supervisee and/or does not accept own feedback in the supervision process; Does not meet the required logistical aspects of the course, instead has an incomplete hours log or is unprepared for supervision of their supervision.

Key Assignment

Key Performance Indicator (KPI): Supervisee Conceptualization – 100 points; Due April 21
At the conclusion of your clinical supervision practice, you will provide a written *supervision summary and supervisee developmental plan.*

Part One: Supervision Summary should include, but not be limited to (in no particular order):
- A description of the supervision context, including a demographic description, including culturally relevant elements, of both the supervisee and the client (Section 6, B2k);

- An assessment of the supervisee's needs and developmental level. Provide a rationale for your assessment of the supervisee's developmental level (Section 6, B2f);
- Your conceptualization, with an underlying rationale, of the client (Section 6, B2a);
- A description of the counseling process over time. Include any discrepancies you may have encountered between your own observations and your supervisee's perceptions of the process (Section 6, B2d);
- A rationale for the supervision model used. Identify your own goals as well as the goals of your supervisee for the supervision experience (Section 6, B2b);
- An analysis and evaluation of the supervision process. Describe the supervisor/supervisee fit as well as your assessment of the working alliance (Section 6, B2e);
- A description and follow-up of any ethical/legal issues (Section 6, B2g and B2j); and
- Your professional disclosure statement and supervision contract (Section 6, B2a, B2b, B2c, B2h, B2i, and B2j).

Part Two: Supervisee Developmental Plan is your conceptualization of your supervisee's developmental level and unique strengths and weaknesses. Summarize the content areas and process skills, about which your supervisee should be aware to continue making progress. Share this plan in class first (on November 6) and then with your supervisee in a collaborative debriefing (Section 6, B2f and Section 6, B2i). You should include the outcome of the debriefing in your final write-up.

This assignment is considered one of the Key Performance Indicators (KPIs) assessing progress in the doctoral program. The following rubric will be used to evaluate your performance on the *Supervisee Summary and Supervisee Developmental Plan*:

KPI2 Supervision: Knowledge and skills for effective clinical supervision. **Demonstrates knowledge of theories and models of clinical supervision and the skills necessary to provide effective clinical supervision**	(1) Does not meet expectations for level of training and experience when: (a) applying appropriate supervision theories and models (b) establishing supervisory relationships with supervisees, (c) providing evidence-based and culturally competent supervision.	(2) Below expectations for level of training and experience when: (a) applying appropriate supervision theories and models (b) establishing supervisory relationships with supervisees, (c) providing evidence-based and culturally competent supervision.	(3) Meets expectations for level of training and experience when: (a) applying appropriate supervision theories and models (b) establishing supervisory relationships with supervisees, (c) providing evidence-based and culturally competent supervision.	(4) Surpasses expectations for level of training and experience when: (a) applying appropriate supervision theories and models (b) establishing supervisory relationships with supervisees, (c) providing evidence-based and culturally competent supervision.