



**EAST TENNESSEE STATE  
UNIVERSITY**

**Clemmer College of Education  
Department of Counseling & Human Services  
Course Syllabus**

**COURSE TITLE:** Supervised Counseling Practicum

**COURSE ID:** COUN 5570

**COURSE MEETINGS:** Mondays, 5 p.m. to 8:00 p.m.; Warf-Pickel Hall, Room 311

**CREDIT HOURS:** 3

**TERM:** Fall, 2021

**INSTRUCTOR:** Jon Borland, Ph.D., PSC

**CONTACT INFO:** **Office:** 301-B  
**Office Phone:** (423) 439-5386  
**Email:** borland@etsu.edu  
\*Email is the best method to reach me. My typical response time is 24-48 hours. I do not regularly check email over the weekend; therefore, response times may be longer.

**OFFICE HOURS:** By Appointment: Tuesdays & Thursdays 9 – 11 a.m.;  
Wednesdays 2-4 p.m.

**CATALOG DESCRIPTION:**

COUN 5570 is an experiential course in which the student will apply individual and group counseling skills. Field experiences will be required. This course will involve one semester (3 credits) of counseling experience under the direct supervision (individual and group) of an ETSU faculty member.

**RATIONALE:**

This course will provide direct individual and group counseling experiences with a diverse population of clients. Through these experiences, students will exercise skills in intake counseling, establishing a working alliance with individuals and groups, establishing counseling goals, implementing counseling interventions, and assessing counseling outcomes. In addition to weekly group supervision with the instructor, students will receive weekly individual or triadic supervision with the course instructor as well as peer consultation. Students will be challenged to conceptualize their work with their clients, both individually and in groups, according to a consistent framework that includes an awareness of developmental and cultural variables. In addition, interpersonal process, the use of

culturally sensitive interventions, and the appropriate use of oneself in the counseling experience will be stressed.

**PREREQUISITES:**

Admission to the ETSU Counseling Program, permission of instructor, as well as successful completion of COUN 5555, 5430, and either 5550 or 5420.

**INSTRUCTIONAL MODALITY:**

A variety of instructional modalities are used to facilitate student learning. They include discussions, role play, case studies, and demonstrations. The course requires students to be engaged in both weekly group (3 hours) and triadic supervision (1 hour) with their site supervisors. Students are expected to present their audio or video counseling recordings for peer and supervisor critique during class meetings.

**TEXT/LEARNING MATERIALS:**

- Handbook for Supervised Counseling Practicum (COUN 5570)
- ASCA National Model (4<sup>th</sup> ed.)
- ACA Code of Ethics:  
<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>
- ASCA Ethical Standards:  
<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
- AMCD Multicultural and Social Justice Counseling Competencies:  
<https://ct.counseling.org/2016/01/multicultural-and-social-justice-counseling-competencies-practical-applications-in-counseling/>
- Additional readings and video viewing as assigned, including individual reading/viewing assignments as will be determined based on each student's educational needs.

**SUGGESTED RESOURCES:**

- American School Counselor Association. (2010). *Ethical standards for school counselors*. Alexandria, VA: Author.
- Erford, B. T., Eaves, S. H., Bryant, E. M., & Young, K. A. (2010). *35 techniques every counselor should know*. Upper Saddle River, NJ: Pearson Education.
- Geller, S. M., & Greenberg, L. S. (2012). *Therapeutic presence: A mindful approach to effective therapy*. Washington, DC: American Psychological Association
- Halbur, D. A., & Halbur, K. V. (2006). *Developing your theoretical orientation in counseling and psychotherapy*. Boston, MA: Pearson Education.
- Haney, J. H., & Leibsohn, J. (1999). *Basic counseling responses*. Pacific Grove, CA: Brooks/Cole
- Ivey, A. E., & Ivey, M. B. (2003). *Intentional interviewing and counseling*. Pacific Grove, CA: Brooks/Cole.
- Jongsma, A. (2002). *The complete adult psychotherapy treatment planner*. New York, NY: Wiley, John, & Sons, Inc.
- Jongsma, A. (2001). *The complete adult psychotherapy progress note planner*. New York, NY: Wiley,

John, & Sons, Inc.

King, A. (2001). *Demystifying the counseling process: A self-help handbook for counselors*. Needham Heights, MA: Allyn and Bacon.

Morrison, J. (2014). *DSM-5 Made Easy. The clinician's guide to diagnosis*. New York, NY: The Guilford Press.

**COURSE OBJECTIVES/EXPECTED OUTCOMES:**

The following course objectives addressed in COUN 5570: *Supervised Counseling Practicum* align with the Council for Accreditation of Counseling and Related Education Programs (CACREP, 2016). Students will be expected to demonstrate the following at the completion of this course:

Course Objective/CACREP Standard	Manner Taught	Manner Assessed
1. Understand counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams ( <i>Section 2: F.1.c</i> ).	Required text and articles; class seminar	Classroom observation; case conceptualization; weekly summaries
2. Comprehend ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling ( <i>Section 2: F.1.i; SC: G.2.n</i> ).	Required text and articles; class seminar	Classroom observation; case conceptualization; weekly summaries; mandated reporter training
3. Develop and utilize strategies for personal and professional self-evaluation and implications for practice ( <i>Section 2: F.1.k; SC: G.3.o</i> ).	Required text and articles; class seminar	Classroom observation; initial supervision form; weekly summaries
4. Identify self-care strategies appropriate to the counselor role ( <i>Section 2: F.1.l</i> ).	Required text and articles; class seminar	Classroom observation; weekly summaries
5. Realize the role of counseling supervision in the profession ( <i>Section 2: F.1.m</i> ).	Required text and articles; class seminar	Classroom observation; case conceptualization; weekly summaries
6. Discern multicultural and pluralistic characteristics within and among diverse groups nationally and internationally ( <i>Section 2: F.2.a</i> ).	Required text and articles; class seminar; mandated reporter training	Classroom observation; case conceptualization; weekly summaries; theoretical orientation summary
7. Comprehend multicultural counseling competencies ( <i>Section 2: F.2.c</i> ).	Required text and articles; class seminar	Classroom observation; case conceptualization; weekly summaries; theoretical orientation summary
8. Infer the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others ( <i>Section 2: F.2.d; SC: G.3.h</i> ).	Required text and articles; class seminar	Classroom observation; case conceptualization; weekly summaries; theoretical orientation summary; initial supervision form

9. Realize the effects of power and privilege for counselors and clients ( <i>Section 2: F.2.e</i> ).	Required text and articles; class seminar; mandated reporter training	Classroom observation; case conceptualization; weekly summaries; theoretical orientation summary
10. Identify strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination ( <i>Section 2: F.2.h</i> ).	Required text and articles; class seminar; mandated reporter training	Classroom observation; case conceptualization; weekly summaries; theoretical orientation summary
11. Perform essential interviewing, counseling, and case conceptualization skills ( <i>Section 2: F.5.g</i> ).	Required text and articles; class seminar; mandated reporter training	Classroom observation; case conceptualization; weekly summaries; session reviews
12. Create developmentally relevant counseling treatment or intervention plans ( <i>Section 2: F.5.h</i> ).	Required text and articles; class seminar	Classroom observation; case conceptualization; weekly summaries; session reviews
13. Comprehend the development of measurable outcomes for clients ( <i>Section 2: F.5.i</i> ).	Required text and articles; class seminar	Classroom observation; case conceptualization; weekly summaries; session reviews
14. Recognize evidence-based counseling strategies and techniques for prevention and intervention ( <i>Section 2: F.5.j</i> ).	Required text and articles; class seminar	Classroom observation; case conceptualization; weekly summaries; session reviews; theoretical orientation summary
15. Establish suicide prevention models and strategies ( <i>Section 2: F.5.l</i> ).	Required text and articles; class seminar	Classroom observation; case conceptualization; weekly summaries; session reviews
16. Distinguish processes for aiding students in developing a personal model of counseling ( <i>Section 2: F.5.n</i> ).	Required text and articles; class seminar	Classroom observation; case conceptualization; weekly summaries; session reviews; theoretical orientation summary
17. Describe procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide ( <i>Section 2: F.7.c; SC: G.2.g</i> ).	Required text and articles; class seminar	Classroom observation; case conceptualization; weekly summaries; session reviews
18. Understand procedures for identifying trauma and abuse and for reporting abuse ( <i>Section 2: F.7.d</i> ).	Required text and articles; class seminar; mandated reporter training	Classroom observation; case conceptualization; weekly summaries; session reviews
19. Discern the impact of crisis and trauma on individuals with mental health diagnoses ( <i>CMHC: C.2.f</i> ).	Required text and articles; class seminar; mandated reporter training	Classroom observation; case conceptualization; weekly summaries; session reviews; theoretical orientation summary

20. Comprehend cultural factors relevant to clinical mental health counseling ( <i>CMHC: C.2.j</i> ).	Required text and articles; class seminar	Classroom observation; case conceptualization; weekly summaries; session reviews; theoretical orientation summary
21. Develop strategies to advocate for persons with mental health issues ( <i>CMHC: C.3.e; SC: G.2.g</i> ).	Required text and articles; class seminar	Classroom observation; case conceptualization; weekly summaries; session reviews; theoretical orientation summary

### INSTRUCTORS' STATEMENT

In supervising practicum students in COUN 5570: *Supervised Counseling Practicum*, I have five primary objectives:

1. To provide opportunities for each counselor education student to demonstrate the counseling skills and techniques that have been learned throughout the master's program in an **intentional** manner and within a **theoretical framework**;
2. To provide opportunities for each counselor education student to demonstrate his or her ability to assess individual differences among clients, including **cultural dimensions**, in order to develop individualized plans to meet those needs;
3. To provide opportunities for increased **self-awareness** for each counselor education student of his or her own needs and attitudes that affect the therapeutic process and to begin to use these reactions within the counseling session;
4. To provide opportunities for each counselor education student to demonstrate his or her understanding of the **ethical and legal issues** involved in counseling work, and;
5. To provide opportunities for each counselor education student to learn effective **workplace behaviors** and learn the special skills and norms appropriate to your field setting (to include working with groups).

### COUN 5570: STUDENTS' RESPONSIBILITIES

1. Insurance:  
All students in practicum must purchase some form of liability insurance. Students who are members of the American Counseling Association or American School Counseling Association can obtain student insurance through these organizations. There are also other avenues through which to obtain insurance. Documentation of such coverage (a copy of the policy) must be placed in your student file in the clinic at the beginning of the semester prior to any direct clinical service.
2. Professional & Ethical Behavior:  
Professional behavior is an essential component of counseling across specialties. Therefore, practicum students are expected to demonstrate professional behavior throughout the entire practicum process in all tasks (see Graduate Student Handbook, Master's Degree in Counseling, East Tennessee State University). This includes, but is not limited to, scheduling clients in a timely and appropriate manner, arriving early for counseling sessions to prepare for clients, dressing professionally, and keeping paperwork up-to-date. In addition, students are responsible for practicing within, and abiding by, the American Counseling Association's Code of Ethics (2014), ASCA's Ethical Standards (2016), and the Tennessee Laws and Rules.
3. Class Attendance:

Students will meet with the instructor as a class on a weekly basis to present materials relevant to their practicum/clinical experiences and to receive appropriate supervision. Attendance and prompt arrival to every class session is mandatory and consistent tardiness will jeopardize the candidate's final grade. Absence may require make-up work, to be completed outside of class and determined by the instructor. Please notify the instructor of any class sessions that are to be missed. Candidates who miss two or more class sessions may be asked to withdraw from the class and enroll in another section of practicum during another semester, may receive an incomplete, or fail the course. Students are required to be prepared to present cases/practicum situations, engage in discussions regarding course topics, and provide open and honest feedback to each other. Active class participation is critical for the development of competent professional practice and will be assessed by the instructor throughout the semester.

4. Participation & Technology:

This class will involve some degree of self-exploration and interpersonal learning. Due to the interactive and experiential nature of the course, you are expected to be an active learner; which includes verbally participating in group discussion and in-class activities, completion of all assigned readings and activities on D2L, and finalizing all clinical paperwork in a timely manner. Student learning will be greatly enhanced by participation from all. When students are not seeing clients, they are expected to be actively observing the live counseling session(s) in the clinic, or actively in discussion with the instructor regarding class/clinical issues.

5. Hours:

Students are required to complete a minimum of 100 clock hours to practicum experiences. At least 40 hours will be spent in direct service (primarily individual and group counseling) with clients. Accumulation of hours will occur during and beyond scheduled class time (in the Community Counseling Clinic, your practicum site, and other possible appropriate places). Students may accumulate more than 100 hours/40 hours direct service during practicum. Additional client contact hours may be required in order for students to demonstrate their grasp of clinical skills, which is expected of students at this stage of training/professional development. No "extra" hours may be brought into internship.

6. Paperwork:

Students are expected to complete all required documentation (i.e. logs, case notes, records, transcripts, etc.) in a timely manner. Forms/formats will be provided. Time logs are to be updated each week and must include time spent in various activities as well as a running total. Students should keep a copy. Case notes must be kept for every session with every client, signed by both the counselor and the supervisor, and appropriately filed. Case notes may be used in supervision and assessed as part of the midterm and final evaluation.

7. Supervision:

Much of the supervision in this course will be conducted during class sessions through direct observation and via EMS video feedback. Supervision will also occur through written form (i.e., feedback on case notes, tape scripts, and case conceptualizations). In addition to group supervision during class, you are expected to attend weekly individual or triadic supervision. In individual/triadic supervision, practicum students are accountable for having up-to-date client case records and reviewed audio/video taped counseling sessions.

8. Readings:

Students are expected to read the required material for the course, the content of which will be discussed in class and supervision sessions. Material from the required resources may also be included in case presentations, client session analyses, and reflective papers. Students are also

expected to read all materials recommended by the instructor, as well as those that discuss appropriate topics related to client needs and counselor professional development.

#### 9. Recording & Analysis of Sessions:

Students must record counseling sessions. For clients seen in the ETSU Community Counseling Clinic, this will be done using the EMS software. Students will need to get signed permission from clients/parents of minor clients.

Viewing and critiquing sessions is one of the most effective ways of improving skills. Students are expected to review—by watching and writing feedback—recordings of previous counseling sessions in preparation for individual/triadic supervision and additional sessions with clients. Students must also read video feedback from the instructor. When watching counseling sessions, use the “feedback” tab on EMS to add icons (e.g.,: thumbs up, question mark) and typed comments. **Comments should be completed prior to our supervision meeting, and should include (but not limited to):**

- ✓ Positive comment/feedback, including things you are doing well! 😊👍👏👏
- ✓ For every closed question, think of two possible open-ended questions  
*Ex: “Do you think it hurt you when that happened?” → “What impact did that have on you?”*  
*Ex: “Are you going to do that again?” → “What will you do next time?”*
- ✓ Rephrasing of “why” questions  
*Ex: “Why did you do that?” → “What prompted you to do that?”*  
*Ex: “Why do you believe that?” → “Where do you think that belief comes from?”*
- ✓ Comments about what you think is happening (with you, with the client, between you and the client), during the session. This can include your ideas about the session content and the process.

#### **ACTIVITIES/ASSIGNMENTS/REQUIREMENTS:**

1. Initial Supervision and Goals for Practicum (30 points): **Due – Sunday, August 29, 2021**  
 Students will complete the Initial Supervision form and discuss their personal and professional goals for the semester. Students will reflect on their own personal experiences to explore how they might be assets and/or challenges with their personal and professional growth. The statement should include goals specifically addressing (a) personal and professional self-awareness, (b) counseling skills and knowledge, and (c) case conceptualization (**See Appendix A**).
2. Weekly Summaries (5 points each): **First submission due – Sunday, September 5, 2021**  
 Each week, students will submit weekly summaries to D2L (a total of 13 summaries will be submitted throughout the term). These are meant to give you an opportunity to reflect on your contact with clients, supervision, and things you learned or find challenging. Further, this assignment will assist both you and the supervisor on tracking your developmental progression (**See Appendix B**).  
*\*These must be submitted to D2L each Sunday by 5 p.m. so that they can be reviewed prior to supervision.*
3. Mandated Reporter Training (15 points): **Due – September 13, 2021**  
 Go to the DCS website (<https://www.tn.gov/dcs/program-areas/training/tpd/cw-resources/cwr/mandated-reporter-training.html>) and complete the mandated reporter training. Upload proof of the training completion to D2L.

4. Case Presentation & Self-Assessment (50 points):

All students will be responsible for one case presentation of a client seen this semester (guidelines are provided below). As noted, a specific portion or aspect of the session will be described and discussed during the case presentation. For this case presentation, you should *not* select an initial session with a client. Rather, you should strive to provide a sample of such things as a second or third session with the same client, a sample of your best work, a sample of lesser quality work, and/or a termination session. These case presentations will be given on a rotating basis throughout the semester. A **Case Presentation Description** (see **Appendix C**) should be typed and printed for each member of the group and the professor. In addition, the **Self-assessment and Reflection Form** should be typed and submitted via D2L (See **Appendix D**).

5. Time Log (30 points):

Students are required to keep track of their hours for practicum. This should include (a) direct contact hours with clients, (b) indirect contact hours, (c) individual/triadic supervision hours, (d) group supervision hours, and (e) group hours. Your logged hours should be weekly, while also keeping a running total for the semester Tevera.

**EVALUATION:**

Assignment	Points Per Assignment	Total Points
Weekly Summaries	5	65
Initial Supervision Form	30	30
Mandated Reporter Training	15	15
Case Presentation & Self-Assessment	50	50
Time Log	30	30
	Total Points for Class	190

*Assignments and Submission Guidelines*

**Professional Writing Format:** Please use APA style/format for your paper as provided in the Publication Manual of the American Psychological Association (7th edition) as you will be required to use the format throughout your graduate and professional career. All assignments are to be typed using a double-spaced, 12-point font size and submitted through D2L Dropbox unless otherwise noted.

*Late Work Policy*

Course assignments are due on the date indicated in the syllabus, unless changed by the instructor and discussed with the students (i.e., may be changed to a later date). It is the student's responsibility to turn in assignments by the date and time listed in the syllabus. Late assignments may impact the final course grade.

**\*Please see the instructor for any extenuating circumstances.**



**COURSE EVALUATIONS:**

Great care is given to the important task of evaluating both the progress and competence of each student as practicum progresses. Final grades will take progress into account but will be based primarily on competence. Feedback is also provided on assignments.

1. **Counseling Skills** as evidenced in individual and group counseling sessions and progress notes.
  - a. Rationale: It seems self-evident that counseling skills are paramount for success in this course. The most weight will be placed here.
  - b. Method of Assessment: The instructor will assess the student's counseling skills through direct observation of work with clients (live and/or video tape), student commentary and feedback in EMS on counseling videos, and the evaluation of counseling transcript (specifically on the section related to counselor statements and alternative responses). Students may be asked to transcribe additional counseling sessions/segments in order to advance counseling skills. The instructor will complete the Counseling Program Practicum Evaluation form.
  
2. **Conceptual Understanding** of what is going on in your counseling sessions and what is considered critical to the client's motivations and behaviors.
  - a. Rationale: It is important that counselors attempt to conceptualize counselor behaviors and client dynamics in a variety of ways. Often counselors are able to think through a case accurately before they are ready to carry out their ideas in a counseling session. Therefore, perceptive and creative conceptualization and sensitivity to process in class will enhance the student's evaluation. It is vital that the professional counselor be able to articulate a rationale for change strategies (treatment planning) based on sound assessments of the client. Students will be expected to demonstrate a beginning knowledge of the conceptual understanding.
  - b. Method of Assessment: The instructor will assess the student's conceptual understanding through evaluation of case notes and case conceptualization assignments, as well as discussions in individual/triadic and group supervision. Students may be asked to transcribe counseling sessions/segments in order to advance case conceptualization skills.
  
3. **Professional Behavior** encompasses a variety of behaviors including, but not limited to: ethical conduct, courtesy and respect, dress, written work, class and case conferencing participation, pre-, during, and post-session conduct, timeliness, overall maturity regarding the role of the counselor, etc. Please note that although a student could demonstrate adequate counseling and conceptual skills, deficiencies in professional behavior could have a profound impact on determining a student's readiness to advance in the program.
  - a. Rationale: It is important that you are a responsible and ethical professional. Professional counselors must be able to communicate their perceptions and work clearly and concisely in verbal and written form. There will be no tests on the readings, yet it is expected that readings will expand student knowledge. Therefore, participation in class on the content of the assigned readings will be important evidence of your understanding of professional participation.
  - b. Method of Assessment: The instructor will assess the student's professional behavior through direct observation of work with clients, time with classmates, and time in supervision.

4. **Self-Evaluation, Openness, and Reflectivity** are critical components of successful professional counselors.
- Rationale:** Counselors'-in-training ability to grow has been linked to these abilities and approaches. This includes the ability to be supervised, receive and consider feedback, evaluate one's own abilities in a realistic manner, and participate in an on-going reflective process. It is not expected that counselors-in-training during practicum be experts, this is contrary to the development of professional counselors, therefore it is expected that counselors show marked growth in skill, conceptualization, and emotional maturity.
  - Method of Assessment:** The instructor will assess the student's capacity for self-evaluation, openness, and reflectivity through observations in class discussions, individual and triadic supervision, weekly summaries, and midterm and final student self-evaluations.
5. **Client Hours**
- Rationale:** It is your responsibility to meet the required 100 hours for practicum. It also your responsibility to arrange that an absolute minimum of 40 hours involve direct service primarily through individual and group counseling.
  - Method of Assessment:** The instructor will assess the student's client hours by regular review of the student's hourly log.

#### GRADING SCALE

Letter Grade	Percentage
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	71-76
F	70 and below

#### TOPICAL OUTLINE/COURSE CONTENT:

Module/Week	Topic	Readings/Assignments
1 – Aug. 23	Introduction & Overview	Review course syllabus
2 – Aug. 30	Supervision/ Revisit Confidentiality & Privileged Communication	Initial Supervision Form Due
3 – Sept. 6	<i>Labor Day</i>	<i>No Class</i>
4 – Sept. 13	Supervision	Mandated Reporter Training Due

5 – Sept. 20	Supervision	
6 – Sept. 27	Supervision	
7 – Oct. 4	Supervision	Case Presentation: Emily
8 – Oct. 11	<i>Fall Break</i>	<i>No Class</i>
9 – Oct. 18	Supervision	Case Presentation: Sky
10 – Oct. 25	Supervision	Case Presentation: Andrea
11 – Nov. 1	Supervision	Case Presentation: Allison
12 – Nov. 8	Supervision	Case Presentation: Dakota
13 – Nov. 15	Supervision	Case Presentation: Haley
14 – Nov. 22	Supervision	
15 – Nov. 29	Supervision/Wrap-up	Time Log Due

### COURSE POLICIES:

**Attendance:** Students are expected to be present for the entirety of each class session. It is a fact of life that due to illness, emergency, or other unforeseen circumstances, sometimes students must miss class. The necessity to miss class is at your discretion, and you are expected to take appropriate measures regarding client welfare and scheduling of appointments. Candidates who miss two or more class sessions may be asked to withdraw from the class and enroll in another section of practicum during another semester, may receive an incomplete, or fail the course.

**Email:** Practicing professional email etiquette is good preparation for the job search process and your future professional role(s). It is important to keep in mind that while emails may seem private or personal, when you use your university or employer's email service, your emails become a part of your employment record and can be accessed by your employer without notice to you. Further, private emails, text messages, and other forms of communication are records that can be subpoenaed. Also, remember that email is intended as asynchronous communication. Typically, I adopt a more formal style in email communication. I am usually able to reply to emails within 48 hours on business days (Monday through Friday) and cannot guarantee that I will check email on weekends or holidays. If there is a longer delay in replying to an email, there are extenuating circumstances and I will do my best to reply as quickly as possible.

Here are general professional email guidelines, for your consideration:

- ◆ Always include a subject line.
- ◆ Always include a proper greeting or salutation and closing.
- ◆ Use proper grammar.
- ◆ Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- ◆ Use standard fonts.

- ◆ Respect the privacy of other class members.

**Professionalism and Class Norms:** Learning is enhanced through thoughtful reflection, critical discussion, and application of ideas. This requires your attentive presence and respectful participation in class. Plus, it makes class more interesting! Professional behavior is expected in class. This includes arriving on time, being prepared, and demonstrating engagement with the material and your classmates. You are expected to exhibit attitudes and behaviors congruent with the counseling profession, which includes being receptive to new ideas, openness to others, curiosity, the ability to receive/utilize feedback, and respect for others. Respect for others includes respect for diversity, and being cognizant of the words you use (e.g., inclusive language). Confidentiality is the norm for all classroom interactions. Occasionally we deal with clinical, personal, and sensitive matters during class. Please show respect for your classmates by keeping confidential any personal/clinical information revealed during class time. If you are concerned about the safety or welfare of a classmate, please contact the instructor.

As a class, we will may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that I will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, heterosexism, cissexism, racism, colorism, classism, ageism, sizeism, and other forces of inequality, oppression, and/or marginalization that may be discussed throughout the course. It is crucial that:

- ◆ we all remain respectful, considerate, and willing to hear each other’s opinions, thoughts, and feelings while maintaining awareness of the systems of oppression and privilege that may be influencing our experiences and beliefs;
- ◆ we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom; and
- ◆ we keep in mind how our beliefs may be related to or in conflict with the codes of ethics and value of the profession of counseling.

Please respect your peers and your instructor by being vigilant of your use of technology during class. This means, for example, things such as checking emails, being on social media, or working on an assignment for this or other classes takes away from your learning experience, can distract you, your peers, and your instructor, and disengages you from whatever is happening in class. The same is true for phone use (e.g., text, email, social media) during class. If there is an urgent call you are waiting for you may have your phone out and set to “silent;” otherwise please keep your phone in your bag or pocket, so it does not distract you, your classmates, or your instructor. Students observed to be sleeping, texting, using social media, emailing, or otherwise distracted and/or not participating during class may be asked to complete additional assignments related to the course material and/or professional development, in addition to the possibility of a reduction in their final grade.

Finally, professionalism is also expected in writing and presentations. Presentations, written assignments, and projects should reflect professional quality, which includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points.

## **ETSU POLICIES:**

### **ETSU Syllabus Attachment Link**

Please follow this link for a full listing on pertinent University policies and information, including: face covering policy, important dates, academic integrity and misconduct, discrimination and harassment,

student rights and freedoms, diversity statement, prerequisites, academic accommodations for students with disabilities, permits and overrides, class attendance, where to go for help, sexual misconduct and Title IX statement, and technical resources.

<https://www.etsu.edu/curriculum-innovation/syllabusattachment.php>

### **Face-Covering Policy**

ETSU continues to follow the coronavirus pandemic closely and adjusts their policies in accordance with current CDC guidelines. For the most up-to-date information, please visit the Bucs are Back page at:

<https://www.etsu.edu/coronavirus/>

### **Academic Conduct**

According to university policy, “plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the university’s academic misconduct policy as a result of academic misconduct, the instructor has the authority to assign an ‘F’ or a zero (‘0’) for the exercise or examination, or to assign an ‘F’ in the course”.

### **Course Evaluation**

You will have the opportunity to formally evaluate the course and the instructor at the conclusion of the course. You are welcome, however, to meet with me at any time about any course-related concerns.

### **University E-Mail**

According to university policy, “all official university communications will be sent to the university email address. Faculty, staff, and students may assume that official ETSU email is a valid communication mechanism. Therefore, the university has the right to send communications to students, faculty, and staff via email and the right to expect that those communications are received and read in a timely fashion. Since this is our primary method of communication, email should be checked at least daily. Although students may choose to forward university email to an external email account, he or she is responsible for all information, including attachments” (2015-2016 Graduate Catalog, “Electronic Mail”).

### **CAMPUS SERVICES & RESOURCES:**

**Bucky’s Food Pantry:** If you find it difficult to afford food, please consider visiting [Bucky’s Food Pantry](#), located by the main Central Receiving warehouse by the Buc Ridge Apartment complex, on Treasure Lane (there is a bus stop on the Gold route). For additional questions about Bucky’s Food Pantry, call (423) 439-2825 or email at [foodpantry@etsu.edu](mailto:foodpantry@etsu.edu).

**ETSU Counseling Center:** This course and many others you will take throughout your training as a counselor require self-reflection and cover sensitive topics that touch most people on a personal, often first-hand level. Consequently, you may feel that you need help with emotions that come up. If you experience any personal discomfort, confusion, or distress during the semester, you do not have to face those issues alone. The [ETSU Counseling Center](#) provides counseling support services to all ETSU students. If you find that you need support (e.g., family or relationships issues, test anxiety, time and/or stress management, personal crises, depression, etc.), please contact the [ETSU Counseling Center](#) at (423) 439-3333 or email at [counselingcenter@etsu.edu](mailto:counselingcenter@etsu.edu) about their confidential and professional services. The ETSU Counseling Center is located on the 3<sup>rd</sup> floor of the D.P. Culp Center. The center’s hours are Monday-Friday 8:00 a.m. to 4:30 p.m. However, if you have an immediate concern or are in crisis outside of those hours, call (423) 439-4841 and press “2” to talk with a counselor 24 hours a day, 7 days a week.

**ETSU Disability Services:** It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through [Disability Services](#), which is located in Suite 390 of the D.P. Culp Center. For additional information, call (423) 439-8346.

**ETSU Office of Equity and Inclusion:** The [Equity and Inclusion](#) website includes information about learning opportunities, articles and resources, and reporting discrimination, harassment, and retaliation.

**ETSU Multicultural Center and PRIDE Center:** In addition to safe, inclusive spaces to gather on campus, these centers offer various events, programming, scholarships, and resources. The [Multicultural Center](#) is located on the second floor of the D.P. Culp Student Center and the [PRIDE Center](#) in nearby in room 215.

**ETSU SafeZone:** The [ETSU SafeZone webpage](#) provides information about SafeZone training opportunities, allies across campus, and LGBTQIAP+ resources.

**ETSU Services Quick Links:** Additional campus resources can be found at <http://www.etsu.edu/etsuhome/services.aspx>

**APPENDIX A:  
Student Information and Initial Supervision Form**

Personal Contact Information

Preferred Name and Pronouns: \_\_\_\_\_

Program Track/Major: \_\_\_\_\_

Cell Phone Number: \_\_\_\_\_

Email address: \_\_\_\_\_

**PLEASE NOTE – all course correspondence will be sent to your ETSU email address. Be sure to forward that email to the address you check regularly.**

---

---

The relationship between the supervisor and supervisee is just as important as the counselor/client relationship. Just as being open and honest is important to building rapport with a client, it is just as important to building rapport with a supervisor. This form will address issues that are often ignored in the supervisory relationship, but if addressed initially, can build a strong foundation for the growth of the supervisee. The completion of this form in parts or its entirety is strictly voluntary. Please feel free to omit any questions you do not wish to answer and discuss any answer with me you wish.

- 1) Are there any important things about your background you feel I should know as your supervisor (e.g. culture, faith, family-of-origin, region, language, etc.)?
  
- 2) How does it feel for you to work with a supervisor who is of my gender? What do you think are some assumptions you have about working with someone of my gender?
  
- 3) How does it feel for you to work with a supervisor who is of my age? What do you think are some assumptions you have about working with someone of my age?
  
- 4) Does your spirituality/religion influence you as a person? What things should I know as a supervisor concerning your spirituality/religion and how it shapes you as a counselor?

- 5) Are there any disabilities/limitations that I should know about to fully understand your experience as a counselor?
- 6) Explain your ideas on transference and counter-transference. How do you feel these things might factor into the supervisory relationship?
- 7) What client population/presenting concern do you feel would give you the most discomfort?
- 8) What are your primary concerns about working with clients for the first time this semester?
- 9) What goals do you have for yourself this term in the following areas? (List 2-3 goals and how you plan to track your progress in each area below).
  - a. Self-Awareness/Knowledge:
  - b. Counseling Skills:
  - c. Case Conceptualization:
  - d. Professional Awareness:
- 10) What other concerns would you like to address today?



**APPENDIX B:  
WEEKLY SUMMARY SHEET**

Name: \_\_\_\_\_ Dates for the Week: \_\_\_\_\_

---

**1) Summary of Week's Activities** (what you did, how often, and when):

- a. Number of client contact hours this week: \_\_\_\_\_
- b. Number of group contact hours this week: \_\_\_\_\_
- c. Total number of client contact hours to date: \_\_\_\_\_
- d. Number of non-client contact hours this week: \_\_\_\_\_

What (specifically) did you do during these hours?

Other activities pertinent to practicum:

**2) Impressions or Learning Drawn from This Week's Activities** (What directives/suggestions/ tools have you been given through supervision?):

**3) Progress Toward Stated Learning Goals** (What progress are you making on EACH of your Learning Goals?):

Counseling Skills:

Self-Awareness:

Case Conceptualization:

Professional Awareness:

**4) Concerns or Questions Arising from this Week's Activities** (things to bring into group supervision):

### APPENDIX C: Case Presentation Guidelines

The purpose of case presentations is to provide opportunities for interactive group feedback. Prior to our meeting, organize information about the selected client and your experiences with him or her (them). Please select a specific segment of the session about which you would like specific feedback. Your introduction and review of the session should take 10-15 minutes, which will be followed by a time of group feedback and discussion.

Please include the following information in your written case presentation:

#### Personal Data about Client

1. Age, race, gender
2. Family information/background
3. Education/employment
4. How client presents himself or herself
5. General impressions of the client
6. Client's strengths and level of functioning
7. Presenting problem(s)
8. Additional data *pertinent to working with this client* (e.g., cultural aspects, sexual orientation, spirituality, physical/intellectual limitations, etc.)

#### Summarization of Client's Counseling History

1. What led the client to seek counseling at this time?
2. Number of sessions you've worked with this client
3. A brief case conceptualization (What are your counseling hypotheses based on your theoretical orientation and work with the client?)
4. Approaches and interventions you have employed with the with the client thus far
5. Complicating factors (any potential ethical issues?)

#### Solicit Specific Feedback

1. What concerns do you have about this case/client?
2. What buttons does this client push in you (e.g., you find the need to rescue, you get irritated or bored easily, you really like/dislike the client, etc.)?
3. What kind of *specific* help/feedback would you like from the group?
4. What should we be listening for in the chosen segment that you will play for us?

**Please provide copies of a brief written outline or narrative summary of the above information for ALL group members.**

