

COUNSELOR EDUCATION AND SUPERVISION

Counselor Education Doctoral Degree Handbook

Department of Special Education, Rehabilitation, Counseling/
School Psychology

2009

2084 HALEY CENTER

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COUNSELOR EDUCATION PROGRAMS DEPARTMENT OVERVIEW

GENERAL DEPARTMENT INFORMATION

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

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

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

CED PROGRAMS MISSION STATEMENT

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

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

DEGREES OFFERED

Counselor Education &
Supervision
Ph.D./Ed.D

Community Agency
Counseling
M.Ed./M.S.

School Counseling
M.Ed.

ACCREDITATIONS

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

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

CACREP FOUNDATION AREAS

All master's level requirements must be satisfied in addition to the required doctoral level courses. These standards can be found at the **CACREP** webpage:

<http://www.counseling.org/cacrep>

FACULTY

The faculty of the Department of Special Education, Rehabilitation, Counseling/School Psychology represent the disciplines of counseling psychology, counselor education and school psychology.

Information regarding faculty research interests and areas of expertise can be found at:

http://education.auburn.edu/academic_departments/coun/facultystaff/

OTHER HELPFUL INFORMATION FOR GRADUATE STUDENTS

RESIDENCY REQUIREMENTS

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

LIBRARY PRIVILEGES

The Ralph Brown Draughon Library

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

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

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

Computer workstations for accessing the World Wide Web and the Libraries' collections, individual study

carrels, pay telephones, and photocopiers taking coins or photocopy debit cards are located on each of the five floors of the RBD Library as well.

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

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

Specific Graduate Student Privileges

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

AUBIExpress Document Delivery Request Form

This service, available to Auburn University Faculty, Staff, Graduate and Distance Education Students, provides e-mail and campus mail delivery of articles and chapters from the RBD Library and Veterinary Medical Library collections.

Depending on the information and the speed at which you want the information, you can have articles scanned and e-mailed to you at no charge! There is a fee for photo static copies of articles.

FINANCIAL ASSISTANCE

See the website: http://www.auburn.edu/student_info/student_affairs/finaid/index.html

All students are provided general information about financial assistance in their admissions information packet. That information is also provided for you below.

DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, COUNSELING/SCHOOL PSYCHOLOGY

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

For addition information please contact the Special Education, Rehabilitation, Counseling/School Psychology Department, 2084 Haley Center, Auburn University, AL 36849-5222 [Telephone (334) 844-5160].

HOUSING AND RESIDENCE LIFE

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

STUDENTS AFFAIRS

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

EAST ALABAMA MENTAL HEALTH CENTER

Some part-time and full-time positions are occasionally available at East Alabama Mental Health Center.

Information may be obtained, and application may be made by contacting the personnel office, East AL Mental Health Center, 2506 Hamilton Road, Opelika, AL 36801 (742-2700)

UNIVERSITY EMPLOYMENT

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

STUDENT LOANS

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

COMPUTER ACCESS AND USE

DIVISION OF UNIVERSITY COMPUTING (DUC)

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

E-MAIL

<http://www.auburn.edu/helpdesk/email/stu.html>

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

user ID@auburn.edu

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

CAMPUS SERVICES

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

- ! Medical assistance is available at the **Auburn University Medical Clinic**.
- ! Personal/psychological services are available at the **Student Counseling Center**, located on the second floor of the Auburn University Medical Clinic. 400 Lem Morrison Dr. | Suite 2086 |

Auburn, Alabama 36849 | Phone: 334.844.5123

- ! **Career counseling, testing, occupational information, and employment placement services** are located at 303 Martin Hall. 334-844-4744
- ! **Campus housing and residence life** information may be obtained in Burton Hall. (334) 844-4580 | Email: housing@auburn.edu
- ! Microcomputer lab equipment, learning resources, and media resources and equipment are available in the Haley Center **Learning Resources Center**.
- ! Students with disabilities may receive assistance (i.e., examination accommodations, interpreters, learning aids, note takers) through the **Office for Students with Disabilities** located in Haley Center.
- ! **Recreational services** provides supervision for recreational areas on the Auburn University campus. Students and faculty are encouraged to recreate on an informal, self-directed basis. Indoor facilities may be used when they are not scheduled for practices, classes, or games. Participants should contact the Student Activities Center's Equipment Check-out at 844-4470.

Recreational facilities include:

Weight Room
Fitness Room
Multi-Purpose-Rooms
Ten Racquetball Courts
17 Tennis Courts
Intramural Fields
Max Morris Field

The Recreational Services Program also offers a recreational equipment check-out service to the Auburn University population. The check-out office is located in the Student Activities Center.

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

THE PROGRAM FOR STUDENTS WITH DISABILITIES

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

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

TECHNOLOGY WORKSHOPS ON CAMPUS

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

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

Past seminars have included: HTML I, HTML II, Basic Digital Imaging, Basic PowerPoint, Advanced PowerPoint, Launching a Web Page, Forms for Web Pages, MIVA web page scripting, and Streaming

Media (Real Player). Seminars last roughly 2 hours and are held at both morning and afternoon times.

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

THE GRADUATE SCHOOL

The Graduate School is located in 106 Hargis Hall. More information, forms, policies and procedures, news, and graduation information can be found at the website:

<http://gradweb.duc.auburn.edu/>

GRADUATE SCHOOL POLICIES AND PROCEDURES

Information and links to Graduate School policies and procedures can be found at:

http://www.grad.auburn.edu/site_index.html#forms

**SPECIFIC PROGRAM INFORMATION
COUNSELOR EDUCATION AND SUPERVISION (CED)**

Mission Statement and Goals

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

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

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

Program of Study

Course Prefix & #	Course Title	Credit Hours
COUN 8510	Contemporary Issues in Counselor Education	3
COUN 8610	Advanced Theories: Existential/Humanistic	3
COUN 8620	Advanced Theories: Cognitive/Behavioral	3
COUN 8300	Research Design in Counseling	3
COUN 8910 100	Advanced Practicum	3
COUN 8910 400	Practicum in Counseling Supervision	3

Course Prefix & #	Course Title	Credit Hours
COUN 8920 100	Internship in Counselor Education	9
COUN 8910	Teaching Practicum – Teaching Practicum Experience	3
COUN 8910	Teaching Practicum – Teaching Practicum Experience	3
COUN 7210	Appraisal of Adults	3
COUN 7220	Appraisal of Children and Adolescents	3
ERMA 7210	Theory and Methodology of Qualitative Research	3
ERMA 7300	Design and Analysis in Education I	3
ERMA 7310	Design and Analysis in Education II	3
EPSY 7420	Learning Theory and Educational Practice	3
COUN 8990	Dissertation	10
ELECTIVES – Electives are not required		
COUN 8630	Advanced Theories: Psychodynamic	3
ERMA 8200	Survey Research Methods	3
ERMA 8100	Program Evaluation	3
ERMA 8320	Design and Analysis in Education III	3

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

1st Year

Fall

COUN 8510 Contemporary Issues in Counselor Education (Fall)
ERMA 7300 Design and Analysis in Education I
COUN 7210 Appraisal of Adults

Spring

ERMA 8310 Design and Analysis in Education II
COUN 8910 100 Advanced Practicum
COUN 7220 Appraisal of Children and Adolescents

Summer (select from the following)

COUN 8300 Research Design in Counseling (summer yr. 1 or yr. 2)
EPSY 7420 Learning Theory
COUN 8610 Advanced Theories: Existential

or

COUN 8620 Advanced Theories: Cognitive/Behavioral

Alternative:

COUN 8910 Teaching Practicum – Teaching Practicum Experience

2nd Year

COUN 8910 400 Practicum in Counseling Supervision
ERMA 7210 Theory and Methodology in Qualitative Research (or summer)
COUN 8990 Dissertation Hours (recommended)

Alternative:

EPSY 7420 Learning Theory

SpringCOUN 8910 Teaching Practicum – Teaching Experience
COUN 8990 Dissertation Hours (recommended)**Summer**

COUN 8610 Advanced Theories: Existential

or

COUN 8620 Advanced Theories: Cognitive/Behavioral

COUN 8300 Research Design in Counseling (taken summer yr. 1 or yr. 2)

3rd Year:

During the summer of the 2nd year and into the 3rd year the student will be completing the Dissertation and Internship requirements. A student needs to have successfully completed the Portfolio process (written and oral defense components) to be able to propose.

APPLICATIONS FOR PRACTICUM AND INTERNSHIPS

Information regarding clinical information can be found in the following pages and in the Appendix.

1) Placement Application for Practicum

Applications for graduate practicum (both teaching and counseling) and internship must be completed and submitted to the appropriate coordinator during the registration period the semester prior to the expected placement, excluding summer. [Syllabi](#) for the courses are found in the appendix.

2) Placement Application for Internship

[Internship proposals](#) are developed in conjunction with the faculty advisor and advisory committee (see appendix E).

**COUNSELOR EDUCATION
DOCTORAL STUDENTS
GUIDELINES AND CHECKLIST**

1. Obtain application forms from the [Graduate School](#) and apply by submitting all required materials to the Graduate School by the deadlines published in the [Graduate Bulletin](#). The Graduate School forwards the application to the appropriate departmental screening committee. The department head or chair then makes a recommendation to the Dean of the Graduate School, who sends a letter notifying the applicant of the decision.
2. Apply for an assistantship, if applicable, through the department involved.
3. Become familiar with the requirements for the doctoral degree as published in the [Graduate Bulletin](#).
4. Consult with the departmental advisor and become familiar with departmental procedures.

5. [Plan a schedule of study](#) for the first semester with advisor. (appendix E).
6. Submit a proposed schedule for fulfilling the residency requirements. Forms are available at the Graduate School or on the web at www.grad.auburn.edu.
7. Establish an advisory committee through the major professor and department head or chair. Official appointment of the advisory committee occurs when the Plan of Study is approved by the Graduate School.
8. Prepare a Plan of Study approved by the advisory committee and department head or chair and submit to Graduate School.
9. Complete course work, including language requirements, if any, as detailed in the Plan of Study.
10. Prepare portfolio for review which will occur during the Fall semester of your third year (refer to portfolio guidelines in this handbook).
11. Submit the dissertation proposal for approval by the advisory committee and become familiar with the Guide to the Preparation and Submission of Theses and Dissertations, available at the University Bookstore.
12. Request graduation check in the Graduate School no later than the last day of the semester (graduation day) prior to the semester of graduation.
13. Notify the Graduate School of the intent to graduate no later than the fifteenth class day of the semester of graduation.
14. Prepare dissertation and submit a committee-approved first draft to the Graduate School for review and approval by the outside reader (representative of the graduate faculty).
15. Study recommendations of the outside reader and make appropriate changes in the dissertation.
16. On approval of the dissertation by the dean of the Graduate School, arrange for final oral examination.

POLICIES AND PROCEDURES

GENERAL INFORMATION

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

RECRUITMENT AND ADMISSIONS

All applicants for admission to graduate degree programs in the Department of Special Education, Rehabilitation, Counseling/School Psychology must submit satisfactory scores on the Graduate Record

Examination (GRE) test. Previous record, personal characteristics relevant to success in counselor education, and congruence between professional goals and programs offered in the Department are also considered. Personal interviews will also be scheduled.

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

Specific procedures include the following:

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

Admission

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

Advisory Committee and Plan of Study

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

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

NEW STUDENT ORIENTATION

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

ADVISEMENT

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

STUDENT EVALUATION OF PROGRAM

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

ENDORSEMENT POLICY

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

CREDENTIALING

Licensed Professional Counselor

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

Alabama Licensure

Students who earn a master's degree from Auburn University's CACREP accredited program automatically meet the **educational requirements** for licensure in the state of Alabama.

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

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

CERTIFICATION

Nationally Certified Counselor

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

NATIONAL COUNSELOR EXAMINATION

For current information see: <http://www.nbcc.org/counselor-ed/home.html>

CURRENT CONTACT INFORMATION

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

and program improvement activities.

HARASSMENT AND DISCRIMINATION

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

PROFESSIONAL ORGANIZATIONS

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

GRADE GRIEVANCES

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

COUNSELING LAB POLICIES AND PROCEDURES

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

I. Counseling Lab Facilities

1. Classroom (1126 Haley Center): This room contains the videotaping equipment. While group or individual sessions can be taped in this room it is most appropriate for large groups. This room is also used for viewed videotaped materials. In addition, practicum group supervision is held in this room. This room also has smart classroom technology.
2. Observation/Editing Room (1124 Haley Center): This room contains observation equipment supervisors use to monitor the individual counseling rooms. It can only be used by faculty or doctoral student supervisors with permission.
3. Individual Rooms (1124 Haley Center): These two rooms allow for the supervision or digital recording of individual sessions.

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

II. Scheduling and Use of the Lab

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

III. Lab Maintenance

1. Use of lab facilities by students is limited to class purposes or requirements.
2. Lab facilities are to be maintained and kept clean.
3. Students using the lab should be considerate of others including; not interrupting class or individual activities, monitoring noise level when using facilities, and **not** viewing others' sessions without supervision or permission.
4. Lab facilities must be kept locked when not in use. It is not permissible to leave the lab open at any time when someone is not using the lab. Failure to follow this policy may result in loss of unsupervised use of the lab.
5. Students unfamiliar with the use of the counseling lab and its equipment should be supervised or instructed by a faculty member in the use of the lab equipment.
6. The Group and Individual Rooms should not be used for taping while the classroom is in use (unless permission is obtained by individuals using the classroom). In addition, Group Room facilities cannot be used if individual supervision is going on in the adjoining rooms, unless a university supervisor is monitoring this use.
7. Individuals cannot play back videotapes in the classroom if taping is going on in any of the lab rooms.
8. Students using the lab for counseling or supervision need to ensure client/supervisee confidentiality.

DEPARTMENTAL TRANSFER AND ADVISEMENT POLICY

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

1. Master's level students in one of the program areas in Counselor Education Community/Agency or School Counseling may request transfer between program areas by completing a program transfer form obtainable in the Departmental Office, 2084 Haley Center.
2. Students in any of the Doctoral programs within the Department Special Education, Rehabilitation, Counseling/School Psychology cannot transfer between Doctoral programs. Students wishing to be admitted into a Doctoral program other than that to which they were originally admitted must follow the admissions procedures required of any applicant to the program.
3. Students wishing to change advisors should follow the guidelines outlined in the Graduate Bulletin. Forms to complete this change can be obtained in the Departmental Office.

APPENDICES:

**CLINICAL AND RELEVANT
INFORMATION**

Appendix A

Student Evaluations

EVALUATION AND RETENTION POLICY FOR COUNSELOR EDUCATION STUDENTS

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

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

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

Procedure

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

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

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

1. Results of this evaluation are provided to all students, in writing, within two weeks of the evaluation meeting. Notification will include the counselor education faculty's evaluation of the student's progress in the three areas of functioning.
2. Faculty may present a student for review prior to the annual evaluation if there are concerns about the student's progress. As with the annual evaluation, students will be provided information about this review, in writing, about two weeks after the meeting.
3. If inadequacies are identified, procedures described in the Auburn University Due Process for Graduate Students (approved 1982) will be followed by the student's advisor and/or the student's full program committee. This process is developmental with the goal being remediation of a problem when possible.
4. If a student's progress in the program is deemed unsatisfactory the student will be notified in writing of the evaluation committee's concerns. The student will be asked to contact their advisor to discuss these concerns. The advisor and student will develop a plan of remediation. If that plan is not successful at remediating the problem or based on the recommendations of the advisor or evaluation committee the following step(s) may be taken.

The student's advisory committee prepares a statement of grievances (outlining problems or inadequacies), and in a meeting with the student, discusses these grievances and suggests the steps necessary for remediation. The statement of grievances must have the unanimous support

of all members of a student's advisory committee. The remediation plan must include, but is not limited to the following:

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

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

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

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

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

ANNUAL REVIEW OF STUDENT PROGRESS

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

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

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

- **Academic Performance:** Maintain 3.0 GPA; complete program in timely manner in compliance with all program, graduate school requirements and university policies and procedures; **take appropriate sequencing of coursework; progress in thesis/dissertation;** demonstrate creative problem solving, critical thinking skills and intellectual flexibility; progress in career role by developing area of specialization and practice; professional affiliation (example of problems behaviors; include-failure to maintain academic standards, academic dishonesty).
- **Clinical Performance:** Integrates theory and research to guide clinical practice; progress in ability to work with clients including: assessment, conceptualization, selection, implementation and evaluation of counseling interventions; progress in change agent skills; integrate multicultural awareness, knowledge and skills into professional interactions; establish professional interactions with clients and supervisors; and maintain professional ethics (examples of problem behaviors include: unsatisfactory performance in counselor practice courses, failure to maintain security of assessment instruments, exploitive

relationship with client, **not recognizing the limits of competence or working outside boundaries of competence and/or holding oneself out to be a professional, not a counselor-in-training**).

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

Goals of the Comprehensive Evaluation System for the Counselor Education Doctoral Program

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

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

The process of assembling the Portfolio is intended to be a major self-directed learning and professional development activity of the Counselor Education program. It is through this process that the student will organize, integrate, and consolidate all that has been learned in the program. The student is expected to demonstrate that their knowledge base, competencies, and skills have reached a level of attainment commensurate not only with the expectations of faculty, but also with their own expectations as they relate to professional development. Students can demonstrate required competencies by presenting examples of reproductions such as reflections and artifacts. In addition students are encouraged to consider how reflections, professional experiences, or self-developed materials may demonstrate competency. Finally, the process of portfolio development is intended to increase one's ability to reflect in one's experiences and to use the resulting knowledge and awareness for professional and personal development. Evidence of reflective practice should be evident in the portfolio product.

Elements of the Comprehensive Evaluation System are as follows:

1. Documentation in the application file of meeting all program prerequisites
2. Satisfactory performance in academic, clinical, and interpersonal/intrapersonal areas as determined through grades, supervisor, faculty and committee evaluations
3. Performance evaluations of practica by on-site and university Supervisors
4. Performance evaluations of internship by on-site and university Supervisors
5. Oral Presentation of the Portfolio and examination by the committee
6. Review of dissertation proposal by advisor and committee
7. Approval of the dissertation by the committee and outside reader

8. Final examination including defense of the dissertation

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

1. Major papers and presentations prepared for course assignments.
2. Comprehensive essay examinations from courses.
3. Papers written for professional publication.
4. Presentations prepared for professional meetings.
5. A professional resume.
6. Summaries of counseling case studies.
7. Summaries of supervision case studies.
8. Summaries of ethical dilemmas encountered and how they were resolved.
9. Materials prepared for teaching courses including syllabi and student evaluations.
10. Summary of professional organization activities.
11. Summary of community outreach activities.
12. Summary of research projects.
13. Summary of departmental and professional service.

Doctoral Competencies Counseling Education and Supervision

As a result of participating in the doctoral program in counselor education and supervision, the student is expected to demonstrate mastery of all of the competency areas identified in the Doctoral Portfolio:

- 1. Teaching**
- 2. Supervision**
- 3. Counseling**
- 4. Research**
- 5. Leadership**
- 6. Professional Issues**
- 7. Collaboration and Consultation**

Demonstration of some of the competencies will be accomplished through portfolio components **required** of all students. These required components are identified within the individual competency areas. Remaining competencies are to be demonstrated through artifacts, reflections, and/or reproductions selected by the student, in consultation with the advisor, that best illustrate both competence and growth or change during doctoral studies.

In addition to the competency areas students will have specific reflection questions that they are asked to respond to within their portfolios. Some of the reflection questions are integrated into the specific competency areas. Other reflection questions are broader and relate to the portfolio process and evaluation of using the portfolio and portfolio materials.

All artifacts, reflections, and reproductions submitted are expected to reflect current professional practices. We expect that social, cultural, and racial identity development, current technologies, and the legal and ethical standards will be evident in all components.

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

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

Definition of Terms

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

The types of materials (i.e., components) that are included in an individual's portfolio will typically include:

- a. **Artifacts** - materials that are normally produced through coursework, clinical experiences, and professional development activities (e.g., treatment plans, research papers, conference presentation materials, course syllabi developed).
- b. **Reproductions** - materials that reproduce actual practice (e.g., videotapes, audiotapes).
- c. **Reflections** - reflective statements that integrate explanations, development, and insights throughout an individual's professional development. Reflection statements encourage an

individual to consider their growth, professional challenges, learning within a personal and professional context, and the opportunity to consider professional identity on an individual basis.

- d. **Student Competencies:** The skills, abilities, and knowledge one acquires as a result of participating in the doctoral program in counselor education and related professional activities.
- e. **Diversity:** The consideration of, and respect for, individual differences among students, peers, clients, and colleagues. Such differences may include but not be limited to ethnicity, racial and identity development, gender, age, culture, religion, sexual orientation, disability status, individual development, and socioeconomic status.

Collecting Materials and Developing the Portfolio

The CED Doctoral Portfolio Template includes all the competency areas that must be addressed in the completed portfolio. **All competencies** must be demonstrated, some through required portfolio materials, others through materials selected by the doctoral student. As previously stated, a single component may address more than one competency. It is important that in collecting portfolio components one considers the components that *best demonstrate* the required competency and provides a rationale for the inclusion of materials

It is recommended that students collect materials across academic courses, clinical practice, professional development activities and other areas of their doctoral training. The use of **Livertext** will allow students to add materials, create links reproductions, or develop artifacts throughout their program. Livertext provides a limitless site to store not only materials for your portfolio but materials you may want to use in the future such as course materials developed, TX plans, and professional presentations.

It is critical to the portfolio process that students ***work on their portfolios throughout their academic program up to the time of submission***. The portfolio process has been established to provide students with both formative and summative evaluation, thus it is critical that students actively work on their portfolios throughout their program. Students may find it useful to store materials in Livertext, creating links to or developing rationales as they go. This will allow the student opportunities to consider what materials best demonstrate competencies, how materials collected over time may reflect growth, and add to rationales and reflections throughout the process.

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

Portfolio Evaluation and Portfolio Rubrics

Portfolios are evaluated using a 4 point Rubric. Scores on this rubric range from

- 1-unsatisfactory
- 2-marginal
- 3-competent
- 4 exemplary

Rubrics are used to evaluate the individual competencies within the 7 Competency Areas (i.e., Teaching, Supervision, Counseling, Research, Professional Issues, Leadership, Intra/Interpersonal). In addition, the rubrics are also used to evaluate the Competency Area itself and the Reflection required for each Competency Area. A 3 on this rubric indicates that the student has demonstrated competence.

Portfolio Submission Guidelines

1. The CED Portfolio can be submitted during the Fall the student's second year but must be submitted no later than the Fall after which the student has completed all their course work (excluding internship). Students are to submit their portfolios in Livetext on the **first day of classes during the Fall semester** in which they submit their portfolio.
2. **Reviewers:** CED Portfolios are reviewed across COUN program faculty as determined by the Program Coordinator. In addition to the program faculty, two outside reviewers will participate in the summative review process each year. Outside reviewers may consist of supervisors, Counselor Educators, faculty in departments with CED student enrollments, and other counseling professionals.
3. Students will be notified by the CED Program Coordinator of the Reviewers participating in the CED Portfolio evaluation. However the students will not be notified which specific sections those reviewers will be evaluating during the process. Students will then be instructed to submit their portfolios to the faculty that have been identified as reviewers.

Portfolio Evaluation

Students will be able to have access to their results approximately 4 weeks after submission. Students will be notified by email when their portfolio results are available for review (in Livetext). Students are asked not to open their reviews prior to this date.

Portfolio Scoring

1. Students who receive scores of 3 or higher in 5 or more competency areas can move on to the oral component of the comprehensive exam, the portfolio serves as the written component of this exam (see AU Graduate School requirements). Please refer to the resource section for some guidelines about the oral presentation.
2. Students who receive scores of 3 or higher in 4 or less competency areas will receive from their committees a plan of remediation for the areas deemed insufficient. Once the student has completed this remediation they can resubmit their portfolio during the next review period (Fall semester). If during this second review they have successfully met the requirements they can move on to the oral presentation component of the comprehensive exam.
 - a. **Please note that students may submit their materials for no more than *two portfolio reviews*.**
 - b. **A student who has not been successful during their second review will not be able to complete the requirements for this degree.**
3. Within two weeks of completing the Oral Presentation (or meeting with their advisors if the student is not recommended to move on to the Oral Presentation) students are required to complete the [Doctoral Portfolio Process Questions](#).

Appendix B

Portfolio Competencies And Portfolio Process Questions

Teaching

Teaching 1

1. Provide evidence of the ability to deliver competent instruction in a graduate-level counselor preparation program in both core and specialty areas.

Required Component:

Student and supervisor evaluations from teaching practicum; course syllabus and one sample class lesson plan including objectives, outline of content, activities, class handouts, and method(s) of evaluation.

Teaching 2

2. Articulate a personal philosophy of teaching.

Required Component:

Presentation of your teaching philosophy including a discussion of the principal influences (e.g., learning, motivation, developmental, counseling, and social-cultural theories) that are the foundation of your philosophy. In addition, integrate a discussion of the teaching method(s) and preferred assessment method(s) that are also reflective of your teaching philosophy.

Teaching 3

3. Demonstrate skills, abilities, and knowledge associated with cultural competence in teaching.

Teaching 4

4. Use available technology to deliver/support instruction.

Teaching 5

5. Provide formative and summative feedback to students.

Teaching 6

6. Identify and respond to ethical and legal dilemmas that you might expect to encounter as a Counselor Educator.

Teaching 7

7. Demonstrate respect for, and respond to, individual differences and learning styles of students.

Teaching 8

8. Identify and respond to ethical and legal dilemmas that are associated with teaching.

Teaching Reflection

Demonstrate behaviors associated with self-reflection and evaluation in teaching.

Examples of Reproduction:

You are asked to reflect upon your personal and professional growth and development in the following areas of your counselor education training and experiences. This reflection provides an opportunity to consider, reflect upon, and discuss changes in philosophy, orientations, personal and professional perspectives, and development. How you address these areas is to be self-determined but it is recommended that you draw upon the materials you have submitted for the portfolio, your experiences, feedback from peers, faculty, and supervisors, and other materials that will assist you in this process.

Supervision

Supervision 1

1. Provide competent individual supervision for graduate-level counselors-in-training participating in counseling practicum and internships. This includes the ability to demonstrate the facilitation of growth and development of the supervisee as well as monitoring the services provided to the client.

Supervision 2

2. Provide competent group supervision for graduate-level counselors-in-training.

Supervision 3

3. Provide formative and summative feedback to supervisees.

Required Component:

Include the weekly, midterm, and final evaluative materials used in one supervisory case (remove all identifying information)

Supervision 4

4. Specify a theoretical framework for supervision practice.

Required component:

Supervisor disclosure statement (serves as partial fulfillment of this requirement)

Examples of Reproduction:

Discussion of the supervisory theoretical model or approach that guides your supervision and how this is reflected in your supervisory practice.

Supervision 5

5. Demonstrate the ability to reflect on one's supervisory practice, style, and effectiveness and modify the same as needed to promote optimum growth and development of the supervisee.

Required Component:

Self-evaluation paper based on the cumulative supervision experiences throughout one's degree program. Include descriptions of particularly instructive experiences/challenges.

Examples of Reproduction:

Self-analysis may be based on a review of videotapes from supervisory sessions.

Supervision 6

6. Demonstrate respect for, and ability to respond to individual differences and learning styles of supervisees.

Examples of Reproduction:

Illustrate with video clips from two supervisees with different learning needs. Also include final case report describing learning needs and supervision interventions used with each.

Supervision 7

7. Demonstrate the ability to accurately assess the learning needs of supervisees.

Supervision 8

8. Identify a variety of supervision methods/interventions appropriate for promoting knowledge, skill, and interpersonal development of their supervisees.

Supervision 9

9. Demonstrate skills, abilities, and knowledge associated with cultural competence in your supervision practice.

Supervision 10

10. Use available technology to deliver/support supervision.

Examples of Reproduction:

Demonstrate the various technologies used in the delivery or support of supervision for practicum students.

Supervision Reflection

Demonstrate behaviors associated with self-reflection and evaluation in supervision.

Examples of Reproduction:

You are asked to **reflect** upon your personal and professional growth and development in the following areas of your counselor education training and experiences. This reflection provides an opportunity to consider, reflect upon, and discuss changes in philosophy, orientations, personal and professional perspectives, and development. How you address these areas is to be self-determined but it is recommended that you draw upon the materials you have submitted for the portfolio, your experiences, feedback from peers, faculty, and supervisors, and other materials that will assist you in this process.

Counseling

Counseling 1

1. Articulate a personal theory of individual counseling and discuss how this is reflected and demonstrated in your counseling practice. Integrate into this discussion any considerations for application to diverse populations.

Counseling 2

2. Develop, implement and evaluate a plan of individual counseling for clients of diverse backgrounds.

Counseling 3

3. Articulate a personal theory of group counseling and discuss how this is reflected and demonstrated in your counseling practice.

Counseling 4

4. Develop, implement and evaluate a plan of group counseling for clients of varying ages, diverse backgrounds.

Counseling 5

5. Identify and respond to ethical and legal dilemmas associated with counselor/client interactions.

Required Component:

Complete a case analysis based on interactions with a client in which you identified ethical and legal issues of concern. Discuss in the context of the ACA Ethical Guidelines. Analysis may be based on a review of taped sessions.

Counseling 6

6. Demonstrate skills, abilities, and knowledge associated with cultural competence and identity development including how this can impact the counseling process.

Counseling 7

7. Develop and implement, and evaluate a plan of individual counseling for clients of diverse backgrounds.

Counseling 8

8. Demonstrate knowledge of diagnostic bias with consideration of cultural factors, gender, developmental factors, and socioeconomic status. This should be addressed in relation to a Treatment Plan and/or diagnostic assessment.

Counseling 9

9. Demonstrate knowledge of the assessment process in counseling, this includes consideration of measurement selection, application, and interpretation.

Counseling 10

10. Identify the implications of multicultural, legal and ethical, developmental, and other variables that influence the selection, application and interpretation of assessment measures.

Counseling Reflection

Demonstrate behaviors associated with self-reflection and evaluation in counseling.

Examples of Reproduction:

You are asked to **reflect** upon your personal and professional growth and development in the following areas of your counselor education training and experiences. This reflection provides an opportunity to consider, reflect upon, and discuss changes in philosophy, orientations, personal and professional perspectives, and development. How you address these areas is to be self-determined but it is recommended that you draw upon the materials you have submitted for the portfolio, your experiences, feedback from peers, faculty, and\ supervisors, and other materials that will assist you in this process.

Research

Research 1

1. Demonstrate the ability to use research methods/types for the purposes of planning and evaluating programs and/or services within one's chosen work setting.

Examples of Reproductions:

Sample needs assessment, program evaluation, and other work related survey instruments; outcome studies, single case studies, and evaluation of the effectiveness of an intervention in your counseling practice.

Research 2

2. Prepare an integrated review of the professional literature leading to the generation of research questions.

Research 3

3. Identify and respond to ethical and legal dilemmas associated with research involving human subjects.

Research 4

4. Use available technology to support research activities.

Examples of Reproduction:

Software to manage and analyze data; presentation software, research of data bases.

Research 5

5. Demonstrate knowledge of scientific method, including appropriate sequence of activities involved in research project development.

Research 6

6. Document or describe steps taken to assess or ensure a process of multicultural sensitivity in research activities.

Examples of Reproductions:

Reflections on articles read, groups/people contacted or interviewed, guidance from major professor, etc., regarding study design, criteria for subject recruitment and inclusion, selection of instruments appropriate for diverse subject population.

Research 7

7. Potential for scholarly publications.

Required Component:

Include in the portfolio at least one article-length manuscript that has been submitted to a peer reviewed journal, and either reviewer's feedback or acknowledgment of receipt of the article by the editor. This submission should reflect a significant contribution on your part. Describe level of participation including areas such as role in; development of the idea, implementation of study, development of manuscript, and revision of manuscript.

Research Reflection

Demonstrate behaviors associated with self-reflection and evaluation in research.

Examples of Reproduction:

You are asked to **reflect** upon your personal and professional growth and development in the following areas of your counselor education training and experiences. This reflection provides an opportunity to consider, reflect upon, and discuss changes in philosophy, orientations, personal and professional perspectives, and development. How you address these areas is to be self-determined but it is recommended that you draw upon the materials you have submitted for the portfolio, your experiences, feedback from peers, faculty, and supervisors, and other materials that will assist you in this process.

Leadership

Leadership 1

1. Participate in service activities related to the preparation of counselors and the advancement of the counseling profession.

Examples of Reproduction:

Provide a program description from one or more professional presentations in which you have participated.

Leadership 2

2. Participate in service activities or opportunities for professional development related to one's career objectives.

Examples of Reproduction:

Local, state, regional, national organization committee membership; Chi Sigma Iota activities.

Leadership 3

3. Identify personal leadership style and reflect on the development of this style.

Leadership 4

4. Contribute to the mission of the Department of Special Education, Rehabilitation, Counseling/School Psychology through participation in standing and departmentally supported lectures, forums, and workshops. Please consider your contributions and/or what you have gained from these experiences.

Leadership Reflection

Demonstrate behaviors associated with self-reflection and evaluation in leadership.

Examples of Reproduction:

You are asked to reflect upon your personal and professional growth and development in the following areas of your counselor education training and experiences. This reflection provides an opportunity to consider, reflect upon, and discuss changes in philosophy, orientations, personal and professional perspectives, and development. How you address these areas is to be self-determined but it is recommended that you draw upon the materials you have submitted for the portfolio, your experiences, feedback from peers, faculty, and supervisors, and other materials that will assist you in this process.

Professional Issues

Professional Issues 1

1. Demonstrate intentionality in the planning of one's professional development activities.

Required Component:

Submission of a professional development plan completed at the beginning of the doctoral experience, successive modifications to the plan, and a self-evaluation of one's progress toward meeting the goals set forth in the plan.

Professional Issues 2

2. Identify current trends and issues in the profession of counselor education and supervision.

Professional Issues 3

3. Identify current trends and issues in the practice of counseling that have implications for counselor preparation.

Examples of Reproduction:

Professional manuscript submitted for publication or presentation accepted at state, regional or national conference related to a current professional issue or trend in counselor education, supervision, or counseling.

Professional Issues 4

4. Articulate a position, based on professional readings, interactions in the professional community, and research regarding current and recurring professional issues in counselor education, supervision, and counseling.

Requirement Competent:

Evidence of participation in a professional presentation on issues related to counselor education, supervision, or counseling.

Professional Issues 5

5. Identify and demonstrate organizational abilities necessary for effective participation in student's selected occupation.

Professional Issues Reflection

Demonstrate behaviors associated with self-reflection and evaluation in professional issues.

Examples of Reproduction:

You are asked to **reflect** upon your personal and professional growth and development in the following areas of your counselor education training and experiences. This reflection provides an opportunity to consider, reflect upon, and discuss changes in philosophy, orientations, personal and professional perspectives, and development. How you address these areas is to be self-determined but it is recommended that you draw upon the materials you have submitted for the portfolio, your experiences, feedback from peers, faculty, and supervisors, and other materials that will assist you in this process.

Collaboration and Consultation

Collaboration and Consultation 1

1. Demonstrate skills necessary to collaborate with other professionals inside and outside the student's designated professional identification.

Collaboration and Consultation 2

2. Demonstrate skills necessary to consult with professionals inside and outside one's professional identification.

Collaboration and Consultation 3

3. Demonstrate skills used to effectively consult and collaborate with peers during one's matriculation.

Collaboration and Consultation 4

4. Demonstrate the skills necessary to consult and or collaborate with professionals or peers from culturally diverse backgrounds.

Collaboration and Consultation –Reflection

Demonstrate behaviors associated with self-reflection and evaluation in collaboration and consultation relationships.

Examples of Reproduction:

You are asked to reflect upon your personal and professional growth and development in the following areas of your counselor education training and experiences. This reflection provides an opportunity to consider, reflect upon, and discuss changes in philosophy, orientations, personal and professional perspectives, and development. How you address these areas is to be self-determined but it is recommended that you draw upon the materials you have submitted for the portfolio, your experiences, feedback from peers, faculty, and supervisors, and other materials that will assist you in this process.

Doctoral Portfolio Process Questions

Within two weeks of receipt of feedback from your committee, please respond to the following questions and submit your responses to your chair.

1. In what ways has the portfolio development and review process been useful in developing skills necessary to become a reflective educator and practitioner?
2. In reviewing this portfolio and considering committee feedback, what specific revisions have you made to your professional development plan?
3. Do you have any suggestions or recommendations for improving or changing the portfolio development and review process at this time?
4. What additional experiences?

Appendix C

Ethical Standards and Information

Ethical Standards

American Counseling Association (ACA) Ethical Guidelines

<http://www.counseling.org/resources/codeofethics.htm>

American School Counselor Association (ASCA) Ethical Guidelines

<http://www.schoolcounselor.org/ethics/standards.htm>

American Mental Health Counselors Association (AMHCA) Ethical Guidelines

<http://www.amhca.org/sitemap.html#>

National Board of Certified Counselors (NBCC) Ethical Guidelines

<http://www.nbcc.org/ethics/nbcc-code.htm>

Professional Parameters / Issues

Informed Consent

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

Emergency Procedures

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

Ethical Guidelines

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

Professional Liability Insurance

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

Professional Behavior

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

The Supervisory Relationship

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

The evaluation component of all practica are detailed in the relevant syllabus. You will demonstrate mastery of the competencies listed on the syllabus through work samples

(audio/video tapes). Both process and conceptualization skills are emphasized. Your supervisor will assume a variety of roles, consultant, teacher, and counselor, in an effort to assist you enhance your competence and provide high quality services to your clients.

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

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

Appendix D

Plan of Study Form-Example

Please note: This form is provided as an example of the Graduate School Plan of study. The actual form is completed and submitted at:

<http://graduate.auburn.edu/gspoststudent/>

Auburn University
Semester Version
The Graduate School
Tentative Plan of Study

___ **Doctor of Philosophy**

___ **Doctor of Education**

_____	_____	_____
Last Name	First Name	M.I.
_____ - _____ - _____		_____
Student Number		Date
_____		_____
Department		Curriculum
_____		_____
Internship Required?		Foreign Language Required?

Advisory Committee

_____	_____
Committee Chair (type or print)	Committee Chair Signature
_____	_____
Member #1 (type or print)	Member #1 Signature
_____	_____
Member #2 (type or print)	Member #2 Signature
_____	_____
Member #3 (type or print)	Member #3 Signature
_____	_____
Member #4 (type or print)	Member #4 Signature
_____	_____
Department Head (type or print)	Department Head Signature

Dean, Graduate School

