



College of Education

TENNESSEE TECH

**Student Handbook
for the
Ph.D. Program
in Counseling and Supervision**

2023-2024

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Welcome

Welcome to the Doctor of Philosophy in Counseling and Supervision program at Tennessee Tech! We hope your work with us will be fulfilling and meaningful. Within this handbook, you will find useful information regarding program criteria, contact information, and expectations.

The doctoral program is a rigorous and enriching educational experience focused on developing students' clinical, supervisory, research, teaching, leadership and advocacy, multicultural, and relational competencies. The program's mission is focused on diversity, creativity, and relational development and provides many opportunities for students' professional development in these areas. Through didactic coursework and field-based training, students develop their supervisory proficiencies and gain hands-on experience teaching graduate level counseling courses. Supervised clinical courses are designed to critically evaluate counseling theory considering relational and multicultural principles, while developing students' professional and relational competencies. The research curriculum is a series of four courses that grounds students in counseling research methodologies and prepares them for their dissertation project.

Statements, Missions, and Descriptions

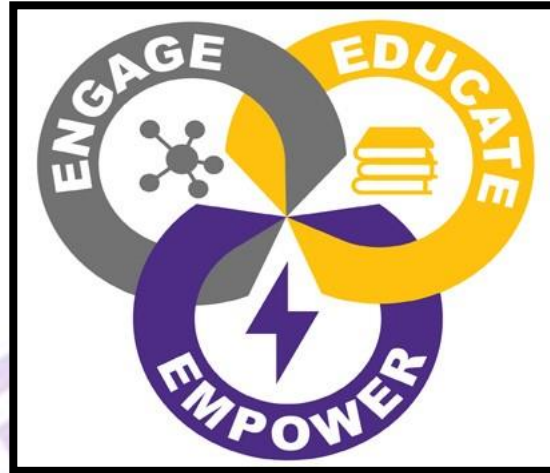
Tennessee Tech University's Mission and Vision Statements

Tennessee Tech creates, advances, and applies knowledge to expand opportunity and economic competitiveness. As a STEM-infused, comprehensive institution, Tennessee Tech delivers enduring education, impactful research, and collaborative service.

Tennessee Tech will achieve national prominence and impact through its engaged students, dedicated faculty, and career-ready graduates known for their creativity, tenacity, and analytical approach to problem solving.

The College of Education's Mission Statement

The mission of the College of Education is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.



College of Education Conceptual Framework

Prepare effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.

Counseling and Psychology Department Mission

The Department of Counseling and Psychology has the primary mission of offering strong academic programs in psychology and the preparation of mental health professionals that serve the community and public school system. Specific programs of study are available in the disciplines of psychology at the undergraduate level and counseling and psychology at the graduate level. Instruction is a major component of the academic mission of the department in both the undergraduate and graduate programs. A committed faculty serves the programs through instruction, scholarly activity, and service aimed at providing quality academic experiences for students. The department is strongly supportive of an environment that protects and promotes human welfare and equal opportunity for the University community, Upper Cumberland region, state, and nation.

Key Features

Key features of this 48-hour doctoral degree program include: it is designed to meet CACREP standards; and places an emphasis on rural mental health issues.

The profile of an applicant for this program is a professional who: 1) holds a master's degree in counseling and has related professional experience; 2) is interested in furthering their career by pursuing opportunities in counselor education, supervision, program evaluation, and other advanced positions; and 3) is committed to effecting change in regional mental health issues such as addictions.

Purpose and Nature of the Ph.D. Program

The purpose of the Ph.D. program is to provide advanced educational opportunities for counselors and future counselor educators in an accredited, regionally accessible program to expand and enhance the mental health services offered in the Upper Cumberland area and throughout Tennessee.

This Ph.D. program strives to enhance Tennessee Tech's mission to be recognized as a leader in providing research and instruction in or to the needs of the Upper Cumberland region and the State of Tennessee. Tennessee Tech's program is a 48 SCH Counseling and Supervision doctoral program that builds upon a 60 SCH Master's program in Counseling. The MA program not only has CACREP accreditation for the Clinical Mental Health Counseling Program but also is CAEP accredited in School Counseling and School Psychology. The doctoral and School Counseling programs are currently being reviewed by CACREP for accreditation.

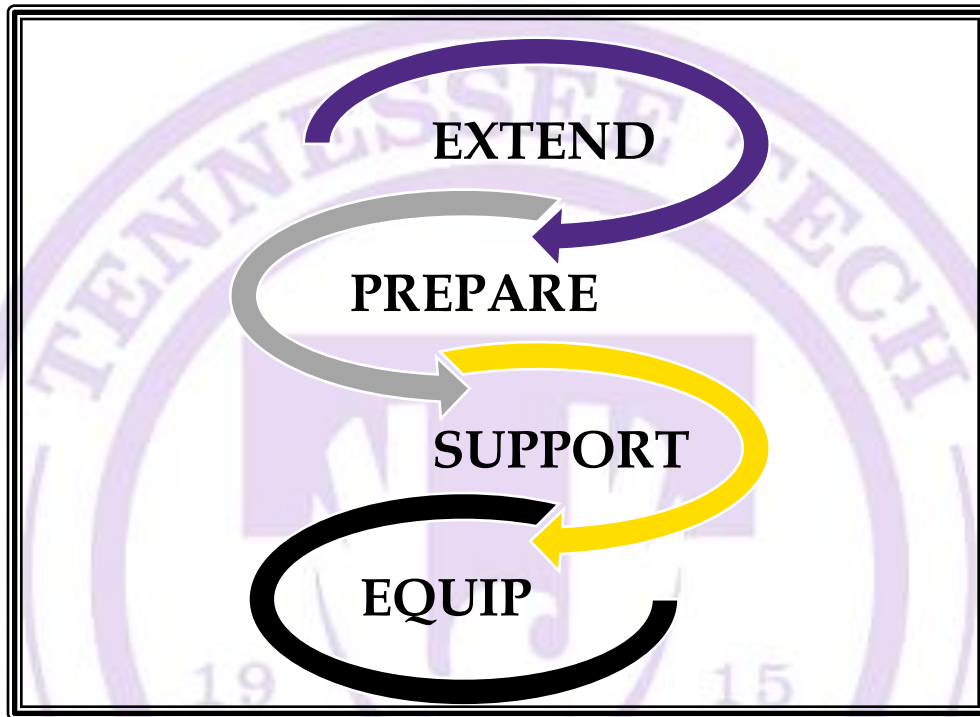
The mission of Tennessee Tech's Ph.D. in Counseling and Supervision program is to prepare and enhance students' capacity for skill development and critical thinking to become clinicians, supervisors, educators, advocates, scholars, leaders, and program evaluators in the counseling profession. Emphasizing a dynamic and collaborative learning environment, faculty seek to inspire students to actualize their potential through an infusion of scholarship and real-world problem solving. In doing so, the target is to make an impact within our region and assist in the meeting of the mental health and addiction treatment needs.

The Ph.D. program seeks ways to infuse technology with influential research to help meet Tennessee Tech's vision statement of achieving national prominence and impact through its engaged students, dedicated faculty, and career-ready graduates known for their creativity, tenacity, and analytical approach to problem solving. Therefore, these components are integrated into all our coursework and internships. Students will have opportunities to conduct research and complete part of their internship hours by working in the Center for Assessment and Improvement of Learning which is housed within the Department of Counseling and Psychology. In addition, students have an opportunity to work in the College of Education's Vision Lab which provides opportunities for learning through virtual reality. Coupling these opportunities with the potential of meeting the regional mental health and addiction service needs, Tennessee Tech's Ph.D. in Counseling and Supervision program has the prospect of providing students with a nationally and internationally unique experience.

Doctoral Program Objectives

Consistent with the 2016 CACREP Standards, TTU's doctoral program seeks to (a) extend the knowledge base of the counseling profession in a climate of scholarly

inquiry, (b) prepare students to inform professional practice by generating new knowledge for the profession, (c) support faculty and students in publishing and/or presenting the results of scholarly inquiry, and (d) equip students to assume positions of leadership in the profession and/or their area(s) of specialization (2016 CACREP Standards, p. 38).



Additional Goals for the Program

- Students will be employed and serve as effective, ethical counseling professionals in schools, community/mental health agencies, career and job-related agencies, private practice, and colleges and universities.
- Students will demonstrate a capacity for self-reflection and an openness to feedback to evaluate and improve personal and organizational practices.
- Students will learn and apply best practices through the application of counseling theories, research, scholarly literature, and technology.
- Students will learn and apply multicultural and social justice counseling competencies to serve and empower diverse populations.
- Students will learn and apply leadership in educational and/or therapeutic service settings.
- Students will learn and apply how to empower and advocate for themselves, their profession, and individuals from all backgrounds within their employment context.

- Students will learn and apply effective programs, interventions, and advocacy for individuals, couples, families, groups, and organizations.
- Students will learn how to identify regional needs, which includes addiction treatment, and work to promote awareness of mental health needs.

Admission into the Program

Admission Requirements

The Ph.D. in Counseling and Supervision is a terminal degree. The department offers admission to applicants who appear to have the highest potential for success and the appropriate disposition for counseling and supervision in the Ph.D. program.

The recommended admission requirements are:

- A 3.5 grade point average (GPA) from an accredited Master's level program in a counseling or closely related program. Preference will be given to individuals who graduated from a CACREP-accredited program.
- Official transcripts from an accredited undergraduate and graduate institution, as well as transcripts from any additional institutions of higher education attended.
- Three acceptable letters of recommendation for graduate study from either former faculty members or other persons with adequate knowledge of the applicant's professional qualities and/or potential for success in a Ph.D. program (faculty review committee reserves the right to determine suitability of the letters.)
- While not required, an applicant may submit GRE General Test (GRE) scores for consideration to address their aptitude for graduate-level academic work.
- An English proficiency equivalent of Level 9 in FLS (applicable to those applicants from countries in which the official language is other than English).
- Successful interview with the faculty review committee with a focus on dispositional congruence, personal intent, and professional aspirations.

Previous professional experiences in counseling or a counseling-related field will be strongly considered by the faculty. Although post-Masters' professional experiences will be weighted within the application process, students' educational experiences gained within their Practicum and Internships in their Masters' programs will also be considered. The program will use a holistic admission process that will consider a variety of factors including letters of recommendations.

Although preference is given to individuals who have graduated from a CACREP accredited Master's level program, faculty will review transcripts and course syllabi of

applicants who did not to determine their level of competencies in the eight core domains of:

- Human growth and development
- Social and cultural diversity
- Counseling and helping relationships
- Group counseling and group work
- Career counseling
- Assessment and testing
- Research and program evaluation
- Professional counseling orientation and ethical practice

Commitment to Diversity

In accordance with the approved campus Diversity Plan, Tennessee Tech is as supportive of women as of men and as supportive of those in the minority classification as those in the majority. Providing educational opportunities to all eligible persons without regard to age, gender, ethnicity, race, religion, national origin, disability, or sexual orientation, Tennessee Tech is committed to an inclusive and diverse campus that enriches educational experiences, promotes personal growth and a healthy society, prepares students for success in a global economy and enhances America's economic competitiveness. In addition, the campus office of Affirmative Action specifically monitors all job postings, i.e., faculty positions, for adherence to federal diversity standards.

Satisfying recommended minimal standards, however, does not guarantee admission. Admission decisions are based on departmental review, using a combination of factors, including an interview to evaluate relevant dispositions for professionals in the field.

The faculty of the Doctoral Program in Counseling and Supervision is committed to recruiting a diverse student body representing a wide array of cultures, geographical regions, and socioeconomic backgrounds. The unique experiences and perspectives students bring to the doctoral program present possibilities for learning not only for individual students but also for their peers and the master's students with whom they work. By accepting the invitation to enter the Doctoral Program in Counseling and Supervision, students accept the challenge to develop their acceptance of others who are different and to learn to communicate more effectively with diverse human beings.

Job Outlook for Graduates

Students interested in learning more about career opportunities in counseling, and counselor education and supervision, may consult the representatives in Center for Career Development, and visit with their doctoral program advisor for specific information about careers in Counseling and Supervision.

Chi Sigma Iota

The international honor society of professional counseling, Chi Sigma Iota (<http://www.csi-net.org/>), has a local chapter, Tau Tau Upsilon, at Tennessee Tech. Chapter membership is open to students who have completed at least 9 semester hours of coursework in a counseling degree program. Students must also have a 3.5 GPA at the time of application. Doctoral students who joined CSI while they were master's students and are current members may transfer their membership to the Tau Tau Upsilon chapter. The chapter sponsors continuing education and social and professional activities throughout the year. Please contact the chapter advisor for more details. The chapter co-advisors for 2023-2024 are Dr. Ye (Agnes) Luo and Dr. Mark Loftis.

Academic Advisement

Advising information will be posted on the departmental website and distributed through your official Tennessee Tech email account. Please activate your account and check it regularly. Students are responsible for becoming familiar with university and program requirements, for meeting degree requirements, following policies and procedures, and meeting all deadlines. We encourage you to examine the Graduate Catalog and the counseling program website to learn more about program policies, procedures, and deadlines.

The Doctoral Program Director, Dr. Tony Michael, is the temporary academic advisor for all doctoral students upon admission. He will serve as the student's temporary advisor until a formal doctoral committee is established. This ensures that each student receives the attention necessary to begin and progress through their program of study. Students are encouraged to contact Dr. Michael via email [tmichael@tntech.edu]. If an in-office visit cannot be conveniently scheduled, meetings may take place via Zoom or a similar platform.

Please keep in mind that your advisor and other faculty members teach courses during day and evening hours. Further, faculty members work on a nine-month contract. Consequently, they may not be available during regular business hours, after final examinations, during Winter breaks, in between semesters, and during the summer sessions.

Doctoral students must develop a program of study in conjunction with their dissertation chair and doctoral committee. Once this program of study has been developed and created, the student's Program of Study form must be completed and kept on file in the Department Office.

Written Endorsement and Recommendations Policy

Permission should be sought and secured by students prior to formally identifying a faculty member as a reference. Counselors-in-training and graduates seeking endorsements, letters of recommendation or reference, credentialing, and/or employment letters should provide the respective faculty member(s) a minimum of two weeks written notice. Students should provide faculty members with relevant information and documents about the endorsement including, but not limited to, job description, addressee, curriculum vitae, and relevant enrolled courses.

The counseling faculty believes that it is their professional duty to endorse or recommend only those students or graduates for employment opportunities, licenses, certifications, and/or other credentials for which the individuals are prepared through knowledge, training, and experience. In other words, an individual should not expect any counseling faculty to recommend or verify training, experience, or expertise that the individual does not possess or of which the faculty do not have personal knowledge. However, counseling faculty will advise, teach, supervise, and make every appropriate effort to help the student obtain the knowledge, skills, and experience that would be most beneficial to the student professionally. The faculty is also required to follow the procedures and agreements of the various licensing and certifying bodies (e.g., NBCC, state licensing boards). It is also expected that students and graduates become familiar with these procedures before requesting endorsement.

Department, Graduate School, College, and Diversity Websites

Important dates, announcements, and current information regarding degree and dissertation requirements are contained on the Department, College, Graduate School, and University websites. Doctoral students should be familiar with the information contained therein and use the most current dates, requirements, and procedures noted to ensure satisfactory progress.

Assistantships and Financial Support

Students may apply to be a Graduate Assistant (GA) as well as apply for various fellowships and scholarships. Applications for a Graduate Assistant position should be made no later than the time of application to the program. Please refer to the Graduate Catalog for more specific information:

<https://www.tntech.edu/graduatestudies/ga-studentinfo.php>

Ph.D. GA positions are very limited. If you are interested in a GA position, let Dr. Michael, the Director of Doctoral Programs, know immediately – prior to application is best; assignments are generally full, and a wait list is maintained. Please send the GA application to the Director of Graduate Programs, the Administrative Associate for the Associate Dean's Office, and Graduate Studies as soon as you apply.

The Department of Counseling is committed to providing support whenever possible to motivated and hardworking students. Any graduate assistantships, scholarships, fellowships, tuition and fee waivers, tuition and fee awards, and tuition and fee reimbursements are contingent upon funding, availability, student performance, and Departmental needs. The Department of Counseling does not guarantee either initial or continued financial support. Students should expect to contribute financially to their doctoral education. Students should not plan to receive financial support during their second and subsequent years in the program.

Graduate assistantships, scholarships, tuition, and fee awards are contingent upon evaluation of student performance by the faculty. Financial support may be provided to students after they demonstrate superior academic performance, excellence in their work ethic and work behaviors, and commitment to investing in their professional growth.

The Department of Counseling faculty formally evaluates each student at the end of the academic year. Other formal evaluations and performance appraisals may occur during the year. Typically, a student may be ineligible to receive continued financial support when the student:

- Does not meet the Departmental standards for Fitness to Practice and fails to comply with remediation;
- Earns a grade of C or less in a class;
- Is placed on academic probation;
- Formally withdraws from the program;
- Takes a leave of absence from the program;
- Does not demonstrate excellence in work behaviors as evaluated by their direct supervisor and Departmental faculty.

In each of these cases, the student will meet with a faculty review committee who will determine the student's eligibility for continuation in the program and continued financial support.

Assistantships usually require 20 hours of work per week. Graduate research assistants must schedule and work 20 hours per week on-campus. Once an assistantship has been awarded, students should submit paperwork to human resources. To maintain an

assistantship position, students must be enrolled full-time (9 credits) in the fall or spring semester and at least part-time in the summer. The number of assistantships is limited.

Please note that the assistantships are competitive, and students must work the designated hours to receive compensation. Failure to do so may result in the loss of the assistantship. A student's immediate supervisor is responsible for reporting the hours students work, and students are responsible for submitting timesheets and time logs to their immediate supervisor. The reported hours must be accurate. Please know that students are reviewed on a semester-to-semester basis for potential assistantship continuation. Assistantship continuation may be affected by academic performance, work performance, and fitness to practice.

Diversity Fellowship

The diversity fellowship is designed to promote Tennessee Tech's commitment to a more inclusive and diverse campus that enriches the educational experience, promotes personal growth and a healthy society, strengthens communities and the workplace, and enhances America's economic competitiveness. This diversity can be developed through exposure to diverse persons, cultures, social, political, and economic ideas, and better prepares students as professionals in an increasingly diverse workforce and society. The diversity of enrollment enriches the educational experience and is a compelling interest in higher education. We learn from those whose beliefs and perspectives are different from our own, and these lessons can be best taught in the richly diverse intellectual and social environment of a heterogeneous student body. A flexible, holistic, and individualized approach will be adopted in awarding the diversity fellowships on a competitive basis and includes the following:

Personal characteristics such as motivation and ability to pursue graduate studies
Underrepresented groups in science, technology, engineering, mathematics, and nursing disciplines to build more healthy and diverse learning environments
Underrepresented/under-served groups of all kinds based on socio-economic status, race, ethnicity, gender, creed, and geographic region to attract those students that have historically been educationally under-served and/or underrepresented and who may have viewpoints and perspectives that can serve to enrich the learning experience of all students.

To become eligible, applicants must be admitted in full standing to the Tennessee Tech Graduate School, a U.S. citizen or permanent resident, demonstrate appreciation for and commitment to diversity, and meet at least two of the following criteria:

- Belong to an underrepresented U.S. racial/ethnic minority group (African-Americans, U.S. Hispanics/Latino Americans, American Indians/Alaskan Native, and Pacific Islanders from U.S. territories and outlying areas)

- Be a resident of one of the educationally under-served/underrepresented areas (refer to list below)*
- Belong to a U.S. underrepresented/under-served gender in science, technology, engineering, mathematics, business, and nursing
- Demonstrate character, motivation, and ability to succeed in graduate studies based on academic record and a written essay
- Apply and essay describing your eligibility for an award to the Tennessee Tech Graduate School.

Application

* List of educationally underserved/underrepresented counties are: Bledsoe, Campbell, Cannon, Clay, Cumberland, DeKalb, Fentress, Grundy, Hamilton, Jackson, Macon, Marion, McMinn, Meigs, Monroe, Morgan, Overton, Pickett, Rhea, Scott, Sequatchie, Smith, Trousdale, Van Buren, Warren, White.

Additional Information

A recipient of a full fellowship is expected to devote 20 hours per week to research or teaching. Full fellowship pays tuition, fees, and stipend at the prevailing rate in the department. A part-time fellowship pays tuition and fees and does not require service to the department. A fellowship may be renewed for up to four semesters if funding is received from the state of Tennessee and the student meets the following requirements:

- Recipient must have a term or cumulative grade point average of at least 3.0.
- Recipient must submit term reports, endorsed by advisor, demonstrating satisfactory progress toward the attainment of a graduate degree.
- Recipient must re-apply if not enrolled for one or more semesters, or if enrolled in another degree program.
- Recipient must comply with registration and degree requirements as provided in the Graduate School Catalog.

The courses enrolled must count toward the degree and must be approved by the student's academic advisor.

Fees will not be paid for audit courses, repeat courses, personal enrichment courses, undergraduate courses, certification courses, or more than six hours of thesis, or 24 hours of research and dissertation. You may not deviate from your approved program of study without consulting with the Graduate College. The fellowship covers only IN-STATE fees. If the student receives a funded Graduate or Teaching Assistantship, they will be excluded from receiving the Diversity Fellowship.

Students in 'provisional' status are not eligible for this fellowship.

This award only applies towards one graduate degree.

Tennessee Tech is under no obligation to continue the fellowship if the student transfers to another degree program or degree classification, or if funds are not available.

Preference will be given to Tennessee residents as this fellowship is funded by the state of Tennessee.

Students cannot be relatives of Tennessee Tech employees.

For more information contact the College of Graduate Studies at 931-372-3233.

Doctor of Philosophy Degree General Requirements

Advisory Committee Formation

Each Ph.D. student's advisory committee composition is determined by the department in which the degree is offered. The committee will have a minimum number of voting members from predetermined departments or fields. The student is responsible for identifying, in consultation with the departmental chairperson or director and Dean or Associate Dean, a faculty member who is willing to chair their advisory committee. In consultation with the chairperson of the committee, the student is responsible for identifying the other faculty members required/desired and determining if they are willing to serve. Advisory committee is permitted to have more than the minimum number required. Normally one (1) faculty member will serve as the chair. If the proposed research work is interdisciplinary, or if the initial chair retires, experiences health problems, or for some other reason cannot continue to perform all the duties of the chair, the student may request that a co-chair be appointed. Changes in a Ph.D. advisory committee must adhere to all policies and procedures governing graduate study at the University, as contained in the Graduate Catalog, and administered by the Associate Dean of Graduate Studies.

If a student is not able to identify a sufficient number and type of faculty who are suitable and willing to serve on their advisory committee, the student will be advised by the Dean that they should either change their area of research interest to more closely match those of the available faculty or consider selecting another major. Failure to be able to form a committee is a cause for transfer to non-degree status. Further regulations concerning the membership, appointment, and responsibilities of the advisory committee are given in other sections of the catalog, including the sections on "Organization of the College of Graduate Studies" and "Degree Requirements."

In regard to the process of committee formation within the Ph.D. in Counseling and Supervision, "The graduate faculty member who serves as the student's research

advisor shall chair or co-chair the advisory committee and must hold faculty rank in the department in which the student is majoring. For a doctoral student, the research advisor shall be an experienced faculty member and a full member of the graduate faculty.” as per Tennessee Tech policy 282.IV.D.7.

Program of Study

Individual programs are planned for each student based on educational background and career objective. Graduate degrees are not only awarded on the basis of completion of specific courses, but also based on evidence of proficiency, scholarship, reasoning and investigation, and high attainments in the field of the student’s specialization.

Each proposed Program of Study must be approved by the student’s advisory committee, the departmental chairperson, the Dean or Associate Dean, and the Associate Dean of Graduate Studies.

There will be a hold placed on a student’s registration if their Program of Study has not been filed in the College of Graduate Studies office by the semester in which 15 semester hours will be earned.

Degree Requirements

The Ph.D. in Counseling and Supervision is a 48 credit hour doctoral degree program. The program consists of three degree components: Counseling and Supervision Core Coursework; Research Coursework; and Dissertation Research.

- Counseling and Supervision Core Coursework: 21 hours
- Research Core Coursework: 18 hours
- Dissertation Research: 9 hours
- Total Degree Requirements: 48 hours

Note: Two prerequisite and/or support courses (PSY 6310 , PSY 6930) may be required as determined by the advisor.

Counseling and Supervision Core Coursework (21 hours)

- [COUN 7320 - Advanced Group Counseling in Addiction and Special Populations](#) Credits. 3.
- [COUN 7370 - Counseling Supervision](#) Cr. 3.
- [COUN 7400 - Advanced Counseling Practicum](#) Credits. 3.
- [COUN 7500 - Research, Scholarship, and Publication](#) Credits. 3.
- [COUN 7610 - Teaching in Counselor Education](#) Credits 3.
- [COUN 7700 - Advanced Multicultural Counseling: Leadership and Advocacy](#) Credit. 3.

- [COUN 7840 - Regional Mental Health and Addiction Services](#) Credits. 3.

Research Core Coursework (18 hours)

- [PSY 7310 - Advanced Educational Statistics](#) Cr. 3.
- [COUN 7510 - Counseling Administration and Program Evaluation](#) Credits. 3.
- [COUN 7730 - Qualitative Research Methods in Counseling](#) Credits. 3.
-
- [COUN 7740 - Advanced Quantitative Inquiry and Research Design](#) Credit. 3.
- OR
- [COUN 7750 - Advanced Qualitative Inquiry and Research Design](#) Credits. 3.
-
- [COUN 7820 - Doctoral Internship](#) Credits. 3. *
- *6 credit hour requirement. Students must take COUN 7820 over two semesters (6 credit hours) rather than one (3 credit hours).

Advisor Guided Electives

Research core requirements include an option of one elective. Electives may be taken in the COUN or PSY areas at the 6000 or 7000 level.

Dissertation Research (9 hours)

Nine (9) credit hour minimum. Ph.D. candidates may take more than the 9 credit hour minimum as necessary to successfully complete their dissertation research.

- [COUN 7990 - Dissertation Research](#) Credits. 1-9 variable credit hours. *
- * 9 credit hour requirement.

Prerequisite Courses (6 hours)

The advisor will determine if prerequisite courses are required.

- [PSY 6310 - Educational Statistics](#) Cr. 3.
- [PSY 6930 - Interpreting and Applying Psychological Research](#) Cr. 3.

Curriculum

We have created a program in which full-time students could complete the course work in two years. The emphasis on regional needs that includes addiction treatment will be infused into many of our courses and research projects. The courses are formulated on CACREP standards for doctoral-level education. In addition, regional needs are infused within all the doctoral courses. As the program seeks CACREP accreditation, we are including all five CACREP doctoral core areas of: 1) Counseling, 2) Supervision, 3) Teaching, 4) Research and Scholarship, and 5) Leadership and Advocacy into our

program of study. All courses and coursework use the CACREP conceptual framework of extending informing practice, supporting scholarly inquiry, and equipping students for leadership. In addition, the curriculum includes a three-hour practicum (i.e., includes over 100 hours of clinical practice within a semester) and six hours of doctoral internships (i.e., encompasses over 600 total hours within two semesters and includes at least 3 out of the 5 doctoral core areas) as required by CACREP accreditation.

Course Descriptions

PSY 7310 Advanced Educational Statistics. (3 hours). Review of introductory significance tests and correlational methods, common factorial designs, and common multivariate procedures. Prerequisite: PSY 6820 or equivalent.

COUN 7370 Counseling Supervision (3 hours). Semester course; 3 lecture hours. 3 credits. Explores the purposes, theoretical frameworks, models, and skills related to counseling supervision. Also addresses legal, ethical, and culturally relevant issues. The course includes practice learning and opportunities to develop a personal style of supervision. Prerequisite: Permission of instructor.

COUN 7400 Advanced Counseling Theories and Practicum (3 hours). Semester course; 3 lecture hours. 3 credits. Theories pertaining to the principles and practice of counseling, systems work, consultation and responding to crises, disasters and other trauma-causing events. Students demonstrate, at an advanced level, effective application of multiple counseling theories and interventions across diverse populations and settings, as well as advanced case conceptualization. This course includes a supervised 100-hour doctoral-level practicum. Prerequisite: Permission of the instructor.

COUN 7500 Research, Scholarship, and Publication (3 hours). Semester course; 3 lecture hours. 3 credits. Exploration of emergent research practices and processes, professional writing and conference proposal preparation, and ethical and culturally relevant strategies for conducting research. Prerequisite: Permission of instructor.

COUN 7510 Counseling Administration and Program Evaluation. (3 hours). Semester course; 3 lecture hours. 3 credits. An exploration of theories and practice of program evaluation and knowledge of accreditation standards and processes in counseling. Students will also participate as full members of a research team and assist with program evaluation or the design of a study. Prerequisites: Master's degree and permission of the instructor.

COUN 7600 Teaching in Counselor Education. (3 hours). Semester course; 3 lecture hours. 3 credits. An introduction to the major roles, responsibilities, and activities of counselor educators. Includes instructional theory and methods, and

addresses the ethical, legal, and culturally relevant issues associated with counselor preparation training. Prerequisite: Permission of instructor.

COUN 7700 Advanced Multicultural Counseling: Leadership and Advocacy (3 hours). Semester course; 3 lecture hours. 3 credits. Theories and skills of leadership, advocacy models, and culturally relevant issues. Exploration of current topical and political issues in counseling and how these issues affect the counseling profession. The course also includes practice in developing leadership and advocacy skills. Prerequisite: Permission of instructor.

COUN 7820 Doctoral Internship (6 hours). Semester course; 3 lecture hours. 3 credits. Should be taken for a total of 6 credits. Supervised experiences in counseling and supervision (e.g., clinical practice, supervision, research and scholarship, teaching, and/or leadership and advocacy). Internship is at the discretion and approval of both the doctoral advisor and faculty instructor and is based on student experience, training, and career goals. Students receive weekly supervision from their site supervisor and group supervision from a counselor education faculty member. Prerequisite: COUN 7400 - Advanced Practicum

COUN 7970 Directed Experience in Counseling Research (3 hours). Semester course; 3 independent study hours. 3 credits. Prerequisite: permission of director of doctoral studies. This course is an opportunity for graduate students to gain skills and understanding with research under the supervision of a faculty member.

COUN 7990 Dissertation Research. (9 or more hours) Semester course; 3-9 variable hours. May be repeated. Enrollment restricted to students who have successfully completed comprehensive examinations. Dissertation work under direction of dissertation committee.

Transfer and Other Credit

For all graduate degree programs, the department will determine, at its sole discretion, the number of transfer credits it will accept, provided the department's decision is in compliance with SACSCOC Accreditation Standard 3.6.3 and any other applicable accreditation requirements. Accreditation Standard 3.6.3 states, "At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree." For a list of accrediting agencies recognized, refer to the U.S. Department of Education website.

Credit by special examination is not permitted at the graduate level; however, special examinations to determine competency or proficiency in courses where credit has already been earned but is currently out-of-date may be permitted during a period of

up to three (3) consecutive semesters immediately following the eight-year time limitation. Special examinations may also be permitted to validate transfer credit, but the credit must be originally earned as graduate credit and not undergraduate credit.

Graduate credit will not be given for correspondence courses.

Distance Learning

The Cookeville campus will be the primary location; delivery methods for content-specific courses will be on campus. Some courses may be offered in an online or hybrid model. Practicums and part of a student's doctoral internships may occur in surrounding agencies and/or organizations, as well as on campus. All in-class traditional courses will be offered at the Cookeville campus of Tennessee Tech.

Supervision and Recording Requirements

Video and/or audio recording provide vital links documenting student skills and professional development. Students will be required to provide recordings for the COUN 7400 Advanced Counseling Theories and Practicum. Students completing a portion of their internship in a clinical setting may be required to provide recordings. Students are trained to be HIPPA compliant in the handling of recorded client sessions. Recordings are to be transported via encrypted devices. Recordings will be shown in both individual and group supervision. Failure to provide demonstrations of student counselor work may affect negatively on a student's success in their clinical experience. A general consent for recording will be available for students.

Doctoral Practicum Process and Timeline

Doctoral students are required to complete an advanced practicum that total a minimum of 100 clock hours. The 100 hours must include direct counseling and clinical experiences. In addition, doctoral students must participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum with a site supervisor and group supervision with a core faculty member in COUN 7400 Advanced Counseling Theories and Practicum. Practicum on-site supervisors must be approved by the instructor of COUN 7400. Requirements include having (1) relevant certifications and/or licenses, (2) knowledge of the program's expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision. Relevant forms are found within the appendix.

Doctoral students are also required to be covered by individual professional counseling liability insurance policies while enrolled in a counseling practicum or supervision internship.

Doctoral Internship Process and Timeline

Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, and leadership and advocacy). Doctoral students are required to be covered by individual professional counseling liability insurance policies while enrolled in a counseling practicum or supervision internship.

During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills. Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member.

Students will formulate a plan with faculty on how time will be accrued during the internship experience. Regarding the teaching core area, one course generally will give students roughly 75 hours towards internship. Class time and hours spent preparing lectures, grading, and etc. can be included in the internship experience. Additionally, time spent going to conferences and presenting at conferences will count towards a student's internship requirements (i.e., research and scholarship core), as well as any hours accrued conducting research (i.e., research and scholarship core) or supervising master's students (i.e., supervision core). Students may also count hours seeing clients as part of their internship experience (i.e., counseling core). Relevant forms are found within the appendix.

Co-Teaching Instruction

The doctoral program at Tennessee Tech is focused on preparing students as counselors, educators, and supervisors. For students interested in seeking faculty positions in university settings, co-teaching experiences within the Department will be strongly encouraged. As mentioned previously, teaching can be a focus area within a student's doctoral internship. Additional teaching experience may be available outside the internship experience through faculty recommendation and approval. Co-teaching instruction will encourage strong mentorship from faculty. Relevant forms are found within the appendix.

Retention

The faculty in the counseling and supervision program is confident that each student admitted has the potential to be successful in graduate study. Success in coursework, clinical practice, exams, comprehensive portfolio, and the demonstration of the core

dispositions are examples of continuation standards within the program. Such successes facilitate students' progress toward completing a degree in the program. However, admission into the counseling program does not guarantee success. Faculty expects students to fully engage in all aspects of the learning environment, showing openness to new experiences and risk-taking necessary to develop as a person and professional counselor. The student's faculty advisor plays an integral role in giving feedback to a student thus providing opportunities for continued growth and development. Personal counseling services are available at Tennessee Tech's Counseling Center as well as in the community. Students are encouraged to take advantage of personal counseling when requested.

Regarding retention and graduation standards: Like the Tennessee Tech Master's program, faculty will do dispositional reviews on all students every semester to foster and promote retention and graduation standards. Tennessee Tech's Graduate School policy indicates that if a student's GPA falls below 3.0, the individual is placed on academic probation and will have one semester to get the GPA over a 3.0.

Professional Performance Review Process

(Adapted from University of William and Mary's counseling program)

Rationale:

In addition to meeting the academic standards set forth in the Counseling and Supervision Program, students are expected to conduct themselves in an ethical, responsible, and professional manner. They must be knowledgeable of and always adhere to the general standards of professional ethics and practice set forth by the American Counseling Association (ACA) as well as the additional standards set forth for counseling practice in specific settings (e.g., Association for Specialists in Group Work (ASGW), etc.). The general and specific ACA standards for ethical practice are listed on the ACA web site at <http://www.counseling.org>. At the outset of their academic program, students are directed to review these standards and seek any clarification needed from their respective advisors. As future professional counselor educators and supervisors, the faculty expects students to be concerned about other people, to be stable and psychologically well adjusted (personally and professionally), to be capable of effective interpersonal relationships, to be able to receive and apply feedback willingly, and to give feedback constructively. Further, students are expected to behave generally in a manner that demonstrates fitness for a role in the counseling profession. Finally, we expect students to be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. The faculty believes that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do in theirs. For all the reasons cited above, the faculty will regularly monitor not only students' academic progress but also

selected personal characteristics that will affect their performance in the field. The purpose of this monitoring process is to ensure all graduates of the program possess those characteristics sufficiently and they do not interfere with their professionalism or helping capacity. The PPR is included within the appendix.

The Professional Performance Standards:

Students' fulfillment of ten Professional Performance Standards is reviewed by individual faculty during each class and at the conclusion of each semester by the combined Counseling faculty. The Standards include:

1. Openness to new ideas (including bias, power and privilege)
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation

The Professional Performance Review Process:

Each Professional Performance Standard is rated on a scale of 1 = Unacceptable, 2 = Acceptable, or 3 = Optimal, as defined in the Criteria for Professional Performance Standards Evaluation. Students receiving a rating below 2 on one or more of the Professional Performance standards will be considered deficient in professional performance and subject to the following procedure:

1. The student and the issuing faculty* will meet to discuss the Professional Performance concern(s). The student will be presented with a Notification of Professional Performance Concern form on which will be listed the deficient rating(s), the issuing faculty's explanation for the ratings, and descriptions of remedial actions that will be required. Signatures of both the issuing faculty and the student will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. Both the student and issuing faculty will retain copies of the signed Notification of Professional Performance Concern, and a copy shall be forwarded to the student's academic advisor.

* Note: "issuing faculty" refers either to the individual professor who issues the Notification of Professional Performance Concern or to the academic advisor if the Notification is issued by the combined faculty.

2. If a student receives more than one Notification of Professional Performance Concern during their Program of Study or fails to show reasonable progress in

remediation of deficiencies previously cited, they will be required to meet with the issuing faculty and their academic advisor in accordance with the procedure described in #1 above. Depending upon the nature of new performance concerns and/or the reasons for the student's failure to comply with previously determined remedial action plans, the issuing faculty and academic advisor will consult the full Counseling faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the Program. The issuing faculty, the student, and the academic advisor will retain a signed copy of any revision made to the Notification of Professional Performance Concern.

3. Faculty will initiate the Professional Performance Review protocol at any time for students who knowingly engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well-being of others. In such cases and depending upon the level of perceived threat, the combined faculty may recommend discontinuation in the Program without opportunity for student remediation.

4. All faculty recommendations for denial of a student's continuance in the Counseling and Supervision Program will be forwarded to (and will be the ultimate decision of) the Dean of the College of Education.

Personal Development Plan

If faculty have concerns regarding a doctoral student's progress, the student will be notified in a timely manner. Students will be given specific feedback on the nature of their impediment(s) as well as steps to remove applicable barrier(s) to progress toward professional competency when appropriate. In many instances a Personal Development Plan (PDP) will be crafted to provide clear and specific ways the student can improve and continue to progress in the program. However, in more extreme cases (e.g., student poses a potential harm to self or others), faculty may choose to remove the student from the program without a PDP. In such cases, faculty will meet to discuss the student's failure to meet continuation standards (i.e., retention requirements) and determine whether the student should remain in the program. The PDP represents a formal agreement between the program and a student who is under remediation. Upon receipt of the PDP, the student will review the plan and provide their signature indicating an understanding of the requirements expected and agreement to meet those requirements. A student who chooses not to sign the PDP should understand this will initiate a faculty meeting to discuss the student's failure to meet continuation standards, and a vote for dismissal will be considered, guided by Graduate Studies policy. The Department Chair will inform the student of the appeals process.

Dismissal Policy

Counseling faculty members have a professional responsibility to serve as gatekeepers for the counseling profession (ACA, 2014, Section F.6.b.). Counseling is a discipline that requires active and complex gatekeeping to protect the public welfare of our communities. Gatekeeping refers to the responsibility of all counselors, counselor educators, and student counselors to intervene with counselor trainees, supervisees, professional colleagues, and supervisors who engage in behavior that could threaten the welfare of those receiving counseling services. The American Counseling Association's Code of Ethics (2014) specifically states that counselors must act to rectify the problematic condition through appropriate organizational and professional channels (ACA, 2014, Section F.5.). Faculty, site supervisors, and doctoral students systematically discuss and evaluate students' progress in the program. When impediments are identified, the student will be informed verbally and in writing. If others (i.e., faculty, doctoral level supervisors, and site supervisors) have made similar observations, the program coordinator, faculty advisor, and/or other faculty will initiate a meeting with the student to discuss the apparent impediment to progress toward professional competence. Remedies and expected behavior changes will be discussed and outlined in a written document (Personal Development Plan).

Plagiarism and Academic Misconduct Policy

The faculty and staff at Tennessee Tech are committed to the lifelong learning of students and thus provide an environment for learning that fosters the highest academic conduct. To this end, Tennessee Tech and its faculty reserve the right to use electronic means to detect and help prevent the inappropriate use of intellectual property. Students agree and understand that by taking this course, their work may be subject to originality check through Turnitin, and student thereby grants any necessary copyright permission required to do so. Personally identifiable information (e.g., student name, social security number, student ID number) should NOT be included in the work submitted to Turnitin. This work will be encoded and stored in the Turnitin database, where it will also be used for originality checks on other works submitted by students or anyone else using the system. The faculty may require that students submit their work through Turnitin or questionable text may be submitted by the faculty for the student. The terms that apply to Tennessee Tech's use of the Turnitin service are described on the Turnitin.com website. Online educational resources that provide information for understanding plagiarism and proper ways to cite the work of others are available at:

- <https://www.plagiarism.org>
- <https://www.turnitin.com/solutions/plagiarism-prevention>
- <https://www.indiana.edu/~academy/firstPrinciples/certificationTests/index.html>

Students must complete the online test available at <https://www.indiana.edu/~plag/test.html> and provide documentation that they understand what constitutes plagiarism and how they can avoid it and maintain academic integrity by providing a copy of the completed test certificate in COUN 7500 and to appropriate faculty members as requested. Plagiarism and other forms of academic misconduct such as submitting another student's work as your own or the falsification of data are grounds for immediate dismissal from the Ph.D. program. Ph.D. students are held to a higher standard of ethical conduct especially considering the central focus of this program. Working with and for clients, at-risk populations, and diverse underrepresented groups demands the utmost ethical conduct and any evidence of unethical behavior or actions in coursework or research, including plagiarism, will result in the student's dismissal from the Ph.D. program. There is no statute of limitations on plagiarism or academic misconduct. If a student's plagiarism or academic misconduct goes undetected until after completion of the course and/or project, the student can still be dismissed from the program.

The procedure for dismissal is:

1. An incidence of plagiarism or academic misconduct is presented to the student's advisor/chair, concentration leader, and Director of Graduate Programs.
2. The Director of Graduate Programs will review the evidence in consultation with faculty members, the student's advisor/chair, and concentration leader, as well as the student accused of plagiarism or academic misconduct. After this discussion and evaluation, the Director will decide if plagiarism or academic misconduct occurred and dismissal is warranted. A decision advocating dismissal will be forwarded to the College of Graduate Studies.
3. The College of Graduate Studies will inform the student in writing of the final, official decision.

Any substantiated incidence of plagiarism in the Ph.D. program will result in the student's dismissal from the program. The student accused of plagiarism or academic misconduct may appeal the decision to the Ph.D. Admissions Committee.

Definitions of Plagiarism

Plagiarism.org (2017) defines plagiarism as "The improper use, or failure to attribute, another person's writing or ideas (intellectual property)," and explains that "It can be as subtle as the inadvertent neglect to include quotes or references when citing another source or as blatantly unethical as knowingly copying an entire paper verbatim and claiming it as your own work."

According to Merriam-Webster Online (2019), to plagiarize is "1) to steal and pass off (the ideas or words of another) as one's own or to use (another's production) without crediting the source, or 2) to commit literary theft and/or present as new and original an idea or product derived from an existing source" (para. 1-2).

Use of Artificial Intelligence

When students are using AI in a doctoral program, particularly in a field like counseling, there are several important ethical considerations to keep in mind. Here are some key points for students to consider:

- **Informed Consent:** Ensure that clients, participants, or individuals interacting with AI tools are fully informed about the use of AI in their interactions and services. Explain the role of AI, its limitations, and how the data collected will be used.
- **Confidentiality and Data Privacy:** Safeguard client and participant data collected through AI tools. Adhere to ethical guidelines and legal regulations for data privacy and storage. Use secure platforms and encryption methods to protect sensitive information.
- **Transparency:** Be transparent about the use of AI in counseling or research. Clearly explain how AI is being used, what decisions it is making, and the extent to which it influences the counseling process or research outcomes.
- **Bias and Fairness:** Be aware of potential biases in AI algorithms and models. Regularly evaluate and mitigate biases to ensure fair and equitable treatment of all clients or participants, regardless of their backgrounds.
- **Competence and Training:** Only use AI tools and technologies that you are properly trained to use. Acquire the necessary skills to understand and interpret AI-generated data appropriately.
- **Supervision and Oversight:** Seek appropriate supervision and guidance from experienced professionals or advisors when using AI in counseling or research. Discuss your AI-related activities and decisions with supervisors.
- **Human-Centered Approach:** Maintain a focus on the importance of human interaction, empathy, and the therapeutic relationship. Use AI as a supportive tool to enhance your abilities, rather than as a replacement for essential human qualities.
- **Boundary Management:** Clearly establish and communicate boundaries between the roles of AI and the human counselor. Avoid situations where clients might confuse AI interactions with actual counseling sessions.
- **Cultural Sensitivity:** Be mindful of cultural and contextual factors that might influence the effectiveness of AI interventions. Adapt AI tools to be culturally sensitive and respectful.
- **Ongoing Monitoring and Evaluation:** Continuously monitor and assess the effectiveness of AI interventions. Be prepared to adjust or discontinue AI use if it is not providing the intended benefits.
- **Professional Development:** Stay informed about the latest developments and research in AI and its ethical implications. Engage in ongoing professional development to ensure your ethical understanding and practices remain up to date.

- **Client Autonomy:** Respect clients' autonomy and preferences regarding the use of AI. Some clients may prefer more traditional forms of counseling, while others may be open to incorporating AI tools.
- **Accountability:** Take responsibility for the decisions and actions involving AI. Be prepared to explain and justify your AI-related choices based on ethical principles and professional standards.
- **Reflection and Self-Awareness:** Regularly reflect on your own biases, values, and beliefs that might influence the use of AI. Be aware of potential ethical dilemmas and seek guidance when needed.
- **Adherence to Ethical Guidelines:** Familiarize yourself with the relevant ethical guidelines and codes of conduct in your field, and ensure that your use of AI aligns with these principles.

By adhering to these ethical considerations, students can use AI in their doctoral programs in a responsible and respectful manner, while upholding the values and standards of their profession.

Abuse of Confidentiality

Abuse of confidentiality by graduate students can take various forms. Students often have access to thesis and grant proposals, data, or unpublished papers of other graduate students or faculty members. Some students use this privileged material in their own research without permission, even though proper attribution may be made. Such an abuse of confidentiality would include the adaptation into one's own research of a thesis or dissertation proposal or any unpublished work that one has opportunity to read or indeed of adopting ideas first floated, and not yet relinquished, by someone else. Another example of the abuse of confidentiality is that in which the graduate student gains archival or library materials about living or recently living subjects and uses them in their research without permission from the library or archive or in some cases from the individual. Any research on live subjects can present similar dilemmas. In some way confidentiality is one of the forms of integrity, which is relatively easy to abuse and relatively difficult to detect.

Conflicts of Interest

(Portion adopted from Indiana University)

Conflicts of interest between graduate students and faculty members may arise in a variety of ways. Professional interpersonal relationships must be handled with great care if the integrity of graduate study is to be preserved. As continuing formal education becomes more common and as academics begin to become involved in the world of business, the possibility of a business relationship between student and teacher becomes greater. All of us are familiar with the kind of conflict of interest that

may arise through nepotism, that is, when a person serves in an administrative or supervisory relationship to those who are related to him or her by blood or marriage. Most universities have rules which try to regulate professional relationships in such cases. Many faculty members are reluctant to have their own sons, daughters, or spouses take their courses for credit on the grounds that such students may be perceived by others to have an unfair advantage. A business relationship including a consulting one must evoke the same kind of caution. And a student should be careful about working for a company owned or administered by faculty involved in the student's degree work.

Similarly, students and instructors should not engage in dual relationships. And a student should not ask any instructor to serve as their thesis or dissertation director (or research committee member) if the student is having or has had either an intimate personal relationship, a family relationship, or a business relationship with that instructor. If such a relationship should develop after a professional one has been established, the student should expect the instructor to remove themselves from the professional role. Such a relationship, whether between a graduate student and a faculty member or between a graduate student acting as a teaching intern or assistant and an undergraduate, constitutes a potential conflict of interest. Both because of perceptions and because of the possibilities for exploitation, such relationships should be scrupulously avoided. Please refer to these ethical codes for more information:

- American Counseling Association 2014 Code of Ethics
- National Board for Certified Counselors Ethics Information
- International Association of Marriage and Family Counselors
- American School Counselor Association Ethical Standards

Time Limitation

All doctoral students must complete their program within eight years of starting their first semester as a student. If all courses are not completed within this time frame, students may have to retake courses for credit or demonstrate current knowledge of the subject matter as requested by the professor. If these steps are not taken, any outdated coursework must be deleted from the student's file and other coursework must be substituted in the program of courses. Transfer courses falling outside the time limitation cannot be used in a graduate program.

Comprehensive Examination

Regarding the comprehensive exams within the Ph.D. in Counseling and Supervision, our process will include a portfolio-based system where students will demonstrate their contributions in the following areas: Foundations (teaching, supervision, and clinical practice); Research and Scholarship; and Leadership and Advocacy. Each candidate will prepare a Comprehensive Candidacy Portfolio for the purpose of assessing the

candidate's level of progress in scholastic and professional development prior to becoming a candidate for dissertation research. Each student will work with their advisor in developing the Comprehensive Candidacy Portfolio. The ten competencies outlined in the Comprehensive Candidacy Portfolio must be supported through artifacts such as drafts, letters of acceptance, certificates of attendance, etc. Each competency will be evaluated by the potential candidate's doctoral committee. Portfolios will be assessed by the doctoral committee and each competency area will be given a score of 1-4. A minimum score of 3 must be obtained in each area before a student can achieve candidate status and proceed with dissertation research. See Appendix for rubric.

Overview of the Ph.D. Comprehensive Candidacy Portfolio:

There are five principal areas within the portfolio that are based upon five CACREP doctoral core areas: 1) Counseling, 2) Supervision, 3) Teaching, 4) Research and Scholarship, and 5) Leadership and Advocacy. Below we have included the areas where students will provide evidence of their contributions:

1) Counseling and Consultation

Evidence for Counseling & Consultation Domain

Describes knowledge of counseling & consultation theories and demonstrates relevant application in counseling and consultation experiences, discussion of counseling/consultation case, selection of relevant artifacts, and discussion of personal development and growth as a counselor and consultant.

Artifacts

**Counseling theory/advanced theory paper (2-4 single spaced pages). Students discuss their clinical theoretical orientation, key clinical and theoretical principles learned during their doctoral training, integration of feedback related to clinical skills, areas of strength, and areas for continued growth related to clinical skills.*

**Counseling case presentation (interventions, ethical issues, measure progress and outcomes, personal reflection) and/or consultation theory/application in specific case (ethical issues, personal reflection)*

**Students include all feedback from site supervisors given during the Advanced Theories and Practicum course.*

**Students submit other evidence supporting clinical competencies.*

**Advanced Practicum Log (and potential Clinical Portion of Internships)*

**Personal reflection*

2) Supervision

Evidence for Supervision Domain

Describes supervision philosophy and demonstrates application of this

philosophy through discussion of supervisory experiences, discussion of specific supervision case, selection of relevant supervision artifacts, and discussion of personal development and growth as a supervisor.

Artifacts

**Supervision Philosophy (2-4 single spaced pages). Students prepare a statement that overviews their supervisory theoretical orientation, key supervision principles learned during their doctoral training, integration of feedback from supervisees and supervisors, areas of strength, and areas of growth related to supervision.*

**Showcase one supervision case (goals, interventions, ethical issues, evaluation, outcomes, personal reflection) *Listing of Individual/triadic and group supervision experiences/supervisee evaluations*

**Students include all feedback from supervisors provided during the Supervision course.*

**Students submit other evidence supporting supervisory competencies.*

**Personal reflection*

3) Teaching

Evidence for Teaching Domain

Describes teaching philosophy and demonstrates competence in the application of this philosophy through discussion of a specific teaching experience, selection of relevant artifacts, and discussion of personal development and growth as a teacher.

Artifacts

** Teaching Statement and Philosophy (2-4 single spaced pages). Students draft a teaching statement that includes their theory of learning and teaching, the learning process, and approaches to student evaluation in counselor education.*

**Development of one course syllabus with measurable student outcomes*

**Listing of teaching course experiences/student evaluations*

** Students submit other evidence supporting their teaching competencies.*

**Personal reflection*

4) Research and Scholarship

Evidence for Research & Scholarship Domain

Describes specific research focus, evaluates professional literature, and demonstrates application of research skills in scholarly writing products and presentations by discussing at least one professional presentation and one article submitted for publication, selection of relevant artifacts, and discussion of personal development and growth as a scholar & researcher.

Artifacts

* *Research Statement and Goals (2-4 single spaced pages). Students describe the important lessons they learned about research and provide a timeline for future research goals. The statement describes how they incorporated feedback from peer reviewers, editors, peers, and faculty members related to their writing and research. Students discuss how quantitative, qualitative, and mixed method approaches will inform their research agenda.*

**Listing of written products-- Chapters, refereed articles, non-refereed articles. Students include at least one paper reviewed by a peer-reviewed counseling journal. Students must be first author of this paper and the paper must have been reviewed with written feedback from the journal's editor and/or editorial board. The paper does not need to be accepted for publication. Students include the submitted paper, revisions, and all feedback from the editorial board and peer reviewers. For the transition phase, works in progress, initial submission of a manuscript, or a submitted manuscript or peer-reviewed presentation where the student was 1st, 2nd, or 3rd author are acceptable.*

**Listing of presentations/workshops at national, state and local conference presentations (must have documentation of at least one professional presentation)*

**Grant Activities*

**Students include their dissertation pre-proposal presentation handouts.*

**Students submit other materials supporting research competencies.*

**Personal reflection*

5) Professional Leadership & Advocacy

Evidence for Professional Leadership & Advocacy

Describes specific goals for involvement in leadership and advocacy roles, demonstrates implementation of involvement plan, and includes discussion of personal development and growth as a leader & advocate.

Artifacts

**Leadership and advocacy statement and goals*

**Listing of professional leadership and advocacy activities*

**Personal reflection*

The e-portfolio rubric for comprehensive exam is found in the appendix.

If a student does not have the e-portfolio submitted by **April 15th**, they will have to wait until the following Fall academic semester to have their e-portfolio graded. Similarly, students will need to have their e-portfolio submitted by **November 15th** in order to have it graded before the spring semester.

Comprehensive exams must be successfully passed before dissertation hours can be started.

Admission to Candidacy

Admission to candidacy is granted when a student successfully completes the comprehensive exam. The advisory committee chairperson will provide a memo documenting the success which will be signed by the student's advisory committee, the departmental chairperson or program director, the Dean or Associate Dean, and then sent to the Associate Dean of Graduate Studies.

The candidate will continue research and prepare the doctoral dissertation document and defense to fulfill all degree requirements.

Dissertation & Defense

Dissertation credit is made available in increments of 1 to 9 semester hours during any given semester. A doctoral student shall be required to be registered for at least one (1) course appropriate to the student's degree objective to have access to computer equipment, laboratories, library, and other university facilities and resources even if the student is working in absentia on research and thesis. A graduate student shall be enrolled during the term in which the degree is awarded. When a student makes satisfactory progress in research and dissertation, a grade of SP (Satisfactory Progress) will be assigned for credit earned. When satisfactory progress is not achieved, a grade of NP (No Progress) will be assigned; however, a grade of NP shall not be counted as having satisfied either program or degree requirements, and the student must register again for additional dissertation credit. Only grades of SP and NP shall be used to indicate a student's progress in dissertation credit.

The College of Graduate Studies has published the Guide to the Preparation of Theses and Dissertations which serves as the official guide for all theses or dissertations. Also provided is a "Thesis/Dissertation Checklist" which outlines formatting requirements.

A student must submit the final, error-free copy of their thesis or dissertation electronically (through eTD ProQuest) to the College of Graduate Studies at least two (2) weeks prior to the close of the semester in which the degree is to be conferred (or at an earlier date if such is specified in the University calendar). Please see Office personnel regarding requirements for electronic submission. Any thesis/dissertation that does not meet the required standards will be returned to the student who will have one (1) week maximum to make corrections and resubmit. Failure to do so will result in ineligibility for graduation. All dissertations that meet the required standards will be forwarded on for publication and the students will be eligible for graduation.

The graduate student is expected to consult frequently with the faculty advisor during dissertation preparation. At the time the final rough draft has been completed, the dissertation should be in electronic form. The only revisions to be made should be those

suggested by the advisory committee. The student should allow ample time for the committee to review the dissertation, usually no less than two (2) weeks.

Graduation / Hooding

No doctoral degree candidate is permitted to participate in commencement until all requirements for the degree are successfully completed.

Dissertation

Dissertation work demonstrates that graduates can design, conduct, and interpret research and theory about relevant counseling, educational, and supervision issues and problems. All doctoral-level research should focus on areas relevant to counseling practice, counselor education, and/or supervision will be demonstrated by:

- a) Dissertation research is expected to advance educational scholarship by making an original contribution to educational knowledge and/or theory in a manner that could impact educational policy and/or practice.
- b) Dissertation work demonstrates that graduates can design, conduct, and interpret research and theory about important educational issues and problems. All doctoral-level research should enhance understanding of education and/or inform educational policy and/or practice.

Ph.D. dissertation research advances educational scholarship by making an original contribution to educational knowledge and/or theory in a manner that could impact educational policy and/or practice.

The Dissertation Committee includes the Chair or Co-Chairs, and one or more additional members, with a minimum of four members. The composition of the Committee must include at least four members as required by the College of Education. Any member request from outside the student's department must be agreed upon by the Program Coordinator and the Chair of the dissertation. The following guidelines apply in eligibility to serve on doctoral committees.

Core Graduate Counseling Faculty Members who may serve as Chairs or Co-Chairs on Dissertation Committees:

Katherine Hermann-Turner, Ph.D., Associate Professor.

Mark A. Loftis, Ph.D., Professor.

Agnes Luo, Ph.D., Assistant Professor.

Tony Michael, Ph.D., Associate Professor.

Jonathan Wiley, Ph.D., Assistant Professor.

Katherine Wood, Ph.D., Assistant Professor.

Dissertation Proposal

The dissertation proposal document must be a substantive, carefully crafted, research-based document. Typically, the proposal comprises the first three chapters of the dissertation. In most cases, this consists of a statement of the research focus, a conceptual or theoretical framework, a review of related literature, and a description of the study's design and methods. Different research designs can employ different proposal formats and require different emphasis among the types of information included in the document. In all cases, a dissertation proposal should provide a clear, systematic, and conceptually sound overview of the proposed study that explains in detail why and how the study will be conducted, and the scholarly literature in which it is embedded.

The candidate will work closely with the dissertation chair on the development of the dissertation proposal. The candidate may query other committee members with specific questions, but they are typically not involved in reviewing intermediate drafts of the proposal.

Dissertation Proposal Contents Checklist

1. Title and Introduction
 - Does the title represent the essential content of the study being proposed?
2. Problem Identification
 - Is the problem, focus, or hypothesis stated clearly?
 - Is the problem or focus important?
 - Is it stated in a way that justifies further inquiry?
 - Have you demonstrated that this study is necessary? What are the differences between this, and the related studies presented in the proposal?

3. Conceptual/Theoretical Framework

- Is the conceptual/theoretical framework presented logically, completely, and clearly?
- Is the introduction written in lay terms and comparatively jargon-free? Are basic terms defined (e.g., the nouns in the title)?

4. Review of Literature

- Are the statements in the introduction and literature review backed up with evidence, in the form of citations of previous research and/or theory, or logical explanations?
- Is the most relevant literature presented and cited?
- Are the sources well-synthesized and relevant to the study's focus? (Avoid series of one-paragraph summaries of individual sources unless you tie them together conceptually and clearly.)
- Does the chapter end with a summary of major concepts/ideas related to the study being proposed?

5. Methods

- Is the methods chapter divided into appropriate subsections?
- Is the design stated and explained clearly? (Use a figure, schematic or flow charts wherever useful, introducing and explaining each and all with text, per APA recommendations.)
- Is it explained how the research design answers the research questions, addresses the focus, or tests the hypotheses?
- If there are other relevant variables, is it explained how they are controlled or accounted for?
- Is/Are the setting(s) in which the research will occur described?
- Are the participants described adequately, including number, description of population from which they will be drawn, conditions of participation, and appropriate demographic characteristics/variables?
- Are any instruments, measures, and/or protocols to be used described adequately? Are copies included in appendices as appropriate?
- For observational measures, explain how observers will be trained (if this is necessary); what, how (method) and how often will they observe; what recording devices and/or notetaking practices will be used; and how accuracy (e.g., inter-rater reliability) will be assessed.
- For interview guides/protocols, list predetermined questions and/or topics and explain follow-up questions and/or member checking procedures, as appropriate.
- For psychological tests, note the name, form (if any), and instrument reliability and validity information, citing sources for this information.

- For artifacts/extant documents to be examined, explain what they are and how these will be obtained.
- For commercially produced apparatus, note brand name, model number, function, and any information necessary for replication.
- Are the most salient features of the instructions included in the methods section?
- Are all common documents, instructions, and messages (including the proposed study consent form) to be sent or given to study participants or others involved in the study included verbatim in appendices?
- Are the procedures described in enough detail to permit a reliable replication (if appropriate)?
- Are the procedures described in a logical order?
- Is the study's timeline outlined?

6. Data Analysis

- How will the data be summarized/analyzed to address the research focus, problem, and/or question(s)?
- Please use tables, figures and/or graphs to present data sources and types and how they will be analyzed if this will help readers to understand your plans for data analysis.

7. Style and Function

- Are all citations within the text complete, and correct?
- Are the references presented correctly using APA format?
- Is the text typed to meet graduate school requirements: double spaced, with correct margins? The proposal and dissertation require 1.5" margin on the left and one-inch margins on the other three sides.
- Have you proofed the paper and corrected typographical and spelling errors?
- Can you argue successfully that the research will make a contribution to knowledge and/or be publishable?

Dissertation Proposal Defense

The purpose of the **dissertation proposal defense** meeting is to assess the merits of the proposed research and the ability of the doctoral candidate to conduct this research in a scholarly manner. The proposal must be defended in a formal meeting to be attended by all members of the committee, in-place or virtually. People other than the committee members and the student proposing the study typically do not attend the proposal defense meeting.

Once the chair deems the proposal ready for the full committee's review, the candidate will be given permission to schedule a proposal defense. The candidate will contact the committee members to find a date and time acceptable to all members and

will secure a conference room for the defense. The candidate will provide a copy of the proposal to the chair and committee members at least two weeks prior to the scheduled defense of the proposal, either electronically or in hard copy, depending upon the preferences of individual committee members.

At the defense, the candidate will be expected to defend the proposal and answer questions regarding the proposed study. A unanimous vote of the committee members at the time of the proposal defense is required for approval of the proposal. If unanimous approval is not given at this defense, the chair will make recommendations to remedy any deficiencies, and a second proposal defense meeting will be scheduled.

When all committee members are satisfied that a proposal is viable, they will sign a Dissertation Proposal Approval Form. In the event that a faculty member resigns from the dissertation committee after the proposal has been formally accepted, the new member appointed to the committee must agree to accept the dissertation proposal as previously approved.

Human Subjects Approval

After the dissertation proposal has been approved, the candidate must receive human subjects' approval by the TTU's Institutional Review Board before any data may be generated or analyses can begin. The candidate and the dissertation committee chair must submit verification of university required training in research ethics when submitting the online IRB (Institutional Review Board) proposal form. The candidate is required to designate the dissertation committee chair as a co-principal investigator for this study. More information about this process is available on the Protection of Human Subjects Certification web page.

Dissertation Format and Contents

Although dissertation research is a creative endeavor in many respects, the reporting of it is governed by conventions. The Department of Counseling and Psychology faculty expects that dissertations will conform to the writing and style guidelines outlined in the most recent Publication Manual of the American Psychological Association (APA 7th edition). The purpose of following APA style guidelines is to facilitate the communication of your thinking to your readers by providing a familiar written format for conveying complex ideas.

Once the dissertation is in its final stage, you should obtain names of approved reviewers from your dissertation chair. If you are in the department, a dissertation reviewer will be assigned to you. Your dissertation document will be submitted for checking by your chair, and lists of corrections needed will be sent to your chair, who will communicate them to you. The reviewer will check your dissertation for physical

standards and approved formatting. There may be more than one round of checking and correction before your dissertation is approved for final submission.

Most dissertations consist of components involving a statement of the problem or focus, the procedures used in exploring the phenomenon under study, the outcomes of the study, and interpretation and/or discussion of the study's outcomes. The specific form of each of these components will depend upon the nature of the research focus/questions and the study's design. The faculty has provided several samples (linked below) as general guides to various kinds of research studies. Please do not consider these to be "templates" for dissertation documents; the structure of each dissertation can, and often is, unique.

Sample Dissertation Overview

The problem generally is addressed in two related parts: The problem statement is contained in Chapter 1, and a review of the related research, theory, and professional literature is described in Chapter 2. The methods used for investigating the problem are usually included in Chapter 3. The outcomes are traditionally presented in two chapters: Chapter 4 is normally devoted to reporting the results, and Chapter 5 presents the conclusions and implications drawn from the results. The various chapters are described in more detail in the following sections. These are only general guidelines, however, and may be adjusted based on the nature and needs of a particular study.

Chapter 1: Introduction

In Chapter 1, a compelling case should be made regarding the problem under investigation, the purpose of the study, and research questions to be investigated. Where applicable, the theoretical or conceptual framework upon which the dissertation is based should also be introduced.

Statement of the Problem. This section should focus on why a particular study is needed. It should not be too long, but long enough to tell what the study will contribute to theory or the problem under consideration.

Theoretical or Conceptual Framework. The proposal should include a brief yet substantive summary of the theory that undergirds the study and briefly summarizes previously conducted studies most relevant to the topic under investigation. A conceptual framework provides a narrative and sometimes a visual structure depicting the logical connections among key elements of the theory, constructs, and/or phenomenon of interest.

Statement of the Purpose. A distinct, direct, short section that explicitly states what the study is about is often helpful. This section describes specifically what the study will attempt to discover or accomplish. With a clear statement of purpose, the study becomes focused, the under girding logic becomes evident, and the relationship between what is going to be studied and how the study will be conducted becomes clearer.

Research Questions. At this point, research questions are posed. They usually are succinct statements of the broad implications expected from the study. Depending upon the research paradigm guiding the study, hypotheses may be postulated. Significance of the Study. The study must be justified with respect to established theory, previously conducted research, and the significance of the anticipated results to practitioners and scholars. This is a broad statement as to why the study is important.

Definition of Terms. You should define any technical terms necessary for the reader to understand; however, this usually does not include as much detail as the dissertation itself.

Chapter 2: Review of Literature

This chapter serves as the foundation on which the study is built and as a basis for discussing results and interpretations. It summarizes what is known and identifies what is unknown about the topic of the dissertation study. The more extensive the previous work, the more involved the preparation of this chapter becomes. Likewise, there may be several areas of investigation related to the problem. Although a thorough review of previous research and literature is a necessity, only that which has a direct bearing on the problem should be included. Unnecessary details should be avoided, but major findings and relevant methodological issues should be included. It may be desirable to have a discussion section at the end of the review in which the implications of the previous studies are summarized and then are compared with the study under investigation. Relevant examples of research that reports findings that do not support the case being made for the dissertation should also be included.

Chapter 3: Method

The research design is described in sufficient detail in Chapter 3 that readers come away with a clear understanding of how the study will be conducted, and future researchers would know precisely what procedures to follow should they want to replicate this study.

Research Questions. The research questions presented in Chapter 1 should be replicated exactly near the beginning of Chapter 3. A brief introduction may precede these questions. Study Design. The methods used in the study will be determined to a considerable extent by what is to be studied. A number of research design options usually are available to the investigator. The design ultimately selected will be described in this section. Each step in the execution of the research study should be described in detail. Appropriate citations making the case for the use of the chosen study design and procedures should be included. Study Context and Intervention (if applicable). If the study will examine the effects of a particular intervention or treatment, this should be described in detail.

Participants. The participants in the study should be specified, indicating any relevant demographic information, as well as how participants were selected. The plan for recruitment of participants, as well as for resending invitations multiple times, or any incentives offered should be described.

Data Sources. The tools used for measuring the variables in the study should be described. Interview or focus group protocols should be described and the full set of directions and questions should be included in an appendix. Survey tools should provide information as to how the survey was developed and by whom, the number of items, subscales if applicable, the response set, sample items, and validity and reliability information. The full measure should be included in an appendix if feasible.

Data Collection. This section should describe in detail the means used to gather data.

Data Analysis. In this section, readers learn what techniques and tools the research plans to use to analyze and summarize the data. In the case of a quantitative or mixed-method study, assumptions made about the nature of the data should be stated. Commonly accepted statistical devices should be noted, and unusual devices described. Depending upon the study design, the inclusion of a table that lists the research questions, along with the data sources and data analyses that will be used to answer each research question is often helpful.

Ethical Considerations. All students must obtain approval of the College of Education Committee for the Protection of Human Subjects before collecting or analyzing data. Additional ethical considerations relevant to the study design should also be described in this section.

Assumptions, Delimitations, and Limitations. Assumptions, delimitations, and limitations unique to the study should be clarified. In focusing the study, the researcher places certain limits on what is to be studied, setting restrictions on such considerations as the population to be studied, the range of variables included, or the treatments selected. It may prove helpful to list these specific delimitations in the proposal. In addition, listing limitations of the study outside the control of the researcher, as well as assumptions held by the researcher are generally expected aspects of scholarly research.

Timeline. At the proposal stage, it may be useful to construct a timeline detailing important anticipated checkpoints. This timeline can be eliminated in the final dissertation. At the proposal stage, the methods will be described in the future tense, while in the dissertation they will be presented in the past tense and report on the actual rather than the anticipated study elements, such as the participants, data collection methods, and analyses.

Chapter 4: Results

In this chapter, a factual reporting of the study results is presented. Findings are generally organized around the research questions. Tables may be used to summarize information. Detailed information may be put in an appendix. Interpretations of the data should wait for the next chapter. A summary of the research findings may be presented at the end of chapter four or the beginning of chapter 5, but not both.

Chapter 5: Conclusions

In this final chapter, the implications of the study findings are discussed. This may include implications for practice as well as implications for future research.

Findings are integrated with the theory employed in the first chapter and the body of knowledge presented in the second chapter. The chapter ends with a cogent conclusion summarizing the importance of the study findings.

Dissertation Defense

The purpose of the dissertation defense meeting is to assess the merits of the completed dissertation research and the ability of the doctoral candidate to interpret and explain research results and implications.

Once the chair deems the dissertation ready to be defended, the candidate will be given permission to schedule a dissertation defense meeting. The candidate will contact the committee members to find a date and time acceptable to all, and will secure a conference room for the defense. The candidate will provide a copy of the dissertation to the chair and committee members at least two weeks prior to the scheduled defense of the proposal, either electronically or in hard copy, depending upon their preferences.

All members of the dissertation committee must attend the defense (in-place or virtually) and the meeting should be open to all members of the university community and invited guests. The dissertation committee chair will notify the community of the time, date, and location of the defense meeting at least two weeks prior to the event.

A completed Dissertation Defense Verification form must be brought to the defense. This form must be signed by all of the committee members and will be uploaded as a supplemental document to the electronic submission of the dissertation.

https://www.tntech.edu/graduatestudies/pdf/thesis_dissertation_defense/College_of_Education_Engineering_Interdisciplinary_Studies_Defense_Form.pdf

At the defense meeting, the dissertation chairperson will convene the session and then ask the candidate to summarize the study's findings. Discussion will follow, as committee members pose questions about the research and its possible implications. When all questions have been asked and answered, the committee will meet in executive session to determine whether the candidate has completed the dissertation research requirements.

If requirements are met, the committee returns to open session, provides feedback to the candidate about edits and/or revisions to the dissertation document needed (if any), and signs the approval form. A unanimous vote from the committee members is required for approval of the dissertation.

If unanimous approval is not given at this defense, the committee informs the candidate and provides feedback in executive session. The candidate should then seek a conference with her/his chairperson. The chair will make recommendations to remedy

any deficiencies in the dissertation document. A second dissertation defense may then be scheduled.

Faculty-Student Authorship Guidelines

(adopted from UC Berkeley Social Welfare)

Early in their work with students, faculty members have a responsibility to discuss each contributor's responsibilities and authorship expectations so that all participants can give informed consent. Faculty has a special responsibility to help students make as much contribution as they can.

All contributors making a substantial contribution ("professional contribution" as described by Fine & Kurdek, 1993) should be listed as authors.

Order of authorship should reflect the extent of contribution, except that the level of contribution required for students to be listed as authors may be less than that required of faculty. When individuals' contributions are approximately equal, preference in order of authorship should be given to students. In some cases, Winston's (1985) criteria may be useful for determining relative levels of contribution.

If a student and faculty member are unable to reach agreement regarding authorship, the student should first seek assistance from her or his adviser, then from the chair of the doctoral advisory committee, program coordinator, the department chair and/or dean.

Because faculty have the responsibility to assure that students' publications and dissertations represent original, independent work, articles that students prepare directly from their own research findings would be expected to list the student as first author.

Manuscripts based on assignments from a doctoral class should include the faculty member who developed and/or provided feedback on the work.

References:

Fine, M. A., & Kurdek, L. A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48, 1141-1147.

Winston, R. B. (1985). A suggested procedure for determining order of authorship in research publications. *Journal of Counseling and Development*, 63, 515-518.

Professional Resources

This section is designed to provide information relevant to developing a professional identity and career as a counselor. While there are many benefits to be derived from membership in a professional organization, only the primary ones can be noted here. As a member of a professional organization, individuals:

- receive the publications (e.g., professional journals and newsletters) of the organization, as well as those of the divisions to which they belong.
- usually are entitled to reduced registration rates for professional meetings (e.g., conventions and workshops) sponsored by the organization.
- are eligible for member services (e.g., library resource use and legal defense funds and services) provided by or through the organization.
- have a method of direct involvement with activities and issues (e.g., legislation and professional credentialing, including certification, licensure, and program accreditation) directly and/or indirectly pertinent to your profession.
- can network with other professionals having interests and areas of expertise similar to their own.
- have other benefits that are typically relevant to their specific professional activities and interests.

The professional counseling associations reflect only a limited selection of possible professional affiliations. Students are encouraged to identify national, regional, and local associations and divisions related to their areas of professional interest.

Counseling professionals are responsible for maintaining a working knowledge of legal, ethical, and professional standards. Licensure and professional certification are hallmarks of demonstrating completion of minimal professional standards required of the counseling profession.

Professional Counseling Associations

- American Counseling Association (ACA)
- American Mental Health Counselors Association (AMHCA)
- International Association of Marriage and Family Counselors (IAMFC)
- American Association for Marriage and Family Therapy (AAMFT)
- American School Counselor Association (ASCA)
- National Board of Certified Counselors (NBCC)
- Tennessee Counseling Association (TCA)
- Tennessee Licensed Professional Counselors Association (TLPCA)
- Tennessee School Counseling Association (TSCA)

Licensure and Certifications

Licensure

Students graduating with entry-level degrees in Clinical Mental Health Counseling are eligible to pursue licensure in Tennessee. Many alumni pursue licensure in other states as well. During the licensure application process, many states, including Tennessee, require verification of clinical experience completed during graduate study. Individuals should provide the faculty member with the following: (1) their name, including if different the name under which they were a student; (2) the specific license for which they are applying; (3) the name and mailing address of the licensure board; and (4) the specific information required by the licensure board.

Certifications

Nationally Certified Counselor Credentials – NBCC provides the following voluntary certifications:

- National Certified Counselor
- National Certified School Counselor
- Certified Clinical Mental Health Counselor
- Master Addiction Counselor
- State School Counseling Certification Requirements
- Board Certified-TeleMental Health Provider

Some additional certifications that students may desire to explore are:

- Registered Play Therapist
- Registered School-Based Play Therapist
- Board Certified in Neurofeedback
- Board Certified in Biofeedback
- Certified in Thanatology
- Certified Correctional Health Professional – Mental Health

Acknowledgments

“No man is an island entire of itself; every man is a piece of the continent, a part of the main...” - John Donne

Many Ph.D. programs (and respective faculty members) heavily influenced our curriculum design and handbook requirements. We significantly appreciate the contributions these programs (and many others) have made not only within the counseling field but to our specific learning environment as we venture towards preparing scholars to work in the Upper Cumberland region and beyond.

Some of these programs include:

- James Madison University

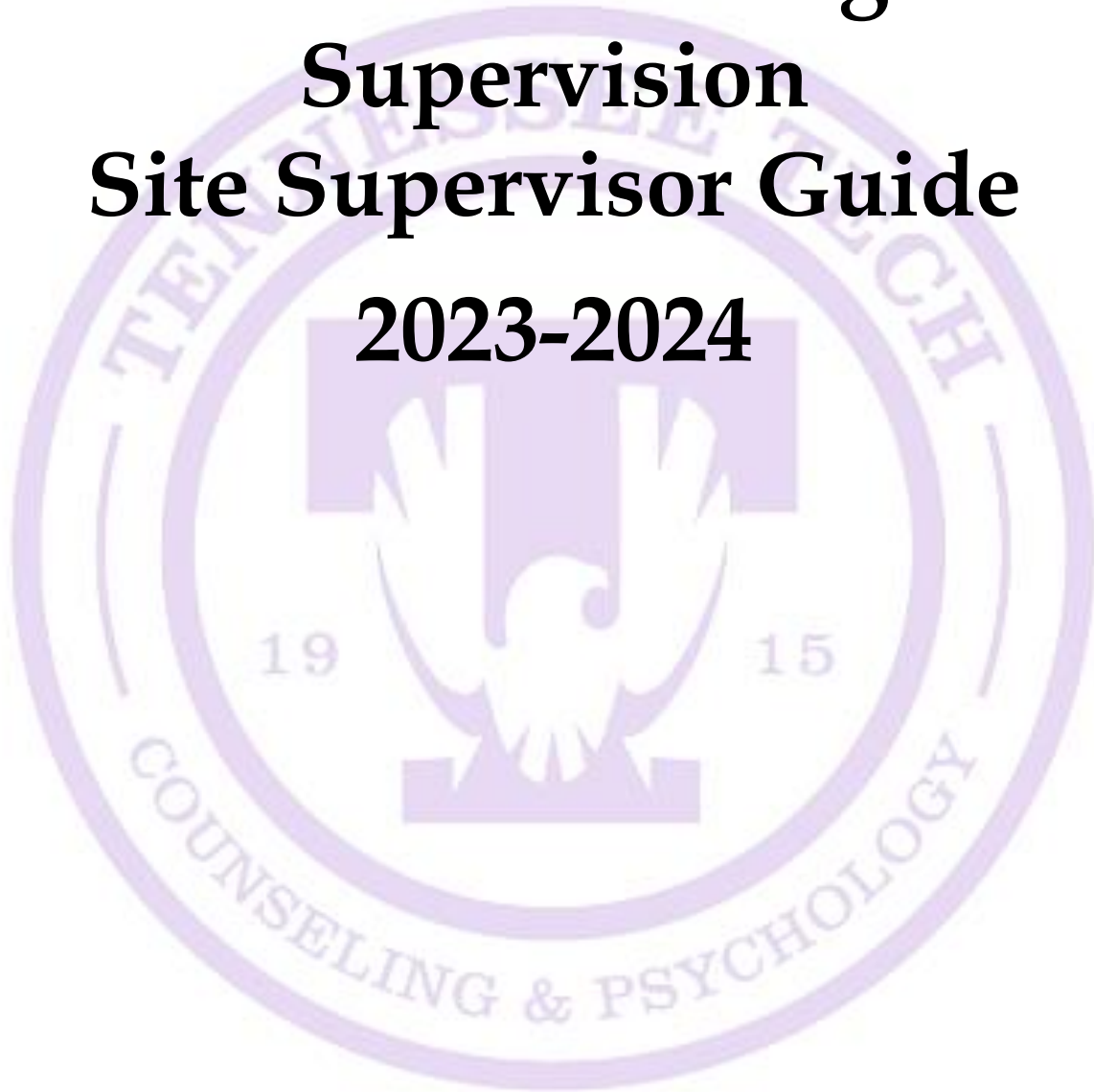
- Northern Illinois University
- Syracuse University
- Trevecca Nazarene University
- University of Cincinnati
- University of Florida
- University of Georgia
- University of Mississippi
- University of Tennessee at Knoxville
- University of Texas San Antonio
- University of William and Mary
- Virginia Commonwealth University



APPENDICES



**Ph.D. in Counseling and
Supervision
Site Supervisor Guide
2023-2024**



Site Supervisor Guide

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Introduction

This guide is designed to orient site supervisors to the clinical experience component of the Counseling and Supervision program at Tennessee Tech University (TTU). The practicum and internship experiences are formative parts of the doctoral counseling students' learning experience. As such, the program greatly values its relationships with community agencies and school settings.

This guide outlines the purpose of the advanced practicum and internship experiences, clinical setting requirements, the roles and functions of site supervisors and supervisors, the steps in being considered a clinical site, the documentation process experiences. We also offer additional resources for supervisors.

Practicum and Internship Coordinator

The Practicum and Internship Coordinator serves as the liaison between the academic program and clinical sites. The Practicum and Internship Coordinator and their assistants facilitate site development and is the contact person should site supervisors have questions or concerns during students' placements onsite. The Practicum and Internship Coordinator also often has at least one doctoral assistant who helps with communication, documentation, and events.

If you have any questions, please contact the department directly and ask for the Faculty Practicum and Internship Coordinator at (931) 372-3091 or by email at khturner@tntech.edu.

Purposes and Definitions of Practicum and Internship Experiences

The practicum and internship experiences comprise the clinical instruction components of the academic programs for doctoral counseling and supervision students. These experiences aim to advance students' clinical skills and professional counselor identities. Doctoral students in the Counseling and Supervision doctoral program complete an advanced practicum and two internships to meet the academic requirements for the Ph.D.

Advanced Practicum is the counseling experience in a clinical setting that advances the students' clinical skills. The practicum provides an avenue for further development of counseling skills under supervision. Supervised practicum experience includes the following:

- Specified numbers of clock and direct-service hours, 100 total, and 60 direct service.
- One (1) hour of individual and one and a half (1 ½) hours of triadic supervision, occurring each week over the course of the academic term, provided by either an

approved on-site individual supervisor or a supervisor assigned by the counseling and supervision program's Practicum and Internship Coordinator;

- One and one half (1 ½) hours of group supervision, occurring each week over the course of the academic term, provided by either a clinical faculty member or a group supervisor in-training who is being supervised by a clinical faculty member;
- An opportunity to accrue direct service hours in individual counseling and leading or co-leading groups;
- The opportunity for the student to develop setting-appropriate audio and/or videotapes of the student's interactions with clients for use in clinical supervision; and
- Evaluation of the student's performance throughout the Practicum, including mid-semester and end-of-semester formal evaluations.

The doctoral internship experience requires the students to choose a minimum of three (3) of the five (5) counselor educator competency areas: 1) Counseling & Consultation, 2) Teaching, 3) Supervision, 4) Research & Scholarship, and 5) Leadership & Advocacy. If a student chooses to include the Counseling & Consultation competency in their internship plan, the student may only attribute direct counseling hours toward a new counseling specialty experience and provide such evidence to satisfy the expectations of the clinical component of internship. The internship phase begins after the successful completion of the advanced practicum. The clinical component of the doctoral internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. Internships include all of the following:

- Specified numbers of clock and direct-service hours with clients appropriate to the students' program of study or track. A maximum of 100 direct counseling hours may be accepted for completion of each semester of the two doctoral Internships.
- The opportunity to observe and co-lead direct counseling services with a site supervisor and other qualified staff.
- One (1) hour of individual and/or triadic supervision, occurring each week over the course of the academic term, provided by either an approved on-site individual supervisor or a supervisor assigned by the counselor education department;
- One and one half (1 ½) hours of group supervision, occurring each week over the course of the academic term, provided by either a clinical faculty member or a group supervisor in-training who is being supervised by a clinical faculty member;
- Specified numbers of direct counseling experiences, including 10 total hours of leading or co-leading group work;
- The opportunity for the student to develop setting-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision;
- The opportunity for the student to become familiar with professional activities consistent with the role of a counselor, such as record management, supervision, information and referral, in-service trainings, and staff meetings;
- The opportunity for the student to gain supervised experience in the use of a variety of professional resources, such as assessment instruments, technologies, print and non-print media, professional literature, and research; and

- Evaluation of the student’s performance throughout the practicum, including a mid-semester and end-of-semester assessment.

The doctoral-level Advanced Practicum is typically completed within the doctoral students’ first year in the program. Doctoral students complete a minimum of 100 hours of service and 40 hours of direct service. Doctoral students come into the program with various clinical experiences and consult with their advisors in the process of choosing an Advanced Practicum setting that will further develop their clinical skills. Doctoral students also participate in regular clinical supervision during this experience.

Steps for Establishing a Clinical Site

Professional representatives wishing to establish Practicum and Internship opportunities at their agencies may follow these steps. At any point, if you have questions, please contact the Faculty group supervisor at khturner@tntech.edu or 931-372-3091

1. Review the Site Supervisor Guide to ensure the clinical setting and site supervisor requirements are met by your site;
2. Submit a Site Information Form to the Faculty group supervisor;
3. Submit an electronic copy of a current resume or vita for each Site supervisor via email at khturner@tntech.edu; and
4. Once the above criteria have been met, schedule a site visit with the Faculty group supervisor. A telephone or video call may be arranged for clinical sites outside of the Putnam County area.

Steps for Maintaining an Active Clinical Site

To maintain current and accurate information, we ask the Site Supervisor to complete the following information at least once per year or any time there are Site Supervisor or agency changes impacting student placement.

1. Notify the Practicum and Internship coordinator of Site supervisor changes;
2. Submit a current resume or vita for each new Site supervisor;
3. Submit annually an updated Site Information Form to the Corresponding faculty group supervisor; and
4. Schedule an annual site visit with the Faculty group supervisor.

Clinical Setting Requirements

A Clinical Setting, conducive to development of skills and professional counselor identity, is one in which modeling, demonstration, and training is available to counselor education students. General clinical setting requirements include the following:

- Settings for individual counseling with assured privacy and sufficient space for appropriate equipment, such as TV monitoring and recording;
- Settings for small-group work with assured privacy and sufficient space for appropriate equipment;
- Necessary and appropriate technologies and technical assistance that assist learning, such as audio and video equipment;
- Settings with observational and/or other interactive supervision capabilities; and
- Procedures that ensure the client's confidentiality and legal rights are protected.

A student's place of employment may be an appropriate Practicum placement if all requirements for Practicum can be met and accommodated by the place of employment.

Site Supervisor Requirements, Functions and Compensations

A Site Supervisor is a professional employed in a clinical setting, who has volunteered to oversee a student's practicum or internship activities. To serve as a site supervisor, the professional must meet the following requirements:

- Earned a minimum of a master's degree in counseling or a related profession, with equivalent qualifications, including appropriate certifications (i.e., certified school counselor) and/or licenses;
- Completed a minimum of two (2) years of professional experience in the program area in which the student is completing training (i.e., CMHC or SC);
- Is knowledgeable of TTU's Counseling and Supervision program expectations, requirements, and evaluation procedures for its students; and
- Have relevant training in counseling supervision prior to supervising students.

The site supervisor mentors the student by facilitating the student's integration into the clinical system. Common activities performed by a site supervisor include:

- Orienting the student to setting policies and procedures;
- Allowing the student to observe and co-lead clinical activities;
- Assisting the student in building an appropriate caseload; and
- Facilitating the student's efforts to fulfill the required Practicum and Internship activities.

If the doctoral student is working toward their LPC-MHSP, they must find a supervisor who meets the Tennessee LPC-MHSP supervisor requirements. It is the doctoral student's responsibility to ensure that the supervisor meets TN LPC-MHSP supervisor requirements.

The site supervisor has final authority for all decisions made and/or actions taken about the student's roles and activities while attempting to fulfill practicum or internship functions and responsibilities at the setting. The site supervisor is not responsible for grades but will be asked to provide a brief mid-point and final report regarding the student's clinical experience via an online platform.

On-Site Clinical Supervision

Site Supervisors are required to have clinical supervision training before becoming a site supervisor and to complete continued education in clinical supervision. This training could include conference sessions, workshops, readings, and participation in the Site Supervisors training provided by the Faculty group supervisor. An important component of clinical supervision is the direct observation of skills for counselors in training. The students are expected to complete audio or video recordings of their sessions on a regular basis and present them for discussion and feedback in supervision on campus and on site. (A list of clinical supervision resources is provided in the Appendix of this document.)

Clinical settings offer onsite individual, triadic, and/or group clinical supervision. On-site clinical supervision can benefit both professional staff and counseling students. It provides an opportunity for students to gain clinical insights from professionals working directly with the same client population and to learn from counselors familiar with the requirements and demands of agency stakeholders.

Eligible clinical individual and group supervisors must meet minimum site supervisor requirements. The clinical supervisor's role is to oversee the student's clinical activities, ensuring the student is progressing in professional and interpersonal skills. Individual/Triadic supervisors meet one (1) hour per week. Individual/Triadic supervision may include from 1 (Individual) to 2 (Triadic) students. Group supervisors meet for one and one half hours (1 ½) per week. Group supervision on-site should include no more than 10 students.

Clinical Documentation and Evaluation Procedures

Each student's Practicum and Internship experience are tracked by a series of required documents completed by the student, site supervisor, and campus supervisors. Other forms can be scanned, printed, signed, and returned in person or via email to the Assistant Practicum and Internship Coordinator as required.

All relevant forms are required for each clinical experience. Copies of these forms are provided at the end of this guide. These forms comprise part of the overall set of documentation required by each student for each clinical experience. It is the student's responsibility to ensure that documentation is submitted by the due date.

Submitting required paperwork by the assigned due dates is an important step in the student's professional development. We ask for your help in completing this clinical documentation and submitting forms by the due date. Submitting these forms and evaluations in a timely fashion is a modeling opportunity for the students to see from

their supervisors. Additionally, it helps the faculty to have all relevant information about the students before assigning their grades. Grades are posted after the final day of the academic term, and for a student to receive a grade for the practicum or internship, the student must have submitted all required documents. An incomplete clinical file will result in an F grade until the student submits all required documentation. A list of required documents is included below:

- Internship Agreement Form
- Internship Guidelines
- Professional Liability Insurance
- Intern Site/Agency & Supervisor Evaluation

The following *evaluation* forms to be completed each term:

- Evaluation of Counseling Mid-Semester Report
- Evaluation of Counseling End-of-Term Report Form
- Ph.D. Practicum/Clinical Internship Hour Log

At any point in the term, the site supervisor may contact the Faculty group supervisor to discuss concerns about a student's clinical experience. Contact information is provided in the Site Agreement form. Frequent contact between the site supervisor, faculty group supervisor, and practicum and internship coordinator is expected throughout the semester. We encourage Site Supervisors to ask the students at their site who their on-campus supervisors are and remind them all supervisors will work collaboratively in providing them support and supervision throughout the clinical experience. At the end of the experience, the student also has the opportunity to complete and submit assessments of their experience with the site, the site supervisor, and the individual and group supervisors. Site supervisors are provided with summaries of the feedback.

Clinical Experience

Supervised clinical experiences provide opportunities for students to develop clinical competency by applying theoretical knowledge of counseling to various real client systems (e.g., individuals, parent and child, couples, families, structured groups, and therapy groups) while closely supervised by experienced professionals.

Students are required to complete one (1) Advanced Practicum and two (2) Internships that may include the clinical counseling component during their doctoral degree program. Students must complete their Internships split over two (2) semesters. As students move through this sequence of supervised clinical experiences, they are expected to demonstrate enhanced counseling/therapeutic competence and to manage their client caseloads effectively. The following sections outline the expectations of Practicum and Internship students.

The Advanced Practicum introduces students to advanced counseling theories and modalities in individual, couples, family, postmodern counseling, etc. In the Advanced Practicum, students are expected to utilize their advanced counseling knowledge in a clinical setting. The following activities may provide sufficient experience under the supervision of an experienced counseling professional:

- conduct intake interviews or initial assessments;
- observe counseling sessions conducted by counseling professionals;
- record a minimum of three (3) counseling sessions with audio and video, and submit each video to their faculty group supervisor for review as a part of a case conceptualization assignment;
- lead or co-lead a counseling or psychoeducational group during either the practicum or internship.

Practicum students are expected to accumulate a minimum of 100 clock hours. Upon completion of the Practicum, students must have accumulated 60 hours of face-to-face client contact. Supervision should be provided on-site and by the Counseling and Supervision program faculty. Supervision hours are included in the total clock hours required. As time permits, students may gain additional hours of on-site supervision (as needed) and may be involved in client case management, case planning, writing case notes, consultation, interview observation, co-therapy, group therapy, and/or staff conferences.

On-Site Requirements

Physical Facilities

Adequate facilities for individual, family, and group counseling should be provided. This generally means a reasonably soundproof private office, with several chairs, and an agency policy preventing interruptions during counseling. Video recording facilities should also be provided. Audio recording is acceptable if video recording is not possible. The agency allows the student to seek informed consent form that includes a statement seeking approval for recording.

Adequate waiting room space for clients and a system for receiving clients to be seen by student counselors should also be in place. Students must save all data files on encrypted drives to ensure HIPAA and FERPA compliance.

Client/Case Availability and Balance

Both practicum and internship require students have several ongoing cases per week. These need not be long-term cases, but student counselors need to be able to have ongoing cases for training clinical purposes. The site supervisor is responsible for assisting the student in developing a caseload within the first few weeks of the

semester. The site supervisor should also develop a contract with the student counselor that ensures a reasonable balance of clinically focused activities. If an agency has different types of clients and therapeutic modalities, trainees should have an opportunity to gain as broad an experience as possible. Counselors-in-training should also be introduced to the agency's general operations through attending meetings, observation, and discussion; however, counseling students should not be expected to do administrative work except as related to their clinical assignments.

Supervision and Monitoring

All site supervisors must have relevant training in supervision before beginning supervision of students from TTU's Counseling & Supervision program. In support of our site supervisors and the continued growth of their clinical supervision skills we offer annual supervision trainings as a part of our site host/supervisor's day and provide our supervisors with a list of supervision resources to use as self-learning tools. If a supervisor has not completed training in clinical supervision when first connected with our program, the Practicum and Internship Coordinator and other faculty directs the supervisor to professional development resources for introductory training and/or on-going development in this important area of clinical development in order to be prepared to provide clinical supervision to the students in the program.

Individual/Triadic and group supervision may be arranged by the Counseling & Supervision program or within the agency. It is expected for students to experience supervision from *both* department faculty and site supervisors during their practicum and internship experiences. Individual/Triadic supervision should be a minimum of one (1) hour per week and group supervision a minimum of one and one half (1 ½) hours per week. A licensed professional must be on-site or immediately on call whenever a student is counseling a client. The site supervisor has overall responsibility for overseeing the on-site training activities and should remain in close contact with the trainees and the department throughout the semester.

Direct observation of skill is an important part of supervision experiences. Regular recordings are expected for each field experience in order to enhance students' growth and development with the most effective feedback based on their supervisors' observation of their skills. As mentioned earlier, audio or video recordings will be reviewed with both campus and site supervisors, and any additional requirements of each are to be discussed between the student and the supervisor. It is a program requirement that every semester all clinical students complete at least one case conceptualization that includes a recording. The required recording consent forms are provided to the student on ilearn and university approved equipment can be reserved by the student for 48 hours at a time through the College of Education Instructional Technology Office.

Students are expected to maintain their clinical logs and actively update their completed hours throughout the semester. Site supervisors should regularly monitor and sign off on students' clinical logs and progress with getting a progressive and balanced experience at their site. Students and site supervisors should distinguish between direct and indirect hours. Hours should be recorded to the nearest quarter hour (i.e., .25, .50, .75, or 1.0).

Direct hours include those where the student is directly engaged in counseling with the client in an individual, couple, family, or group setting. *Indirect hours* comprise the remaining hours on site that are not direct or supervision hours. They include client case management, case planning, writing case notes, consultation, interview observation, staff conferences, administrative tasks, special projects, and/or other duties as assigned.

Professional and Ethical Standards and Support

All agency employees should be aware of ethical and professional standards, and students should not be asked to violate general professional rules of conduct. It is encouraged for site supervisors to discuss with students what ethical and professional standards they follow (i.e., ACA Code of Ethics). Students and site supervisors are expected to discuss any ethical or professional problems they encounter and, if necessary, involve the department. Students should be treated as professional trainees. They should not be assigned secretarial, clerical, or other non-clinical duties.

Student Safety

Student safety should be a top priority. Weapons of any sort should not be stored in counseling areas, and work with potentially violent clients must be directly supervised with a counselor and client safety plan in place.

Coordination

Adequate coordination between the site and the department is crucial. The Practicum and Internship Coordinator will visit every site on a regular basis and maintain close contact with site supervisors. Close working relationships are important and must be given a high priority by all concerned. The program also encourages doctoral student supervisors and faculty supervisors to reach out to site supervisors to coordinate and collaborate their work with students.

Orientation

All sites should have a well-organized orientation for students. This should include a review of the agency's goals, functions, policies, and an introduction to personnel in the

agency. This orientation process should especially include all types of risk assessment (suicide, homicide, addiction, child or domestic abuse, etc.). Trainees should also receive copies of all relevant policies and procedures and should be expected to read and become familiar with them as part of their clinical experience. Many sites utilize free online training programs to support student development (Substance Abuse & Mental Health Services Administration, Department of Children & Families)

Remuneration

The program encourages sites to develop paid internship experiences for students. If a student accepts employment as an intern, he or she must follow all of the clinical preparation guidelines as well as employment conditions. Job duties must not interfere with the practicum or internship training experience.

Termination of Internship/Practicum Student

If problems arise regarding student performance or dissatisfaction with the site, the difficulties should be brought to the attention of the site supervisor and the Practicum and Internship Coordinator. If an informal discussion and attempts to solve the problems fail, the site may request the student be withdrawn from the practicum or internship; or the student may request that he or she be withdrawn by the department. In either case, a request should be submitted in writing to the Practicum and Internship Coordinator and/or Corresponding Faculty of the related course. The Ph.D. Program Coordinator, Department Chair, and Practicum and Internship Coordinator will review the situation.

Gratitude and Appreciation

Clinical experiences in Counselor and Supervision at TTU would not be possible without the help of our site supervisors. The day-to-day support, guidance, and knowledge offered to the students are pivotal in helping them advance in their counseling competencies. The partnership made with the sites and the department allows more clients to be served in our community, and we are so grateful and proud of the work we do together.

Ph.D. in Counseling and Supervision Program Doctoral Practicum Plan

Instructions: Submit this form to the advisor and the doctoral committee prior to/by the preliminary hearing.

Name: _____ Student ID (T#): _____

Contact Phone: _____ Email Address: _____

Site Supervisor: _____ Supervisor's Credentials: _____

Describe the planned activities to complete your internship:

Please include a description of any agreed upon deliverables such as direct/indirect clinical hours and evaluations:

Description of support and frequency of supervision from Site Supervisor:

Target learning objectives and outcomes:

Student (signature): _____ Date: _____

Instructor/Professor/Program Coordinator (signature): _____

Date: _____



Site Supervisor Evaluation Rating Form Doctoral Practicum

(adapted from the University of Cincinnati)

Student Name: _____

Site Supervisor Name: _____

Term: _____ Credits: _____ Hours: _____ Site: _____

Rubric:

- 1 = Not acceptable (consider professional development plan, remediation must occur);
- 2 = Marginally (acceptable (needs significant monitoring and supervision);
- 3 = Acceptable (on target or good for current level of training and experience);
- 4 = Exemplary (advanced or excellent for current level of training and experience);
- N = Not observed (no opportunity to observe or tare this item).

Professional Ethics and Counselor Law	
1. Demonstrates knowledge of federal and state laws and professional ethics	1 2 3 4 N
2. Demonstrates a strong commitment to ethical practice with an underlying understanding of its importance	1 2 3 4 N
Assessment and Diagnosis	
3. Uses appropriate assessment techniques and procedures that incorporate the ecological perspective	1 2 3 4 N
4. Demonstrates skills in using diagnostic and assessment principles that encourages conceptualization of various ecological systems	1 2 3 4 N
5. Understands culturally-bound syndromes when assessing individual concerns for diagnosis and/or treatment planning	1 2 3 4 N
6. Demonstrates skill in assessing risk factors in suicidal, homicidal, and violent behavior	1 2 3 4 N
Counseling Skills and Interventions	
7. Demonstrates appropriate counseling skills	1 2 3 4 N
8. Demonstrates skill in developing a conceptual framework for understanding the client's issues	1 2 3 4 N
9. Demonstrates skill in being able to take assessment information and develop appropriate strategies and interventions	1 2 3 4 N
10. Applies appropriate clinical judgment to the management of the client	1 2 3 4 N
11. Demonstrates skill in facilitating group counseling	1 2 3 4 N
Professional Growth and Self Awareness	
12. Demonstrates awareness of self-processes, which can occur during session (e.g., reactions to client, biases, countertransference, risk of secondary trauma, etc).	1 2 3 4 N
13. Incorporates supervisory guidance into clinical performance	1 2 3 4 N

14. Seeks consultation from their supervisor in unfamiliar clinical situations	1 2 3 4 N
15. Demonstrates their awareness of own limitations of clinical skills and cultural competence	1 2 3 4 N
Intentionality and Metacognition	
16. Exhibits awareness of practicum learning goals	1 2 3 4 N
17. Provides evidence of mindfulness of the dynamic between their personality and clients' characteristics and how that could impact the counseling relationship and process	1 2 3 4 N
18. Is able to provide rationale for choice of theory and intervention strategies	1 2 3 4 N
Professional Growth and Self Awareness	
19. The student created opportunities intended to further their clinical practice and knowledge	1 2 3 4 N
20. The student identified needs within their population, agency, or community and facilitated solutions or interventions.	1 2 3 4 N
21. The student demonstrated leadership characteristics throughout their practicum experience	1 2 3 4 N
22. The student shared knowledge with supervisors, other clinicians, and the practice setting on the ecological counseling perspective and practices.	1 2 3 4 N
Individual Learning Objectives and Overall Rating	
23. The student made adequate progress toward their individualized goals for practicum identified at the beginning of the semester	1 2 3 4 N
24. What is your OVERALL rating of the doctoral student's performance	1 2 3 4 N

What unique qualities does this doctoral student demonstrate during practicum?

Please provide suggestions for improvement for practicum student.

Signature of Doctoral Student: _____ Date: _____

Signature of Site Supervisor: _____ Date: _____

(adapted from University of Cincinnati)



Tennessee Tech University
Ph.D. in Counseling and Supervision
Doctoral Internship Plan

TO BE COMPLETED BY DOCTORAL STUDENT INTERN
IN CONSULTATION WITH FACULTY

Name: _____

Date: _____

This plan describes the activities and timeline of your doctoral internship experiences. Students are required to have planned activities in the 3 out of the 5 core areas of supervision, teaching, research, leadership and advocacy, and counseling/consultation for their doctoral internship plan. Students should plan these activities in consultation with faculty members depending on their career goals and aspirations.

Supervision Experience:

- What supervision will you be doing?
- With whom (teachers and supervisees)? Have you received consent? Please know that sponsored faculty must email the doctoral internship instructor before beginning and acknowledge responsibilities of all parties.
- Where will you be doing the supervision? Include the location(s).
- When will you be doing the supervision? Include the estimated dates?
- How:
 - will this contribute to your professional development?
 - much total time and effort in internship are you projecting for supervision this semester?

Teaching Experience:

- What teaching will you be doing?
- With whom (co-instructors)? Have you received consent? Please know that sponsored faculty must email the doctoral internship instructor before beginning and acknowledge responsibilities of all parties.
- Where will you be doing the teaching? Include the location(s).
- When will you be doing the teaching? Include the estimated dates?
- How:
 - will this contribute to your professional development?
 - much total time and effort in internship are you projecting for teaching this semester?

Research Experience

- What research will you be doing?

- With whom (faculty)? Have you received consent? Please know that sponsored faculty must email the doctoral internship instructor before beginning and acknowledge responsibilities of all parties?
- Where will you be doing research? Include the location(s).
- When will you be doing research? Include the estimated dates.
- How:
 - will this contribute to your professional development?
 - much total time and effort in internship are you projecting for research this semester?

Leadership & Advocacy Experience:

- What leadership and advocacy will you be doing?
- With whom (faculty and professional organizations, student clubs, etc.)? Have you received consent? Please know that sponsored faculty must email the doctoral internship instructor before beginning and acknowledge responsibilities of all parties.
- Where will you be doing the leadership and advocacy? Include the location(s).
- When will you be doing the leadership and advocacy? Include the estimated dates?
- How:
 - will this contribute to your professional development?
 - much total time and effort in internship are you projecting for leadership and advocacy this semester?

Counseling & Consultation Experience:

- What counseling and/or consultation will you be doing?
- Who will be your site supervisor? Have you completed a site agreement form? Please know that site supervisors must be approved. A site agreement form must be on file with the doctoral internship instructor before beginning and the site supervisor must acknowledge responsibilities of all parties.
- Where will you be doing the counseling and/or consultation? Include the location(s).
- When will you be doing the counseling and/or consultation? Include the estimated dates?
- How:
 - will this contribute to your professional development?
 - much total time and effort in internship are you projecting for counseling and consultation this semester?

Student Signature: _____ Date: _____



Professional Performance Review

(adapted from University of William and Mary)

1. Openness to new ideas (rated from Closed [1] to Open [5])

1	2	3	4	5
<p>Was dogmatic about own perspective and ideas. Ignored or was defensive about constructive feedback. Showed little or no evidence of incorporating constructive feedback received to change own behavior.</p>	<p>Was amenable to discussion of perspectives other than own. Accepts constructive feedback without defensiveness. Some evidence of effort to incorporate relevant feedback received to change own behavior.</p>			<p>Solicited others' opinions and perspectives about own work. Invited constructive feedback and demonstrated interest in others' perspectives. Showed strong evidence of incorporation of feedback received to change own behavior.</p>

2. Flexibility (rated from Inflexible [1] to Flexible [5])

1	2	3	4	5
<p>Showed little or no effort to recognize changing demands in the professional & interpersonal environment. Showed little or no effort to flex own response to changing environmental demands. Refused to flex own response to changing environmental demands despite knowledge of the need for change. Was intolerant of unforeseeable or necessary changes in established schedule or protocol.</p>	<p>Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate. Effort to flex own response to new environmental demands was evident but sometimes inaccurate. Flexed own response to changing environmental demands when directed to do so. Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.</p>			<p>Showed accurate effort to recognize changing demands in the professional & interpersonal environment. Showed accurate effort to flex own response to changing environmental demands as needed. Independently monitored the environment for changing demands and flexed own response accordingly. Attempts to understand needs for change in established schedule or protocol to avoid resentment. Accepted necessary changes in established schedule and attempted to discover the reasons for them.</p>

3. Cooperativeness with others (rated from Uncooperative [1] to Cooperative [5])

1	2	3	4	5
<p>Showed little or no engagement in collaborative activities. Undermined goal achievement in collaborative activities. Was unwilling to compromise in collaborative activities.</p>	<p>Engaged in collaborative activities but with minimum allowable input. Accepted but rarely initiated compromise in collaborative activities. Was concerned mainly with own part in collaborative activities.</p>			<p>Worked actively toward reaching consensus in collaborative activities. Was willing to initiate compromise in order to reach group consensus. Showed concern for group as well as</p>

		individual goals in collaborative activities.
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4. **Willingness to accept and use feedback** (rated from Unwilling [1] to Willing [5])

1	2	3	4	5
Discouraged feedback from others through defensiveness and anger. Showed little or no evidence of incorporation of supervisory feedback received. Took feedback contrary to own position as a personal affront. Demonstrated greater willingness to give feedback than receive it.	Was generally receptive to supervisory feedback. Showed some evidence of incorporating supervisory feedback into own views and behaviors. Showed some defensiveness to critique through “over-explanation of own actions” – but without anger. Demonstrated greater willingness to receive feedback than to give it.			Invited feedback by direct request and positive acknowledgement when received. Showed evidence of active incorporation of supervisory feedback received into own views and behaviors. Demonstrated a balanced willingness to give and receive supervisory feedback.

5. **Awareness of own impact on others** (rated from Unaware [1] to Aware [5])

1	2	3	4	5
Words and actions reflected little or no concern for how others were impacted by them. Ignored supervisory feedback about how words and actions were negatively impacting others.	Effort to determine how own words and actions impacted others was evident but sometimes inaccurate. Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.			Effort toward recognition of how own words and actions impacted others. Initiates feedback from others regarding impact of own words and behaviors Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change

6. **Ability to deal with conflict** (rated from Unable [1] to Able [5])

1	2	3	4	5
Was unable or unwilling to consider others’ points of view. Showed no willingness to examine own role in a conflict. Ignored supervisory advisement if not in agreement with own position. Showed no effort at problem solving. Displayed hostility when conflicts were addressed.	Attempted but sometimes had difficulty grasping conflicting points of view. Would examine own role in a conflict when directed to do so. Was responsive to supervision in a conflict if it was offered. Participated in problem solving when directed.			Always willing and able to consider others’ points of view. Almost always willing to examine own role in a conflict. Was consistently open to supervisory critique about own role in a conflict. Initiated problem-solving efforts in conflicts. Actively participated in problem-solving efforts.

7. Ability to accept personal responsibility (rated from Unable [1] to Able [5])

1	2	3	4	5
Refused to admit mistakes or examine own contribution to problems. Lied, minimized, or embellished the truth to extricate self from problems. Consistently blamed others for problems without self-examination.	Was willing to examine own role in problems when informed of the need to do so. Was accurate and honest in describing own and others' roles in problems. Might blame initially, but was open to self-examination about own role in problems.			Monitored own level of responsibility in professional performance. Invited constructive critique from others and applied it toward professional growth. Accepted own mistakes and responded to them as opportunity for self-improvement. Avoided blame in favor of self-examination.

8. Ability to express feelings effectively and appropriately (rated from Unable [1] to Able [5])

1	2	3	4	5
Showed no evidence of willingness and ability to articulate own feelings. Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. Acted out negative feelings (through negative behaviors) rather than articulating them. Expressions of feeling were inappropriate to the setting. Was resistant to discussion of feelings in supervision.	Showed some evidence of willingness and ability to articulate own feelings, but with limited range. Showed some evidence of willingness and ability to acknowledge others' feelings – sometimes inaccurate. Expressions of feeling usually appropriate to the setting – responsive to supervision when not. Willing to discuss own feelings in supervision when directed.			Was consistently willing and able to articulate the full range of own feelings. Showed evidence of willingness and accurate ability to acknowledge others' feelings. Expression of own feelings was consistently appropriate to the setting. Initiated discussion of own feelings in supervision.

9. Attention to ethical and legal considerations (rated from Inattentive [1] to Attentive [5])

1	2	3	4	5
Engaged in dual relationships with clients. Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. Endangered the safety and the well-being of clients. Breached established rules	Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients. Was responsive to supervision for occasional insensitivity to diversity in professional interactions. Used judgment that could have put client			Maintained clear personal-professional boundaries with clients. Demonstrated consistent sensitivity to diversity. Satisfactorily ensured client safety and well-being. Appropriately safeguarded the confidentiality of clients.

for protecting client confidentiality	safety and well-being at risk. Used judgment that could have put client confidentiality at risk.	
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10. Initiative and motivation (rated from Poor Initiative and Motivation [1] to Good Initiative and Motivation [5])

1	2	3	4	5
Often missed deadlines and classes. Rarely participated in class activities. Often failed to meet minimal expectations in assignments. Displayed little or no initiative and creativity in assignments.	Missed the maximum allowable classes and deadlines. Usually participated in class activities. Met only the minimal expectations in assigned work. Showed some initiative and creativity in assignments.			Met all attendance requirements and deadlines. Regularly participated in class activities. Met or exceeded expectations in assigned work. Consistently displayed initiative and creativity in assigned work.

Note. Column 1 = unacceptable professional performance; Column 2 = acceptable professional performance; Column 3 = excellent professional performance.

Comments:



Co-Teaching (Teaching Assistant) Evaluation Form

Student: _____ Instructor: _____

Course: _____ Section: _____ Term: _____ Year: _____

Instructions: EVALUATION OF CO-TEACHER (TEACHING ASSISTANT) - The instructor should complete this form (both the Criteria Rubric and the Comments section) to evaluate their TA. There is a comments section for the TA to complete as well. To facilitate open and direct feedback for both parties, the instructor and TA should review the completed evaluation together and discuss.

Remember: A score of 3 for each criterion is considered satisfactory performance. Students performing unsatisfactorily will be required to take additional training.

Criteria Rubric for End-of-the-Term Evaluation:

Criteria	Exceptional (5)	Very good (4)	Proficient (3)	Below Average (2)	Poor (1)	Not Observed/ Applicable
Aptitude/Teaching Skills						
Displayed understanding of course content knowledge and skills						
Demonstrated effective teaching practices in lectures, reviews, recitations, etc.						
Introduced new ways of learning to the course						
Presented him/herself clearly in interactions with students						
Grading						
Submitted grades and feedback in a timely manner						
Appropriately assessed students						
Effectively handled student issues and challenges						
Professionalism						
Was punctual to class and scheduled appointments						
Organized their time well						
Communicated progress of assigned duties and students' learning						
Actively involved in meeting the needs of the students						
Attitude						
Served as positive model for students by action and attitude						

Conducted positive and appropriate interactions with instructor						
Was willing to help students						
Was willing to help instructor						
Responded appropriately to directions and feedback						
Overall Assessment						

Comments:

Describe the graduate TA's greatest strengths:

Describe areas that need improvement:

Any other comments the instructor wishes to share with the TA:

Any comments the TA wishes to share with the Instructor:

By each signing below, the Instructor and the TA are both acknowledging the completion and review/discussion of this evaluation.

Instructor Signature: _____ Date: _____

Teaching Assistant Signature: _____ Date: _____

Counseling and Supervision Doctoral E-Portfolio Rubric

(adapted from University of Florida and University of Texas at San Antonio)

Doctoral Student E-Portfolio (Digital Portfolio) Rubric: Doctoral students are expected to obtain a rating of satisfactory on each of the criteria listed below. For each of the following criteria, select the rating that best describes the student's performance.

Purpose of the Portfolio: Your e-portfolio is to be a story of your development as a counselor educator across five domains: (a) teaching (b) clinical supervision, (c) counseling/consultation, (d) research & scholarly writing, and e) professional leadership & advocacy. It should include samples of your work and of your thinking/reflections about your work (e.g. what you attempted to do, how you evaluated your own efforts, etc.)

Due Dates: You are expected to submit a complete e-portfolio to your doctoral chairperson at the completion of your internship in counselor education for their evaluation using the attached portfolio rubric. Based on feedback from your chairperson, you will then submit your e-portfolio to your supervisory committee for their evaluation as a part of your oral qualifying examination. To pass your examination, you must receive a rating of 3 or higher on all criteria listed.

Portfolio Contents:

I. Evidence for Teaching Domain

Describes teaching philosophy and demonstrates competence in the application of this philosophy through discussion of a specific teaching experience, selection of relevant artifacts, and discussion of personal development and growth as a teacher.

Artifacts

* *Teaching Statement and Philosophy (2-4 single spaced pages).* Students draft a teaching statement that includes their theory of learning and teaching, the learning process, and approaches to student evaluation in counselor education.

*Development of one course syllabus with measurable student outcomes

- *Listing of teaching course experiences/student evaluations
- * Students submit other evidence supporting their teaching competencies.
- *Personal reflection

II. Evidence for Supervision Domain

Describes supervision philosophy and demonstrates application of this philosophy through discussion of supervisory experiences, discussion of specific supervision case, selection of relevant supervision artifacts, and discussion of personal development and growth as a supervisor

Artifacts

- **Supervision Philosophy (2-4 single spaced pages)*. Students prepare a statement that overviews their supervisory theoretical orientation, key supervision principles learned during their doctoral training, integration of feedback from supervisees and supervisors, areas of strength, and areas of growth related to supervision.
- *Showcase one supervision case (goals, interventions, ethical issues, evaluation, outcomes, personal reflection)
- *Listing of Individual/triadic and group supervision experiences/supervisee evaluations
- *Students include all feedback from supervisors provided during the Supervision course.
- *Students submit other evidence supporting supervisory competencies.
- *Personal reflection

III. Evidence for Counseling & Consultation Domain

Describes knowledge of counseling & consultation theories and demonstrates relevant application in counseling and consultation experiences, discussion of counseling/consultation case, selection of relevant artifacts, and discussion of personal development and growth as a counselor and consultant

Artifacts

- **Counseling theory/advanced theory paper (2-4 single spaced pages)*. Students discuss their clinical theoretical orientation, key clinical and theoretical principles learned during their doctoral training, integration of feedback related to clinical skills, areas of strength, and areas for continued growth related to clinical skills.

- *Counseling case presentation (interventions, ethical issues, measure progress and outcomes, personal reflection) and/or consultation theory/application in specific case (ethical issues, personal reflection)
- *Students include all feedback from site supervisors given during the Advanced Theories and Practicum course.
- *Students submit other evidence supporting clinical competencies.
- *Advanced Practicum Log (and potential Clinical Portion of Internships)
- *Personal reflection

IV. Evidence for Research & Scholarship Domain

Describes specific research focus, evaluates professional literature, and demonstrates application of research skills in scholarly writing products and presentations by discussing at least one professional presentation and one article submitted for publication, selection of relevant artifacts, and discussion of personal development and growth as a scholar & researcher.

Artifacts

- * *Research Statement and Goals (2-4 single spaced pages)*. Students describe the important lessons they learned about research and provide a timeline for future research goals. The statement describes how they incorporated feedback from peer reviewers, editors, peers, and faculty members related to their writing and research. Students discuss how quantitative, qualitative, and mixed method approaches will inform their research agenda.
- *Listing of written products-- Chapters, refereed articles, non-refereed articles. Students include at least one paper reviewed by a peer-reviewed counseling journal. Students must be first author of this paper and the paper must have been reviewed with written feedback from the journal's editor and/or editorial board. The paper does not need to be accepted for publication. Students include the submitted paper, revisions, and all feedback from the editorial board and peer reviewers. For the transition phase, works in progress, initial submission of a manuscript, or a submitted manuscript or peer-reviewed presentation where the student was 1st, 2nd, or 3rd author are acceptable.
- *Listing of presentations/workshops at national, state and local conference presentations (must have documentation of at least one professional presentation)
- *Grant Activities
- *Students include their dissertation pre-proposal presentation handouts.

*Students submit other materials supporting research competencies.

*Personal reflection

V. Professional Leadership & Advocacy

Describes specific goals for involvement in leadership and advocacy roles, demonstrates implementation of involvement plan, and includes discussion of personal development and growth as a leader & advocate

Artifacts

*Leadership and advocacy statement and goals

*Listing of professional leadership and advocacy activities

*Personal reflection

Doctoral Student E-Portfolio (Digital Portfolio) Rubric:

Doctoral E-Portfolio Rubric

Doctoral students are expected to obtain a rating of satisfactory (at least a 3) on each of the criteria listed below. For each of the following criteria, select the rating that best describes the student's performance.

Criteria	Unsatisfactory - Below Expectations 1	Needs Improvement - Nears Expectations 2	Satisfactory - Meets Expectations 3	Outstanding - Exceeds Expectations 4	Score
Teaching Competence Describes teaching philosophy and demonstrates	__ Teaching philosophy not clearly explicated __ Teaching practices do not demonstrate implementation of teaching philosophy	__ Teaching philosophy vaguely explicated	__ Teaching philosophy adequately explicated	__ Teaching philosophy clearly explicated & reflects flexibility in adapting to diverse student needs	

<p>competence in the application of this philosophy through discussion of a specific course teaching experiences, selection of relevant artifacts (e.g. course syllabi, lessons, student outcome data and student teacher evaluations) and discussion of personal development and growth as a teacher</p>	<p><input type="checkbox"/> Discussions of teaching experiences are incomplete, impractical, & not based on student needs</p> <p><input type="checkbox"/> Teaching artifacts are selected that do not provide a complete picture of student needs or awareness, command of course content, or assessment of student learning outcomes</p> <p><input type="checkbox"/> Student does not reflect on personal development & growth as a teacher or include goals for continued learning</p>	<p><input type="checkbox"/> Teaching practices minimally linked to teaching philosophy</p> <p><input type="checkbox"/> Course design & development does not depict learning outcomes, course activities and assessment methods minimally based on student needs</p> <p><input type="checkbox"/> Teaching artifacts depict minimal knowledge of relevant course content, student needs, & learning outcomes.</p> <p><input type="checkbox"/> Reflection & discussion of teaching artifacts and experiences demonstrate minimal personal awareness of growth & development as a teacher. Does not identify learning goals & adaption of teaching methods to meet changing student needs</p>	<p><input type="checkbox"/> Teaching practices linked to teaching philosophy</p> <p><input type="checkbox"/> Course design & development depicts learning outcomes, course activities and assessment methods based on some understanding of student needs</p> <p><input type="checkbox"/> Teaching artifacts depict some knowledge of relevant course content, student needs, & learning outcomes</p> <p><input type="checkbox"/> Reflection & discussion of teaching artifacts and experiences demonstrate personal awareness of growth & development as a teacher. Identifies some learning goals & adaptation of teaching methods to meet changing student needs</p>	<p><input type="checkbox"/> Teaching practices depict teaching philosophy & reflect on adaption to student needs</p> <p><input type="checkbox"/> Course design and development depicts learning outcomes, course activities, & assessment methods based on relevant student needs</p> <p><input type="checkbox"/> Teaching artifacts depict superior knowledge of relevant course content, student's needs & learning outcomes</p> <p><input type="checkbox"/> Reflection & discussion of teaching artifacts/experiences clearly describe growth, achievements, accomplishments & include goals for continued learning</p>	
<p>Supervision Competence</p> <p>Describes supervision philosophy and</p>	<p><input type="checkbox"/> Supervision philosophy not clearly explicated</p> <p><input type="checkbox"/> Supervision practices do not demonstrate</p>	<p><input type="checkbox"/> Supervision philosophy vaguely explicated</p>	<p><input type="checkbox"/> Supervision philosophy adequately explicated</p>	<p><input type="checkbox"/> Supervision philosophy clearly explicated & reflective of adaptation to diverse supervisee needs</p>	

<p>demonstrates application of this philosophy through discussion of supervisory experiences, selection of supervision artifacts (e.g. supervision case presentation, supervisee evaluations of supervision) and discussion of personal development and growth as a supervisor.</p>	<p>implementation of supervision philosophy</p> <p>__ Discussions of supervision experiences are incomplete & impractical & not based on supervisee needs</p> <p>__ Supervision artifacts are selected that do not provide a complete picture of supervisee needs & clinical context, command of relevant counseling theories, or assessment of supervisee outcomes</p> <p>__ Student does not reflect on personal development/growth as a supervisor or include goals for continued learning</p>	<p>__ Supervision practices minimally linked to supervision philosophy</p> <p>__ Supervision experience minimally depicts effective development of working alliance, responsiveness to student expectations, clear discussion of possible counseling options, & assessment of supervisee outcomes</p> <p>__ Supervision artifacts minimally depict knowledge of relevant intervention theories, supervisee development & learning outcomes</p> <p>__ Reflection & discussion of supervision artifacts/experiences demonstrate minimal personal awareness of growth & development as a supervisor & identifies vague learning goals</p>	<p>__ Supervision practices linked to supervision philosophy</p> <p>__ Supervision experience depicts effective development of working alliance, responsiveness to student expectations, clear discussion of possible counseling options, & assessment of supervisee outcomes</p> <p>__ Supervision artifacts depict some knowledge of relevant intervention theories, supervisee development & learning outcomes</p> <p>__ Reflection & discussion of supervision artifacts/experiences demonstrate some personal awareness of growth & development as a supervisor & identifies some learning goals</p>	<p>__ Supervision practices linked to supervision philosophy and reflect and adaptation to student needs</p> <p>__ Supervision experience depicts effective evaluation of a working alliance & awareness of supervisee needs, responsiveness to supervise context, clear discussion of possible counseling options, * assessment of supervisee outcomes</p> <p>__ Supervision artifacts depict superior development of working alliance, knowledge of relevant theoretical outcomes, and heightened awareness of supervisee clinical context</p> <p>__ Reflection & discussion of supervision artifacts/experiences clearly describe growth, achievements, accomplishments & include goals for continued learning</p>	
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<p>Consultation & Counseling Competence</p> <p>Describes knowledge of counseling and consultation theories and demonstrates relevant application in counseling and consultation experiences, selection of counseling/consultation artifacts (e.g. counseling case presentation, client evaluation, organizational consultation site analysis) and discussion of personal development and growth as a counselor & consultant</p>	<p>__ Counseling/consultation theory not clearly explicated</p> <p>__ Counseling/consultation practices/ do not demonstrate implementation of counseling/consultation theory</p> <p>__ Discussions of counseling/consultation experiences are incomplete & impractical & not based on client/consultee needs</p> <p>__ Counseling/consultation artifacts are selected that do not provide a complete picture of client needs & context, command of relevant counseling/consultation theories, or assessment of outcomes</p> <p>__ Student does not reflect on personal development/growth as a counselor/consultant or include goals for continued learning</p>	<p>__ Counseling/consultation theory vaguely explicated</p> <p>__ Counseling/consultation practices minimally linked to counseling/consultation theory</p> <p>__ Counseling/consultation experiences minimally depict development of working alliance, responsiveness to client expectations, appropriate application of counseling/consultation strategies, & assessment of outcomes</p> <p>__ Counseling/consultation artifacts minimally depict knowledge of relevant intervention theories, client/consultee assessment & intervention outcomes</p> <p>__ Reflection & discussion of counseling/consultation artifacts/ experiences demonstrate minimal personal awareness of growth & development as a counselor/consultant &</p>	<p>__ Counseling/consultation theory adequately explicated</p> <p>__ Counseling/consultation practices linked to counseling/consultation theory</p> <p>__ Counseling/consultation experiences depict adequate development of working alliance, responsiveness to client expectations, appropriate application of counseling/consultation strategies, & assessment of outcomes</p> <p>__ Counseling/consultation artifacts depict some knowledge of relevant intervention theories, client/consultee assessment & intervention outcomes</p> <p>__ Reflection & discussion of counseling/consultation artifacts/ experiences demonstrate some personal awareness of growth & development as a counselor/consultant &</p>	<p>__ Counseling/consultation theory clearly explicated & reflective of adaptation to diverse client/consultee needs</p> <p>__ Counseling/consultation practices linked to counseling/consultation theory and theory reflects an adaptation to client needs</p> <p>__ Counseling/consultation experiences depict effective development of a working alliance & responsiveness to client needs & context, appropriate application of counseling/consultation strategies, & assessment of outcomes</p> <p>__ Counseling/consultation artifacts depict superior development of working alliance, knowledge of relevant interventions, assessment of outcomes.</p> <p>__ Reflection & discussion of counseling/consultation artifacts clearly describe</p>
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		identifies vague learning goals	identifies some learning goals	growth, achievements, accomplishments & include goals for continued learning	
Research & Scholarship Competence Describes specific research focus and assessment of professional literature and demonstrates application of research skills in scholarly writing artifacts, presentations (e.g. submitted manuscripts, conference presentations), and discussion of personal development and growth as a scholar & researcher	__ Research focus & coursework do not seem related to specialization focus __ Research interests do not demonstrate a clear, organized focus __ Discussion of research initiatives is incomplete/impractical __ Artifacts are selected that do not demonstrate current knowledge of counseling research findings and methods	__ Research focus demonstrates minimal intellectual interest and achievement __ Research Interests demonstrate a vague sense of individual purpose __ Discussion of research philosophy /initiatives demonstrate a vague goal __ Artifacts are selected that give minimal attention to current knowledge of counseling research findings and methods	__ Research focus demonstrates strong intellectual interest and achievement __ Research Interests demonstrate clear, organized sense of individual purpose __ Discussion of research philosophy /initiatives demonstrate a practical goal __ Artifacts are selected that give attention to current knowledge of counseling research findings and methods	__ Research focus demonstrates superior intellectual interest and achievement __ Research Interests demonstrate superior individual purpose and excitement in personal pursuits __ Research philosophy/initiatives demonstrate a practical, planned goal for future endeavors __ Artifacts are selected that clearly reflect knowledge of counseling research findings and methods	
Professional Leadership & Advocacy	__ Leadership focus does not seem related to specialization focus	__ Leadership focus demonstrates minimal intellectual interest and achievement	__ Leadership focus demonstrates strong intellectual interest and achievement	__ Leadership focus demonstrates superior intellectual interest and achievement	

<p>Describes specific goals for involvement in leadership roles in professional organizations and demonstrates implementation of involvement plan</p>	<p><input type="checkbox"/> Leadership/advocacy Area does not demonstrate a clear sense of individual purpose</p> <p><input type="checkbox"/> Leadership Development Plan is incomplete/impractical</p> <p><input type="checkbox"/> Artifacts are selected that do not demonstrate knowledge of leadership principles & practices</p>	<p><input type="checkbox"/> Leadership/advocacy Interests demonstrate vague sense of individual purpose and lack of excitement in personal pursuits</p> <p><input type="checkbox"/> Leadership Development Plan demonstrates a vague goal</p> <p><input type="checkbox"/> Artifacts are selected that give minimal attention to knowledge of leadership principles & practices</p>	<p><input type="checkbox"/> Leadership/advocacy Interests demonstrate clear sense of individual purpose and excitement in personal pursuits</p> <p><input type="checkbox"/> Leadership Development Plan demonstrates a practical goal</p> <p><input type="checkbox"/> Artifacts are selected that give attention to knowledge of leadership principles & practices</p>	<p><input type="checkbox"/> Leadership/advocacy Interests demonstrate superior individual purpose and excitement in personal pursuits</p> <p><input type="checkbox"/> Leadership Development Plan demonstrates a practical, planned goal for future endeavors</p> <p><input type="checkbox"/> Artifacts are selected that clearly reflect knowledge of leadership principles & practices</p>	
<p>Navigation, Layout & Readability</p>	<p><input type="checkbox"/> The portfolio is difficult to read due to inappropriate use of color, fonts, type size for headings, & text and font styles</p> <p><input type="checkbox"/> Many formatting tools are under or over-utilized decreasing the readers' accessibility to the content</p> <p><input type="checkbox"/> Content appears disorganized & cluttered</p>	<p><input type="checkbox"/> The e-portfolio is somewhat difficult to read</p> <p><input type="checkbox"/> White space, color, font styles & types size are used inconsistently throughout portfolio and content is somewhat disorganized</p> <p><input type="checkbox"/> Navigation links do not function well</p> <p><input type="checkbox"/> Table of contents is not included, and it is unclear how to locate an artifact</p>	<p><input type="checkbox"/> The e-portfolio is generally easy to read</p> <p><input type="checkbox"/> White space, color, font styles & types size are generally used consistently & appropriately throughout portfolio to organize content</p> <p><input type="checkbox"/> Navigation links generally function well</p> <p><input type="checkbox"/> Table of contents included but it is not always connected to each</p>	<p><input type="checkbox"/> The e-portfolio is easy to read</p> <p><input type="checkbox"/> White space, color, font styles & types size are used consistently & appropriately throughout portfolio to organize content</p> <p><input type="checkbox"/> Navigation links are function well</p> <p><input type="checkbox"/> Various parts of portfolio clearly organized & allow the reader to easily locate an artifact or</p>	

	<input type="checkbox"/> Navigation links are confusing <input type="checkbox"/> Difficult to locate artifacts		<input type="checkbox"/> page or clear how to locate an artifact	<input type="checkbox"/> move from one page to another. All pages connected to a Table of Contents	
Quality of Writing & Proofreading	<input type="checkbox"/> There are numerous grammatical or spelling errors <input type="checkbox"/> The style of writing does not facilitate effective communication and requires major editing & revision	<input type="checkbox"/> The writing has some grammatical or spelling errors <input type="checkbox"/> The style of writing somewhat facilitates communication and moderate editing is required	<input type="checkbox"/> The writing is mostly free of grammatical or spelling errors <input type="checkbox"/> The style of writing generally facilitates communication and minor editing is required	<input type="checkbox"/> The writing is free of grammatical or spelling errors <input type="checkbox"/> The style of writing facilitates communication and minor editing is required	

Overall Evaluation and Outcome

Received scores of 3 or higher in all 7 areas (5 doctoral competency areas and 2 editorial areas) during the Initial Review and Feedback and may move on to the next stage in the Ph.D. Program, dissertation writing.

Received scores less than 3 in one or more of the areas. Remediation plan provided; student asked to revise and resubmit portfolio.

Resubmitted portfolio for Final Review and Feedback, received scores of 3 or higher in all 7 areas, and may move on to the next stage in the Ph.D. Program, dissertation writing.

Resubmitted portfolio for Final Review and Feedback, received scores less than 3 in one or more areas. Student is dismissed from Ph.D. Program (and awarded an Educational Specialist degree?).



Confirmation of Handbook

A signed copy of the following will be maintained in the student's file. I have received and agree to read and follow this handbook while a student in the Ph.D. in Counseling and Supervision Program at Tennessee Tech. I am aware that the handbook may be updated as I matriculate through the program and it is my responsibility to stay current on revisions.

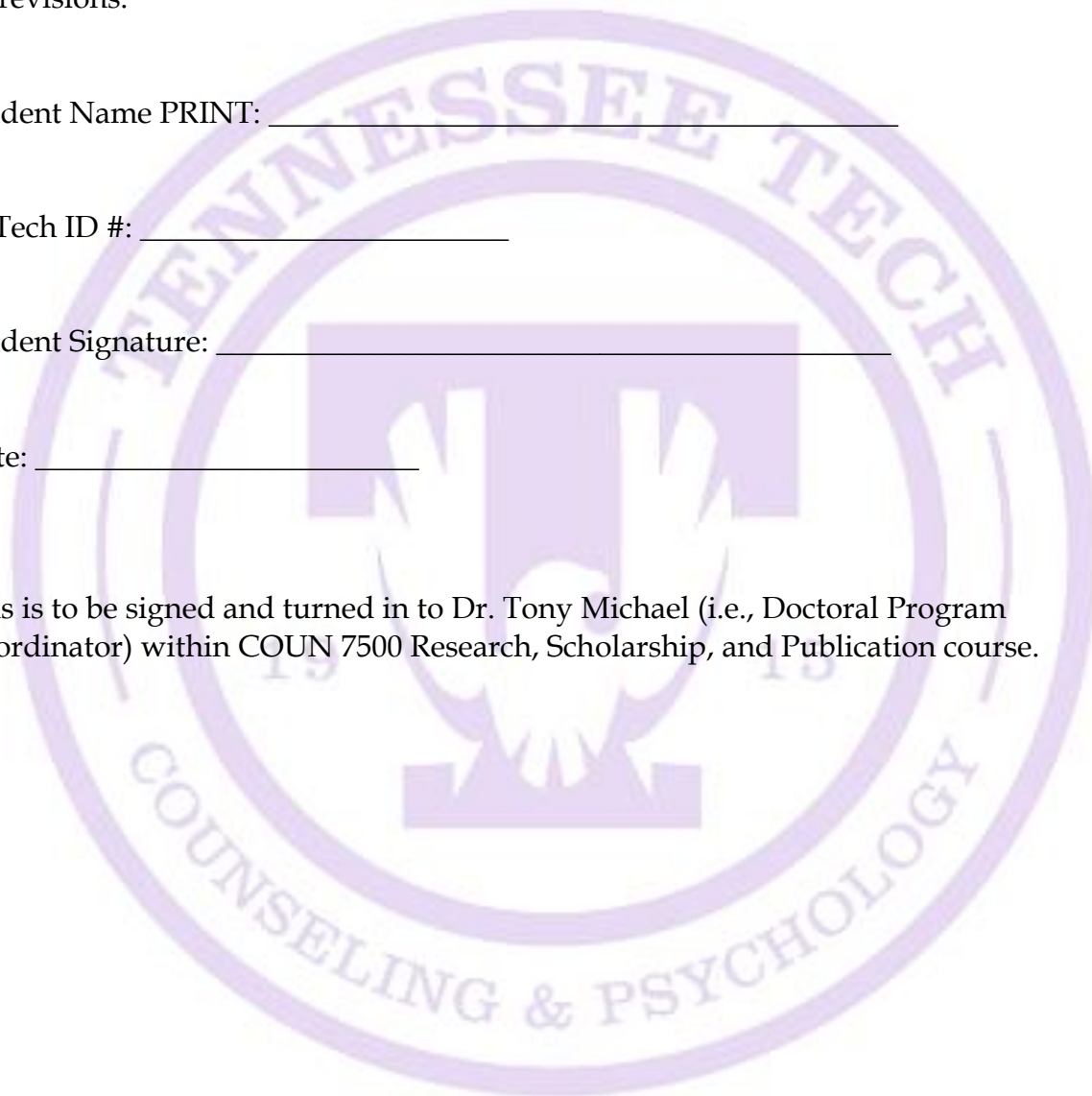
Student Name PRINT: _____

TnTech ID #: _____

Student Signature: _____

Date: _____

This is to be signed and turned in to Dr. Tony Michael (i.e., Doctoral Program Coordinator) within COUN 7500 Research, Scholarship, and Publication course.



Optional: Leadership Experience (describe): **Time Frame** **Location(s)**

In the space provided below, please indicate dates faculty approval was granted for each internship experience.

Optional: Leadership Experience (describe): **Time Frame** **Location(s)**

In the space provided below, please indicate dates faculty approval was granted for each internship experience.

Optional: Leadership Experience (describe): **Time Frame** **Location(s)**

In the space provided below, please indicate dates faculty approval was granted for each internship experience.

Signature of Student

Date

Signature of Advisor

Date



Tennessee Tech University
Ph.D. in Counseling and Supervision
Doctoral Internship Plan

(adapted from University of Northern Colorado)

INTERNSHIP AGREEMENT

Name: _____ Date: _____

Student Email: _____ Tech ID: _____

Student Phone Number: _____

Semester (circle): Fall Spring Summer Year: _____

Beginning date of experience: _____ End date of experience: _____

Supervising Faculty: _____

Internship Experience Supervisor: _____ On-Site Off-Site

First Experience (circle): Yes No

Guidelines provided to supervisor: Yes No

Proof of Liability Insurance Expiration Date (copy must be provided): _____

Specify Internship Experience

Co-Teaching – Course: _____

Supervision Experience 1 2 3

Research – Title of Project: _____

Other: ____ Advocacy ____ Leadership ____ Consultation

I have completed all prerequisite coursework and am qualified to begin my internship experience.

Student Signature: _____ Date: _____

Please identify the following information:

1. Tasks agreed upon for successful completion of internship:

2. Responsibilities of Intern:

3. Responsibilities of Faculty:

Student Signature: _____ Date: _____

Supervising Faculty Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

INTERNSHIP GUIDELINES

Rationale

The purpose of this agreement is to provide a qualified graduate student with a doctoral level internship experience in the field of counselor education.

The Counselor Education and Supervision Program agrees:

- To assign a University Internship Supervisor to facilitate communication between the University and internship site.
- That the University Internship Supervisor shall be available for consultation with both the On-Site Supervisor and the student and will be immediately contacted by the student and the On-Site Supervisor if any problem or change in relation to the student, site, or University occurs.
- That the University Internship Supervisor will provide regular group supervision approximately two times per month (CACREP Doctoral Standards III.C) for the purpose of group interaction and supervision throughout the internship.
- That the University Internship Supervisor, in consultation with the On-Site Supervisor, will be responsible for assigning a final grade.
- To notify the internship student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the internship site.

The Site agrees:

- That the director or administrator of the school/agency/university will assign an On-Site Supervisor who is a qualified licensed counselor or psychologist at the doctoral level, if applicable, and who has time and interest in the supervision and training of the internship student.
- To provide opportunities for the student to engage in a variety of counselor education activities under supervision.
- To be involved in the evaluation of the student's performance.
- To provide the student with adequate workspace, telephone, office supplies, and staff to conduct professional activities as appropriate and necessary.
- To provide supervisory contact, which involves examination of student work using live observation, and/or audio/visual tape observation, when necessary and appropriate.
- To provide written evaluation of the student based on criteria established by the UNC Counselor Education and Supervision program.

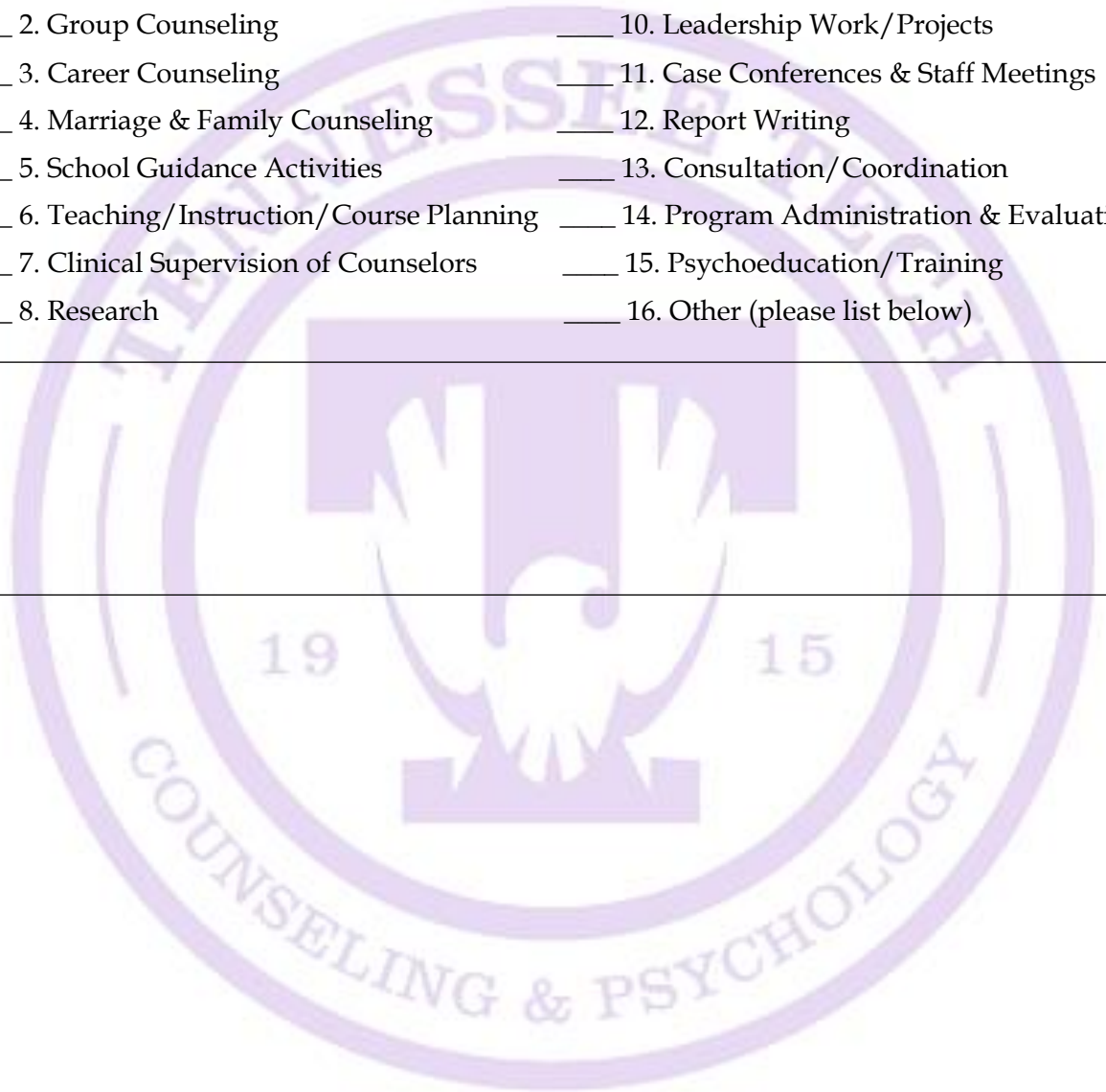
The Student agrees:

- To act in a professional manner that is consistent with the ACA Code of Ethics and to provide services in accordance with these standards. Any breach of these ethics or any unethical or illegal behavior on the student's part may result in removal from the internship, review and retention, and or a failing grade. Documentation of such behavior will become part of the student's permanent record.
- To be responsible for being available to the On-Site Supervisor and the University Internship Supervisor for conferences (e.g. consultation, staffing, etc.) and to keep the University Internship Supervisor informed regarding the internship experience.
- To comply with the rules, policies, and regulations of the internship site (e.g. staff development, working hours, schedules, etc.)

- To complete all internship course requirements as required and to demonstrate the specified minimal level of skill, knowledge, and competence in the various internship activities evaluated during the student's internship experience.

Please check those activities that will be offered to the counselor educator intern:

- | | |
|--|--|
| <input type="checkbox"/> 1. Individual Counseling | <input type="checkbox"/> 9. Advocacy Work/Projects |
| <input type="checkbox"/> 2. Group Counseling | <input type="checkbox"/> 10. Leadership Work/Projects |
| <input type="checkbox"/> 3. Career Counseling | <input type="checkbox"/> 11. Case Conferences & Staff Meetings |
| <input type="checkbox"/> 4. Marriage & Family Counseling | <input type="checkbox"/> 12. Report Writing |
| <input type="checkbox"/> 5. School Guidance Activities | <input type="checkbox"/> 13. Consultation/Coordination |
| <input type="checkbox"/> 6. Teaching/Instruction/Course Planning | <input type="checkbox"/> 14. Program Administration & Evaluation |
| <input type="checkbox"/> 7. Clinical Supervision of Counselors | <input type="checkbox"/> 15. Psychoeducation/Training |
| <input type="checkbox"/> 8. Research | <input type="checkbox"/> 16. Other (please list below) |



TEACHING INTERNSHIP GUIDELINES

Rationale

This experience provides the student the opportunity to further develop an understanding of the tasks and processes of instruction and evaluation in a counselor education setting.

General Guidelines

- The student will participate in the planning and updating of the selected course and syllabi.
- The student will be exposed to the purpose, process and procedures of evaluation for that particular course and will not be responsible for the assignment of grades.
- The student will provide class instruction under direct faculty supervision for a minimum of three class periods.
- The student and faculty will complete the appropriate Internship Agreement and submit it to the student's University Internship Supervisor prior to beginning the internship experience.

Faculty Guidelines

- Faculty will facilitate a discussion regarding the selection and order of curriculum topics, text utilized and alternative teaching methods/strategies.
- Meet with students to discuss the nature of the course including content delivery and CIT evaluation.
- Determine if the prospective intern is appropriate for the particular course.
- Develop an Internship Plan that includes the duties of the student and expectations of success.
- Observe the student during classroom instruction and provide written feedback to the student regarding their performance.
- Provide opportunities for the student to teach during the course of the class (minimum of two teaching episodes/units for the first experience and three teaching episodes/units for subsequent experiences).
- Sign internship logs.
- The supervising faculty's evaluation of the intern's teaching will be turned in to the University Internship Supervisor at least one week prior to finals week.

Student Guidelines

- Meet with their advisor to discuss appropriate courses to co-teach for internship
- Make contact with the potential instructor one semester (if possible) prior to the anticipated teaching internship. Failure to contact the prospective instructor in a timely fashion may result in your request being denied.
- Discuss the duties, expectations and requirements of the internship from both the student and faculty perspectives.
- Behave in a professional and appropriate manner toward students, being cognizant of dual relationships.
- Attend all class sessions.
- Complete all requirements in a timely manner.



SUPERVISION INTERNSHIP GUIDELINES

Rationale

This experience provides the student the opportunity to further develop an understanding of the tasks and process of instruction, evaluation, and supervision in a counselor education setting.

General Guidelines

- The student will obtain training in the planning and updating of the selected course and syllabi.
- Faculty will facilitate a discussion regarding the selection and order of curriculum topics, texts utilized and alternative teaching methods/strategies.
- The student will be exposed to the purpose, process and procedures of evaluation for that particular course and will not be responsible for the assignment of grades.
- The student will provide class instruction and supervision under direct faculty supervision throughout the practicum experience.
- The student and faculty will complete the appropriate Internship Agreement and submit it to the student's University Internship Supervisor prior to beginning the supervision internship experience.

Faculty Guidelines

- Meet with intern to discuss the nature of the course and how it is delivered and evaluated.
- Determine if the student is appropriate for the particular course.
- Develop an Internship Plan that includes the duties of the student and expectations of success.
- Observe the student during classroom instruction and supervision (group and individual students) and provide written feedback to the student regarding their performance.
- Sign internship logs.
- The supervising faculty's evaluation of the intern's teaching and supervision will be turned in to the University Internship Supervisor at least one week prior to finals.

Student Guidelines

- Meet with their advisor to discuss appropriate practica to supervise for internship.
- Make contact with the potential instructor/supervisor one semester (if possible) prior to the anticipated supervision internship. Failure to contact prospective instructors/supervisors in a timely fashion may result in your request being denied.
- Discuss the duties, expectations and requirements of the internship from both the student and faculty perspectives.
- Behave in a professional and appropriate manner toward students, being cognizant of dual relationships.
- Attend all class sessions.
- Complete all requirements in a timely manner.



EVALUATION OF COUNSELING

TO BE COMPLETED BY THE ON-SITE SUPERVISOR OR FACULTY MEMBER

Name of Student: _____ Date: _____

Name of On-Site Supervisor: _____ Date: _____

On-Site Supervisor Phone: _____

Please describe your style of supervision with this student:

- ____ Observed the student directly _____ Listened to or watched tapes of student counseling
____ Read session notes _____ Approximate # of tapes: _____ Audio: _____ Video: _____
____ Discussed cases with student _____ Apprentice
____ Other, please describe:

What number of overall internship hours did the student spend in:

- ____ Direct client activities (counseling)
____ Indirect client activities (i.e., case conferences, staff meetings, admin. duties, etc.)

The student performed the following activities:

- ____ Individual Counseling _____ Group Counseling _____ Couples Counseling
____ Family Counseling _____ Career Counseling _____ Consulting/Coordination
____ Assessment _____ Case/Staff Conference _____ Intake Interviewing
____ Program Administration _____ Report Writing _____ Psychoeducation/Training
____ Teaching _____ Other, please describe:

In order to facilitate the development of the student's skills, please rate the student's performance according to the following scale:

- Never True Rarely True Occasionally True Mostly True Always True Not Observed
1 2 3 4 5 N/A

Note: Throughout the survey, "supervisees" also refers to students in the classroom during an internship teaching experience.

RELATIONSHIP BUILDING

- The intern established good rapport with clients/supervisees and/or staff. 1 2 3 4 5 NA
- The intern established relationships conducive to effective counseling, supervision or learning. 1 2 3 4 5 NA
- The intern was able to observe/understand their personal influence on the counseling, supervision, or teaching relationship. 1 2 3 4 5 NA

LEADERSHIP SKILLS

- The intern was in control of the direction of counseling, supervision, or teaching. 1 2 3 4 5 NA

INTERN RESPONSIVENESS

- The intern was accepting, respectful, and encouraging of clients'/supervisees' emotions, expressed thoughts, and opinions. 1 2 3 4 5 NA
- The intern reflected accurate empathy to clients/supervisees. 1 2 3 4 5 NA
- The intern remained objective when working with clients/supervisees. 1 2 3 4 5 NA
- The intern spoke at an appropriate language level. 1 2 3 4 5 NA
- The intern used language, tone of voice and other behaviors to convey interest in the client/supervisee. 1 2 3 4 5 NA
- The intern's interventions reflected a clear understanding of the client's/supervisee's concerns. 1 2 3 4 5 NA
- The intern demonstrated knowledge of theoretical principles underlying interventions. 1 2 3 4 5 NA

SUPERVISION

- The intern presented the client/supervisee objectively and insightfully. 1 2 3 4 5 NA
- The intern accepted feedback appropriately. 1 2 3 4 5 NA
- The intern incorporated feedback effectively. 1 2 3 4 5 NA

ON-SITE

- The intern interacted appropriately with other professionals. 1 2 3 4 5 NA
- The intern followed school/agency or university policy and procedures. 1 2 3 4 5 NA
- The intern demonstrated knowledge of codes of ethical practice/legal regulations and behaved accordingly. 1 2 3 4 5 NA
- The intern showed appropriate judgment and responsibility in actions. 1 2 3 4 5 NA

OVERALL EVALUATION OF THE INTERN

Summarize below what you have observed to be the student's strengths as a counselor educator (include counseling, supervising, and teaching skills):

Summarize below suggested areas of improvement for the student:

FACULTY EVALUATION OF TEACHING TO BE COMPLETED BY FACULTY

Faculty Name: _____ Course Taught: _____

Doctoral Intern: _____ Semester/Year Taught: _____

Please use the scale below to rate the doctoral intern who has engaged in teaching activities under your supervision:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Never Observed
1	2	3	4	5	NA

CIRCLE BELOW:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. Intern worked cooperatively with instructor to help plan curriculum. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Intern engaged appropriately with students in this class. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Intern was prepared to teach and was well-organized. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Intern provided students with feedback in a professional manner. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Intern demonstrated adequate knowledge of content area. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Intern effectively managed student behavior during classroom instruction. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Intern effectively fielded students' questions. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Students in the class approached the intern for assistance. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. Intern demonstrated appropriate instructional behavior. | 1 | 2 | 3 | 4 | 5 | NA |

Additional comments:

FACULTY EVALUATION OF SUPERVISION TO BE COMPLETED BY FACULTY

Faculty Name: _____ Course Taught: _____

Doctoral Intern: _____ Semester/Year Taught: _____

Please use the scale below to rate the doctoral intern who has engaged in supervision activities under your supervision:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Never Observed
1	2	3	4	5	NA

CIRCLE BELOW:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. Intern worked cooperatively with instructor to effectively provide supervision. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Intern engaged appropriately with their supervisees. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Intern was prepared to supervise and was well-organized. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Intern provided supervisees with feedback in a professional manner. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Intern demonstrated adequate knowledge of supervision. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Intern effectively managed supervisee's behavior during Practicum. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Intern effectively fielded supervisee's questions. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Supervisees felt comfortable approaching the intern for assistance. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. Intern demonstrated appropriate supervisory behavior. | 1 | 2 | 3 | 4 | 5 | NA |

Additional comments:

FACULTY EVALUATION OF RESEARCH, ADVOCACY, OR LEADERSHIP OR CONSULTATION ACTIVITIES

(please circle one experience above)
TO BE COMPLETED BY FACULTY

Faculty Name: _____ Course Taught: _____

Doctoral Intern: _____ Semester/Year Taught: _____

Please use the scale below to rate the doctoral intern who has engaged in research or advocacy or leadership under your supervision:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Never Observed
1	2	3	4	5	NA

CIRCLE BELOW:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. Intern completed assignments/activities in a timely manner | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Intern interacted with others in a professional manner. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Intern demonstrated adequate knowledge of a content area. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Intern was well organized and prepared. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Intern demonstrated flexibility | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Intern was approachable. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Intern demonstrated an ability to accept and integrate feedback. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Intern had the opportunity to substantially contribute to the project. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. The quality of the intern's contribution was developmentally appropriate. | 1 | 2 | 3 | 4 | 5 | NA |

Additional comments:

STUDENT EVALUATION OF TEACHING TO BE COMPLETED BY STUDENTS IN CLASSROOM

This form is used to evaluate internship experiences in instruction for doctoral internship credit. Please complete this form and return it to the instructor. In order to maintain the confidentiality of your responses, the administrative staff will type up the comments and return to the instructor for review with the intern.

Doctoral Intern: _____ Course Number: _____

Please use the scale below to rate the intern:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Never Observed
1	2	3	4	5	NA

CIRCLE BELOW:

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. Overall, I would rate this intern as effective. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Intern engaged appropriately with students in this class. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Intern was prepared to teach and was well organized. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Intern provided students feedback in a professional manner. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Intern demonstrated adequate knowledge of content area. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Intern appropriately managed classroom instruction and student behavior. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Intern worked cooperatively with supervising faculty. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Intern demonstrated appropriate instructional behavior. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. I felt comfortable approaching the intern for assistance. | 1 | 2 | 3 | 4 | 5 | NA |
| 10. Intern fielded student questions effectively. | 1 | 2 | 3 | 4 | 5 | NA |
| 11. I would recommend this intern as an instructor to other students. | 1 | 2 | 3 | 4 | 5 | NA |

Please respond to the following questions:

1. What are the strengths of this intern?

2. What are the areas of improvement for this intern?

3. Do you feel that this intern helped you to develop as a counselor? If so, how? If not, how could they have contributed more to your development as a counselor?

STUDENT EVALUATION OF SUPERVISION TO BE COMPLETED BY STUDENTS ENROLLED IN PRACTICUM/INTERNSHIP

This form is used to evaluate internship experiences in supervision for doctoral internship credit. Please complete this form and return it to the instructor. In order to maintain the confidentiality of your responses, the administrative staff will type up the comments and return to the instructor for review with the intern.

Doctoral Intern: _____ Course Number: _____

Please use the scale below to rate the intern:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Never Observed
1	2	3	4	5	NA

CIRCLE BELOW:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. Overall, I would rate this intern as effective. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Intern engaged appropriately with students in this class. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Intern was prepared to supervise and was well organized. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Intern provided students feedback in a professional manner. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Intern demonstrated adequate knowledge in supervision. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Intern worked cooperatively with supervising faculty. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Intern demonstrated appropriate supervision behavior. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. I felt comfortable approaching the intern for assistance. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. Intern fielded student questions effectively. | 1 | 2 | 3 | 4 | 5 | NA |
| 10. I would recommend this intern as a supervisor to other students. | 1 | 2 | 3 | 4 | 5 | NA |

Please respond to the following questions:

1. What are the strengths of this intern?

2. What are the areas of improvement for this intern?

3. Do you feel that this intern helped you to develop as a counselor? If so, how? If not, how could they have contributed more to your development as a counselor?

INTERN SELF-EVALUATION OF TEACHING/SUPERVISION TO BE COMPLETED BY STUDENT INTERN

Doctoral Intern: _____ Course Number: _____

Please use the scale below to rate yourself in the teaching and/or supervision activities you completed for your doctoral internship experience:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Never Observed
1	2	3	4	5	NA

CIRCLE BELOW:

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. I was able to work with the instructor to plan curriculum and assessments. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. I was able to engage fully with students in the class. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. I was prepared to teach and/or supervise and was well organized. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. I was able to provide students feedback in the professional manner. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. I believe I had adequate knowledge of content area and/or supervision. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. I was able to manage classroom instruction and student behavior. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Students in the class approached me for assistance. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. I was able to demonstrate appropriate instructional or supervisory behavior. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. I believe this experience aided in my personal/professional development. | 1 | 2 | 3 | 4 | 5 | NA |

Please identify 3 ways you developed personally & professionally during this experience (continue on back if needed):

Please identify 3 goals for continued personal & professional development in this area (continue on back if needed):

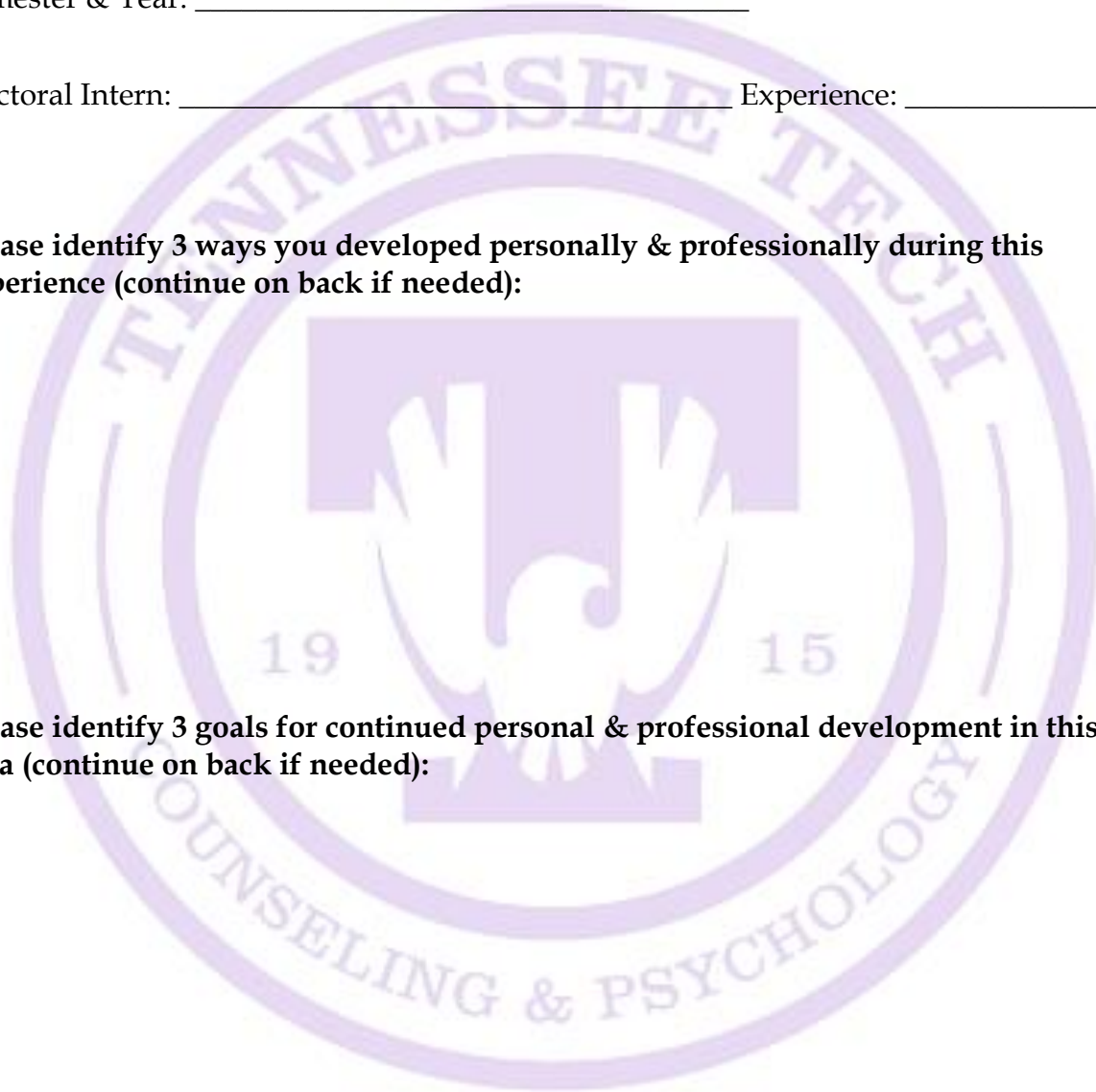
**INTERN SELF-EVALUATION OF
RESEARCH/LEADERSHIP/ADVOCACY**
(please circle one experience above)
TO BE COMPLETED BY STUDENT INTERN

Semester & Year: _____

Doctoral Intern: _____ Experience: _____

Please identify 3 ways you developed personally & professionally during this experience (continue on back if needed):

Please identify 3 goals for continued personal & professional development in this area (continue on back if needed):





INTERN SITE/AGENCY & SUPERVISOR EVALUATION

TO BE COMPLETED BY STUDENT INTERN

This form is used to evaluate advanced practicum and internship sites/agencies and supervisors for doctoral practicum and internship credit. Please complete this form and return it to the instructor. In order to maintain the confidentiality of your responses, administrative staff will type up the comments and return to the instructor for review with the site and supervisor.

Doctoral Intern: _____ Course Number: _____

Please use the scale below to rate the Site/Agency:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Never Observed
1	2	3	4	5	NA

CIRCLE BELOW:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. Overall, I would rate this site as effective. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. The orientation to the organization was helpful. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. The site provided sufficient opportunity to learn about policies and rules. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. The student intern was encouraged to engage in in-service trainings. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. The site provided adequate office space and supplies to the student intern. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. The site provided sufficient opportunities for learning and reviewing the required paperwork. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. The site's activities were conducive to acquiring and strengthening counseling skills. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. The student intern was encouraged to observe/shadow various counseling interventions. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. The environment was conducive to developing the student intern's learning. | 1 | 2 | 3 | 4 | 5 | NA |
| 10. The site's duties for the student intern met program requirements. | 1 | 2 | 3 | 4 | 5 | NA |
| 11. The site provided ample opportunity to increase understanding of and observe counseling with clients of diverse populations. | 1 | 2 | 3 | 4 | 5 | NA |
| 12. The site's personnel were receptive to my participation in the organization. | 1 | 2 | 3 | 4 | 5 | NA |
| 13. The site's expectations of the student intern were appropriate. | 1 | 2 | 3 | 4 | 5 | NA |

Please respond to the following questions:

Would you recommend this site/agency to other students? ___ Yes ___ No

What are the strengths of this site/agency?

What are the areas of improvement for site/agency?

Do you feel that this site/agency helped you to function well and develop as a counselor? If so, how? If not, how could they have contributed more to your job functioning and counselor development?

Please use the scale below to rate your Supervisor:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Never Observed
1	2	3	4	5	NA

CIRCLE BELOW:

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. Overall, I would rate this supervisor as effective. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. The supervisor spent time and energy discussing my responsibilities. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. The supervisor recognized and encouraged further development of my strengths and capabilities | 1 | 2 | 3 | 4 | 5 | NA |
| 4. The supervisor provided useful feedback. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. The supervisor provided freedom to develop flexible and effective leadership styles. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. The supervisor was spontaneous and flexible in supervisory sessions. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. The supervisor was respectful and receptive to my questions. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. The supervisor demonstrated flexibility in teaching different counseling approaches to the student intern, depending on the situation. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. The supervisor demonstrated and shared knowledge of different counseling modalities, connecting theory to practice. | 1 | 2 | 3 | 4 | 5 | NA |
| 10. The supervisor helped me to define and achieve specific goals for the profession and myself. | 1 | 2 | 3 | 4 | 5 | NA |
| 11. The supervisor encouraged and listened to my ideas and suggestions for developing my skills. | 1 | 2 | 3 | 4 | 5 | NA |
| 12. The supervisor helped me define and maintain ethical and professional behavior. | 1 | 2 | 3 | 4 | 5 | NA |
| 10. The supervisor demonstrated professional/counseling practices and | 1 | 2 | 3 | 4 | 5 | NA |

adherence to the ACA Code of Ethics.

- | | | | | | | |
|--|---|---|---|---|---|----|
| 13. The supervisor maintained confidentiality in material discussed in supervisory sessions. | 1 | 2 | 3 | 4 | 5 | NA |
| 14. The supervisor dealt with both content and affect when supervising. | 1 | 2 | 3 | 4 | 5 | NA |
| 15. The supervisor offered resource information when needed. | 1 | 2 | 3 | 4 | 5 | NA |
| 16. The supervisor explained their criteria for evaluation clearly and applied it fairly when evaluating my performance. | 1 | 2 | 3 | 4 | 5 | NA |
| 17. The supervisor provided at least 1 hour weekly of individual supervision as a licensed supervisor with required credentials. | 1 | 2 | 3 | 4 | 5 | NA |
| 18. The supervisor provided weekly group supervision as a licensed supervisor with required credentials. | 1 | 2 | 3 | 4 | 5 | NA |
| 19. The supervisor's expectations of the student intern were appropriate. | 1 | 2 | 3 | 4 | 5 | NA |

Please respond to the following questions:

Would you recommend this supervisor to other students? Yes No

What are the strengths of this supervisor?

What are the areas of improvement for this supervisor?

Do you feel that this supervisor helped you to develop as a counselor? If so, how? If not, how could they have contributed more to your development as a counselor?

Confirmation of Handbook

A signed copy of the following will be maintained in the student's file. I have received and agree to read and follow this handbook while a student in the Ph.D. in Counseling and Supervision Program at Tennessee Tech. I am aware that the handbook may be updated as I matriculate through the program and it is my responsibility to stay current on revisions.

Student Name PRINT: _____

TnTech ID #: _____

Student Signature: _____

Date: _____

This is to be signed and turned in to the Ph.D. Program Coordinator at the beginning of every academic year.

