
TENNESSEE TECH UNIVERSITY

College of Education
Counseling and Psychology

COUN7400 Advanced Counseling Theories and Practicum
Fall 2021
Course Syllabus

Course Description

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.

As per CACREP Standards III.A. related to clinical experience in a doctoral standards in counselor education and supervision: “Doctoral students are required to participate in a supervised doctoral-level practicum of a minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients. The nature of the doctoral-level practicum experience is to be determined in consultation with program faculty and/or a doctoral committee. During the doctoral student’s practicum, supervision will occur as outlined in entry-level standards III.A and III.C-E.”

Instructor & Course Information

Instructor

Mark A. Loftis, Ph.D., LPC/MHSP, SrPE/HSP, LADAC II, MAC

- Office: TJ Farr 307B
- Phone: 931-372-3209
- E-mail: mloftis@tntech.edu
- Office Hours: Posted and by appointment

Course Information

- Meeting Place: TJ Farr 305
- Meeting Time: Mondays 9:00 a.m. –11:50 a.m.

- This class may be recorded by video and/or audio. The video and audio recording is used for educational purposes and may be made available to all

students presently enrolled in the course and to school officials with a legitimate educational interest in reviewing the recording.

Conceptual Framework



Conceptual Framework Statement

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

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THE ON-SITE SUPERVISOR WILL ALSO PROVIDE ONGOING EVALUATION OF STUDENT PERFORMANCE AS A COUNSELING INTERNSHIP STUDENT VIA EVALUATION FORMS THAT STUDENTS WILL PROVIDE AND DISCUSS WITH THE ON-SITE SUPERVISOR. 17

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Prerequisites

**Earned 60-hour Counseling Degree from an accredited university
AND
Admission to a Doctoral Counseling and Supervision Program**

Texts and References

Required:

- Yalom, I. (2009). *The gift of therapy*. HarperCollins.
- Kottler, J. A. (1986). *On being a therapist*. San Francisco, Calif: Jossey-Bass.
- Gottlieb, L. (2019). *Maybe you should talk to someone*. Boston, MA: Houghton Mifflin Harcourt
- Burry, P. J. (2008) *Living with the Gloria Films*. Herefordshire, UL: PCCS Books.
- American Counseling Association (2014). *Code of Ethics*. Retrieved from World Wide Web:
<http://www.txca.org/Images/tca/Documents/ACA%20Code%20of%20Ethics.pdf>
- Other required selections (journal articles) will be linked to iLearn.

- *Tk20 Data Assessment Software.*

TTU's College of Education uses Tk20, a comprehensive data and reporting system to improve our processes, manage student transition points, and track key assessments in program coursework. All students, regardless of affiliated major and college, enrolled in courses requiring Tk20 must purchase an account and submit the appropriate coursework. Failure to purchase Tk20 can result in a zero for Tk20 assignments and/or final course grade reduced a full letter. The one-time-only system cost is \$133.33 at the university bookstore, and your account is valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, field/clinical experiences, portfolios, and key program assessments. See our website for more details: [Tk20 Website](#)

Supplemental Text:

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). <http://dx.doi.org/10.1176/appi.books.9780890425596.910646>

Assigned Readings:

- All assigned readings are outlined on the Course Calendar of this syllabus.

Additional Assigned Readings:

- Any additional readings will be available in electric format on iLearn.

IDEA Essential (E) and Important (I) Learning Objectives Associated to this Course

1. Learning to apply course material (to improve thinking, problems solving, and decisions) (I)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. (E)
3. Acquiring skills in working with others as a team member. (I)
4. Learn how to find, evaluate, and use resources to explore a topic in depth (E)
5. Learning to analyze and critically evaluate ideas, arguments, and points of view (E)

Course CACREP Objectives/Student Learning Outcomes

Standard	Content/Reading	Formative Assessment	Summative Assessment
Section 6 B.1.a.	Assigned theory research and	In class activity, readings, session videos, and participation.	Theoretical Position Paper &

Scholarly examination of theories relevant to counseling	literature reviews readings.	Counseling Perspective Summaries & Theories of Counseling Group Project	Comprehensive Case Study
Section 6 B.1.b Integration of theories relevant to counseling,	Assigned theory research and literature reviews readings.	In class activity, readings, session videos, and participation. Counseling Perspective Summaries & Theories of Counseling Group Project	Theoretical Position Paper & Comprehensive Case Study
Section 6 B.1.c Conceptualization of clients from multiple theoretical perspectives	Assigned theory research and literature reviews readings.	In class activity, readings, session videos, and participation. Counseling Perspective Summaries & Theories of Counseling Group Project	Theoretical Position Paper & Comprehensive Case Study
Section 6 B.1.d Evidence-based counseling practices	Weekly collaboration and cohort members and supervision.	Weekly logs, readings, session videos, and participation. Counseling Perspective Summaries & Theories of Counseling Group Project	Counseling Skills Recording and Evaluation (Summative)
Section 6 B.1.e Methods for evaluating counseling effectiveness	Assigned theory research and literature reviews readings.	In class activity, readings, session videos, and participation. Counseling Perspective Summaries & Theories of Counseling Group Project	Counseling Skills Recording and Evaluation (Summative)
Section 6 B.1.f Ethical and culturally relevant counseling in multiple settings	Kottler – <i>On Being a Therapist</i> .	Weekly logs, readings, session videos, and participation. Counseling Perspective Summaries & Theories of Counseling Group Project	Counseling Skills Recording and Evaluation with Weekly Logs
Section 6 B.2.e Opportunities for developing a personal	Weekly collaboration and cohort members and supervision.	In class activity, readings, session videos, and participation. Community-based Crisis	Counseling Skills Recording and Evaluation (Summative)

style of clinical supervision		Response Counseling Group Project	
Section 6 B.2.f Assessment of supervisees' developmental level and other relevant characteristics	Weekly collaboration and cohort members and supervision.	In class activity, readings, session videos, and participation. Community-based Crisis Response Counseling Group Project	Counseling Skills Recording and Evaluation (Summative)
Section 6 C.1 Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee.	In field experiences	Weekly logs, readings, session videos, and participation.	Practicum Summary, Supervisors' Evaluations, & Weekly Logs
Section 6 C.2 During the doctoral student's practicum, supervision is provided by a counselor education program faculty member or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student's knowledge and skills.	Weekly collaboration and cohort members and supervision.	Weekly logs, readings, session videos, and participation.	Counseling Skills Recording and Evaluation with Weekly Logs

<p>Section 6 C.3.1 Individuals serving as practicum supervisors have (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.</p>	<p>NA</p>	<p>NA</p>	<p>Supervisor verification completed every time course is taught and data logged on TK20</p>
<p>Section 6 C.4 Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty: student ratio</p>	<p>Weekly collaboration and cohort members and supervision.</p>	<p>Weekly logs, readings, session videos, and participation.</p>	<p>Counseling Skills Recording and Evaluation with Weekly Logs</p>
<p>Section 6 C.5 Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a</p>	<p>Weekly collaboration and cohort members and supervision.</p>	<p>Weekly logs, readings, session videos, and participation.</p>	<p>Counseling Skills Recording and Evaluation with Weekly Logs</p>

1:12 faculty: student ratio.			
Section 6 C.6 Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum.			Practicum Summary, Supervisors' Evaluations, Proof of liability insurance, & Weekly Logs

Student Responsibilities

The following dispositions summarize the responsibilities accepted by the student participating in this course. [Counseling and Psychology Graduate Program Information](#)

1. **Scholarship** (mastery in coursework and competency in application)
2. **Responsibility** (acceptance of ownership of personal, academic, and professional development and behavior)
3. **Respect for Diversity** (recognition of the needs and values of individuals)
4. **Effective Communication** (ability to communicate clearly verbally and in writing, and to accept new ideas and constructive feedback)
5. **Reflection** (ability to assess one's own decision making process and recognize consequences of behavior)
6. **Professional Behavior** (recognition of ethical, legal, and professional standards of conduct)
7. **Critical Thinking** (capability for critical thinking and real world problem-solving)

Furthermore, the following statements are responsibilities accepted by the student participating in this course. Class responsibilities include:

- Students are expected to protect their clients at all times: their privacy, confidence, time, etc.
- Students are expected to be on time, attend all classes and complete all course assignments within specified time frames (group, triadic, individual supervision).
- Students will be evaluated on their counseling performance, as well as their ability to engage actively and authentically, via self-reflection and self-awareness. We will, after all, ask at least this much from our clients!
- Students are to interact with classmates, community professionals, clients, and instructors in a manner that reflects the highest level of integrity and respect. This includes appropriate dress, arriving on time, maintaining confidentiality, and supporting critical thinking and mutual learning.

- Students will engage in introspective learning (i.e., learning about self within the context of group dynamics) in addition to academic study.
- Students must complete all responsibilities assigned within the specified time frame.
- Students are expected to complete reading assignments before the day these assignments will be discussed in class.

Major Teaching Methods

Instruction will consist of lecture, demonstration, role-play, group participation, small reflection and writing assignments, and supervised feedback.

Special Instructional Platform/Materials

Instructional Materials

- A. iLearn
- B. laptop/computer

Instructional Strategies

- Students will complete reading assignments, writing assignments, they will observe each other's videos of counseling sessions, and they will complete feedback forms on their counseling skills.
- The students will complete outside research regarding specific issues their clients bring to the counseling setting.
- The students will videotape sessions with real clients from their practicum sites.
- Students will demonstrate appropriate counseling skills.

Topics to Be Covered:

Doctoral programs in counselor education address professional roles in five doctoral core areas: **counseling**, supervision, teaching, research and scholarship, and leadership and advocacy. These five doctoral core areas represent the foundational knowledge required of doctoral graduates in counselor education, as outlined in the 2014 CACAREP Standards. This course will address the following topics:

- B.1.a. Scholarly examination of theories relevant to counseling
- B.1.b. Integration of theories relevant to counseling
- B.1.c. Conceptualization of clients from multiple theoretical perspectives
- B.1.d. Evidence-based counseling practices
- B.1.e. Methods for evaluating counseling effectiveness
- B.1.f. Ethical and culturally relevant counseling in multiple settings

As part of the Doctoral Comprehensive Portfolio, the following artifacts are produced by COUN7400 and submitted to Tk20:

- *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

Grading and Evaluation Procedures

The following assessment procedures will be used to evaluate students' knowledge of the course.

Evaluation and Assessment Procedures

All course requirements including counseling skills demonstrated on videotapes, the evaluation of the site supervisor, and evaluations of the faculty instructor will be used to determine student achievement. Students will be evaluated with the supervision forms included at the end of the syllabus. These forms are to be printed and maintained by the Students and submitted to supervisors and faculty on the dates listed on the course calendar. Students will not receive a passing grade without completing the Pass/Fail Assignments.

Category	Assignment	Overall Category Weight
Professionalism	Supervisor's Evaluations	10%
	Case Feedbacks to Peers	
	Openness to Feedback	
	Professionalism at Practicum Site	
	Submission of Paperwork	
Theories of Counseling Group Project	Traditional Perspective Summary	20%
	Post Modern Perspective Summary	
	Systems Perspective Summary	
	Contributions to Poster Project	
Community-based Crisis Response Counseling Group Project	SWOT analysis	20%
	Community-based Crisis Response Proposal	
	Counselors in Crisis Response Conceptualization Group Manuscript	
Clinical Competencies Comprehensive Case Study	CCS-R Evaluation of Recording	30%
	Case Summary	
	Session Note	
	Practicum Log	
Professional Identity	Theoretical Position Statement	20%
		100%

All course requirements will be used to determine student's achievement of the course objectives listed under section "assignments and related policy" of this syllabus. All required assignments would be given a specific grade. Note that all assignments are required to complete this course. Final course grades will incorporate the grading system as follows:

Grading Scale

A	93 -100
B	85 - 92
C	77 - 84
D	69 - 76
F	<68

A grade of an A or B demonstrates Competency Skills level, while any grade C and below does not. In addition, a grade of an "I" is given only when a valid rationale for such a grade is presented and terms for completion of the course are agreed upon.

Late Assignments

All submitted work is final. Your submissions should reflect your best professional effort. **All assignments should be completed on or before the announced due date.** Ten percent will be deducted from an assignment when it is late. After one week, assignments will be accepted by the discretion of the professor. It is the student's responsibility to ensure assignments are submitted on time. All submitted work is final. Your submissions should reflect your best professional effort.

Assignment Format

ALL assignments should be typed, double-spaced, 12-point Times New Roman font, and adhere to APA guidelines (APA Publication Manual, 7th ed.). Assignments not meeting these minimum standards will be returned and counted as late.

Additional Evaluation Areas

This course emphasizes the development of essential fundamental counseling skills and professional behavior common, to a varying extent, to all counseling approaches. The skills and professional behaviors emphasized in this class are crucial to establishing and developing effective counseling relationships and professionalism. This focus is supported by research that continuously documents that effective counseling relationships are the

most significant element of effective counseling. Thus, the primary evaluation of student performance in this course is videotapes of student counseling sessions in which students demonstrate the essential skills and professionalism necessary for effective counseling relationships and employment in the helping professions.

Students should also understand that developing the skills in this course is personally demanding and that their emotional stability will influence their ability to perform effectively and, thus, their success in this course. Below is a clarification of specific areas that may cause supervisors and course instructors concern during this training experience. Be clear that deficiencies in either area may result in not passing or being removed from this class. In addition, issues in either area may also initiate the student disposition process using the Student Development and Retention Policy.

- **Professional Behavior** - The practicum-internship series is meant to simulate real employment in the mental health profession. The on-site supervisor or the agency director is the management in this experience. It is imperative, therefore, for the student to behave, dress, speak, act or react in a professional manner at all times. The student must also meet the policy and procedure requirements of the agency.
- **Impairment** - It is feasible that some form of impairment may surface during the course of the practicum-internship experience. If impairment is identified by either supervisor and communicated to the other, it will be brought to the student's attention. At that time, a plan for remediation using the Student Development and Retention Policy will be put into effect. A definition of impairment is offered by the following:
 - Overholser and Fine indicate that impairment is evaluated in five areas: A serious deficit in any of the following:
 1. Factual knowledge
 2. Generic clinical skills
 3. Orientation-specific technical skills
 4. Clinical judgment
 5. Interpersonal attributes
 - Below is an operationalized definition of impairment for interpersonal attributes offered by Frame and Steven-Smith:
 1. Not being open, flexible, positive and cooperative
 2. Not willing to accept and use feedback
 3. Not aware of impact on others
 4. Not demonstrating an ability to deal with conflict, accept personal responsibility and express feelings effectively and appropriately.

Student Academic Misconduct Policy

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The student academic misconduct policy describes the definitions of academic misconduct and policies and procedures for addressing academic misconduct at Tennessee Tech. For details, view Tennessee Tech’s policy 217 – [student academic misconduct at policy central](#).

Attendance Policy

Attendance to, arriving on time for, preparation for, and participation in scheduled classes is required. There are no excused absences, as this class requires a high level of participation from students. Should a student miss more than one (1) class, then the student will be dropped from the course and receive a failing grade at the instructor’s discretion. As arriving late or leaving early is a disruption to the entire class, I would ask that all students inform the class members and me should leaving early or arriving late for class be necessary. Habitually leaving early or arriving late will result in failure of the course.

Much of the course requirements take place at the clinical site in the form of actual counseling sessions and related clinical responsibilities. Students are expected to arrive to the site, appointments, meetings, and other scheduled events on time with professional punctuality and preparation. Failure to meet this expectation will result in failure of the course and possible remediation or student retention.

Class Participation

Participation in class is essential to the value of the learning experience within this course. A student’s grade may be affected negatively by low participation.

Assignments and Related Policy

Assignments will be submitted on ilearn and the Tk20 data assessment software. The following assignments are how students will be assessed for knowledge.

A. Required Hours

Hours Category	Minimum Required Hours
Direct Service – Interaction with clients that includes the application of counseling, consultation, or human development skills.	40
Indirect Service – Interaction at the practicum site not working directly with clients. These include but are not limited to answering phones, filing, and other clerical duties.	60
Overall Hours – All hours completed on site performing various duties related to counseling (ex. Client note and report writing, outreach, administrative tasks, supervision). The 40 direct hours and 60 indirect hours required above are included in the 100 total required hours.	100

B. Assigned Reading

Students are expected to complete all reading assignments per the Course Schedule.

C. Theories of Counseling Summary and Group Project

Students will complete three theory of counseling summaries (format is in iLearn). Students will be assigned a traditional perspective, a post-modern perspective, and a systems perspective. Summaries should not exceed 3 pages, excluding references. are expected to present three (3) counseling cases to the class over the semester.

Students will collectively create a poster of their combined work.

D. Community-based Crisis Response Counseling Group Project

Students will complete a SWOT analysis of the local community's capacity for counseling services for crisis-response. As a group, the students will develop a community-based crisis-response proposal for the counseling community. Lastly, again as a group the class will prepare a manuscript for a publication addressing a community crisis response plan for counselors.

D. Provide proof of professional liability insurance

Students will provide evidence that they have professional liability insurance.

E. Identify a Practicum Counseling Site and perform in a professional manner

The practicum student is required to identify (in consultation with his/her advisor and university supervisor) a practicum site for performing the counseling duties relevant to the setting (i.e., school, community). Prior to or early in the semester, the student is required to arrange an initial on-site meeting with him/herself and the on-site supervisor(s), as well as submit a Practicum Site Agreement. It is hoped that this site may work into an internship site for the subsequent semester.

The practicum student will perform in a professional manner adhering to ACA ethical standards, acting in a professional manner with site professionals as well as TTU faculty, and taking appropriate responsibility for his/her learning goals.

F. Supervision

Supervision will occur both on-site and on-campus, and will consist of both group and individual formats.

University-Based Supervision (Group/Class Supervision):

- Students shall participate in a minimum of one and one-half hours of group supervision per week with a Practicum instructor, during the Practicum class session. The faculty instructor will meet with students weekly in a small group setting on the day of the class. The purpose of this group supervision is to discuss cases, practice techniques, discuss ethical issues, and generally serve as a forum for your continued development as a counselor.

Off-Site Supervision:

- **Individual Supervision:** Students shall receive a minimum of one hour of uninterrupted supervision per week with their designated field placement Site Supervisor. This supervisor will communicate directly with the faculty instructor concerning student performance at the site. The on-site supervisor will also provide ongoing evaluation of student performance as a counseling internship student via evaluation forms that students will provide and discuss with the on-site supervisor.

G. Developing & Demonstrating Advanced Counseling Skills

Students will be rated on basic and advanced counseling skills performance using the Counselor Competency Scale, Revised, Site Supervisor Evaluation Rating Form and the Professional Performance Review. The Faculty Supervisor and On-Site Supervisor will use these assessments at the end of the semester. In order to pass the practicum class, at the end of semester evaluation, students must demonstrate competencies. Students must also receive at least a B on their final case presentation to receive a passing grade in the class and proceed into Internship.

H. Submission of Required Course Documents

Students are encouraged to make a duplicate file of these records to maintain a complete academic history for licensure purposes.

In addition to the mid-term and end of semester forms, each week students are required to turn in a Weekly Counseling Log signed by their site supervisor. An automatic adding version of this form will be available on iLearn.

I. Comprehensive Case Study/Session note(s)

Students will be required to complete case summary on their comprehensive case study (form found in iLearn). In addition, students are required to provide constructive feedback from the case presentations provided by the peers (form found in iLearn). Students will submit a case note for each client that they worked with in the video recording. Students will utilize the SOAP format for taking notes.

J. Theoretical Position Statement

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.

Class Plan by Weeks or Days

Please see Course Schedule in iLearn.

Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

Additional Resources

Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance. If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)) visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance. For accessibility information and statements for our instructional technologies, visit the [CITL's Learner Success Resource page](#).

Tutoring

The university provides free tutoring to all Tennessee Tech students. tutoring is available for any class or subject as well as writing, test prep, study skills, resumes. Appointments are scheduled. Please see the [Learning Center website](#) for more information.

Health and Wellness

Counseling Center

The Counseling Center offers brief, short-term, solution-focused therapeutic interventions for Tennessee Tech University students. The staff of the Counseling Center is available to assist students with their personal and social concerns in hopes of helping them achieve satisfying educational and life experiences. To learn more or schedule an appointment, visit the [Counseling Center website](#).

Health Services

Health Services offers high-quality, affordable care that is accessible and promotes the health and wellness of our Tennessee Tech community. Visit the [Health Services](#) website to learn more.

COVID-19 University Protocols

1. Each student must take personal responsibility for knowing and following the university's COVID-19 protocols. Students are expected to follow all COVID-19 directives published by Tennessee Tech on its official COVID-19 webpage: www.tntech.edu/covid19.
2. As conditions related to the pandemic change, the university's COVID-19 protocols are also likely to change. Students are expected to monitor the university's official COVID-19 webpage to stay up to date on all university COVID-19 protocols.
3. If the university's COVID-19 protocols include the wearing of face coverings inside campus facilities, then face coverings must be worn covering the mouth and nose. Protocols will apply to all vaccinated and unvaccinated individuals.
4. Students who refuse to comply with university protocols will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19 to Tennessee Tech's Health Services by following the student link at the following website: www.tntech.edu/covid19/report.php. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.
6. Students can get a COVID-19 vaccine on campus at Tech Health Services. Call ahead to schedule at (931) 372-3320. COVID-19 vaccines are given free of charge daily, as well as testing.
7. Per CDC guidelines, you are considered fully vaccinated:
 - 2 weeks after your second dose in a 2-dose series, such as the Pfizer or Moderna vaccines, OR
 - 2 weeks after a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine