

**K-STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION, COUNSELING, & STUDENT AFFAIRS**

**Spring 2024
Advanced Counseling Internship
EDCEP 991**

General Information

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KSU College of Education Vision

Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world.

Mission

Our vision is fulfilled through:

- * delivery of exemplary instruction to students at the undergraduate and graduate levels;
- * production, interpretation, and dissemination of sound and useful research and scholarship;
- * leadership, collaboration, and service within the profession; and
- * promotion, understanding, and celebration of diversity.

Conceptual Framework

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes 10 standards in professional studies into the following four categories:

1. The Learner and Learning
2. Content Knowledge
3. Instructional Practice
4. Professional Responsibility

The Conceptual Framework also includes the following dispositions:

1. Values Learning and Professional Development
2. Commits to Professional, Ethical, and Legal Conduct
3. Values Positive, Caring, and
4. Embraces Diversity, Equity, and Fairness
5. Commits to Wise and Reflective Practice

The Conceptual Framework includes the following *dispositions*:

1. *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
2. *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.

3. *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
4. *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
5. *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

Course Description

The course is designed to develop and refine advanced counseling skills related to the professional counseling skills of doctoral students in the Counselor Education and Supervision program. Doctoral students will be expected to engage in experiences that require integration of theoretical, clinical, and technical expertise in counseling while demonstrating advanced counseling and conceptualization skills. As per CACREP requirements, students will participate in a supervised doctoral-level internship of a minimum of 600 hours in counseling. The 600 hours must include supervised experiences in at least three of the five doctoral core areas with no more than 40% (or 120 hours) of the time spent in one area (counseling, teaching, supervision, research and scholarship, leadership and advocacy). Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship. (Typically completed in two semesters, 6-credits). Supervision will be provided on a regular schedule throughout the semester. **Liability insurance is required, preferably through ACA or ASCA.**

Required Reading Materials (Textbook)

No textbook required; selected readings will be available on our Canvas Page per modules

Recommended Reading Materials

ACA Code of Ethics (2014). <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Axline, V. (1986). *Dibs in search of self*. Mass Market paperback

Gerard Lawson (2016) On Being a Profession: A Historical Perspective on Counselor Licensure and Accreditation, *Journal of Counselor Leadership and Advocacy*, 3:2, 71-84, DOI: 10.1080/2326716X.2016.1169955

Jordan, J. V., (2024). *Relational-Cultural therapy (theories of psychotherapy series)*. APA

Kottler, J. (2018). *The secrets of exceptional counselors*. ACA.

Menakem, R. (2017). *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*. Central Recovery Press

Singh, A. A., Appling, B., & Trepal, H. (2020). Using the multicultural and social justice counseling competencies to decolonize counseling practice: The important roles of theory, power, and action. *Journal of Counseling & Development*, 98:3, 261-271. DOI: 10.1002/jcard.12321

Yalom, I. D., (2017). *The gift of therapy: An open letter to a new generation of therapists and their patients*. Harper Perennial

Methods of Instruction

Based on constructivist and experiential teaching approaches, the following methods will be utilized throughout the semester: synchronous/asynchronous lecture, virtual/remote platforms for individual/group supervision & face-to-face (physically in the same room) professional experiences, group experience, counseling techniques practice, case conceptualizations, video review/observations, and theoretical analysis while reviewing onsite practice. Discussion of relational-cultural theory will be introduced through discussion boards and applicability to supervision will be explored.

Communication Notice: The most efficient way to reach me is through EMAIL. Please allow *at least a 24-hour turn-around on all emails*, Sunday through Thursday. It usually will not take that long to respond, but due to other teaching and university-related duties, it is not always possible to respond to queries within a few minutes. Friday and Saturday are typically research/writing days and time for self-care, so emails on those days may take 48 hours before attended too.

Course Guidelines:

1. Attend all video-conference and online class sessions. Participate in discussions, assigned readings and questions, experiential activities, and supervision feedback. Becoming a professional counselor requires weekly supervision.
2. Review recordings, provided in our class module. Share in a discussion of the theoretical/philosophical approach used to assess, treat, interventions, diversity, advocacy, and goals of observed recording.
3. Participate in a supervised doctoral-level internship of a minimum of 600 hours in at least three of the five doctoral core areas (see above). Supervision will be provided on a regular schedule throughout the semester.
4. Read the chapters and case studies and prepare doctoral level responses using the stimulus questions provided. Discuss points via online dialogue.
5. Maintain, collect and submit electronically required documentation. This may include: progress notes of each session, case conceptualization, treatment/counseling plan, results of assessments administered, doctoral students' self-evaluation, consent to record forms, and client files.
6. Develop case conceptualizations for each of the cases that outline a theoretical foundation of individual counseling and a counseling plan that includes interventions and strategies.
7. Demonstrate professional advocacy through professional presentations of research. This will be evidenced by creating and sharing a research project to be shared in the College of Education research fair **or** participate in a professional development event during this semester **or** submit a proposal for a future professional conference.
8. At the completion of the semester, a final reflection paper will be required. This paper will be explained in our Canvas page but will reflect your thoughts and self-awareness about your experience this semester.
9. Collect to submit electronically during the semester and at the end of the semester the following:
 - Attendance in class and supervision, professionalism and engagement
 - Completion of PhD Counseling Skills Evaluation-CCS-R
 - Completion and submission of time log reflecting CACREP required hours
 - Completion of Self-reflection and Dispositions Inventory
 - Completion and submission of Conference Proposal/Presentation material for research project in COE fair or other professional development event.
 - Completion of discussion questions as assigned demonstrating insight, critical thinking, and application of ethical standards and counseling theory according to rubric posted in Canvas
 - Case Conceptualization demonstrating insight and critical thinking according to rubric posted in Canvas.

Course Objectives

Students will demonstrate the following objectives based on CACREP 2016 Doctoral standards:

Course Student Learning Outcome	CACREP Standards	Evaluation Methods
Demonstrate culturally competent counseling practices utilizing awareness of developmental, inclusive concepts.		Paperwork/Videos Supervision Participation Final Reflection Paper
Employ counseling theories and interventions for efficacy in a multicultural, comprehensive guidance program.		Supervision Participation
Demonstrate professional, ethical, and legal principles when collaborating or consulting with stakeholders (exp., parents, teachers, other professionals)		Supervision Participation
Examine professional identity through counseling associations by membership and participation, in addition to professional expectations		Supervision Participation
Examine leadership and advocacy principles that provide foundational knowledge about the role of a professional counselor.	4.i professional conference proposal preparation	Participation/Submission in professional event. Supervision Participation

Counseling Program Key Performance Indicator(s)

KPI CES 2 (skill): Student is able to demonstrate clinical supervision skills

KPI 2 Assessment(s): [See time logs](#)

KPI CES 5 (skill): Student is able to prepare professional proposals and presentations

KPI 5 Assessment(s): [See rubric evaluating oral/written report of experience](#)

Assignments

Activity	Description	Standard(s)	Due Date
Video/Case Conceptualizations	Share a discussion of the theoretical/philosophical approach used to assess, treat, interventions, diversity, advocacy, and goals.		TBD
Attendance/participation supervision	Attend all video-conference and online class sessions. Participate in discussions, assigned readings and questions, experiential activities, and supervision feedback.		Each week
Create/Share a research project or participate in a professional development event during this semester or submit a proposal for a future professional conference.	Create/share details about project/proposal/participation. Submit a reflection report orally or written about learned experiences during the process.	4.i professional conference proposal preparation	TBD

Final Reflection paper	Reflection of the entire semester experience, will be required demonstrating self- awareness of progress.		End of semester, date to be announced on canvas page
Paperwork Mid-term & Final	Maintain, collect and submit electronically required documentation		Midterm & end of semester, date to be announced on canvas page

Rubric(s)

Guidance for evaluation will be provided on our Canvas page.

Course Schedule

Throughout the semester students will meet alternately for class/supervision sessions and scheduled group supervision experiences. The sessions will be held on private video-conference tool, ZOOM.

Tentative Schedule, subject to change

Date/Session	Topic	Location	Times
Week 1	Introduction, Syllabus Paperwork Supervision	<i>Zoom</i> <i>Independent locations</i>	6:30 – 8:00 Group Supervision
Week 2	Supervision – <i>individual</i> <i>Supervision contract</i>	<i>Zoom</i> <i>Independent locations</i>	<i>Schedule TBD</i> <i>5:30 – 8:30</i> Individual Supervision
Week 3	Supervision <i>DID podcast</i>	<i>Zoom</i> <i>Independent locations</i>	5:30 – 6:30 Individual Supervision 6:30 – 8:00 Group Supervision
Week 4	Supervision - <i>individual</i>	<i>Zoom</i> <i>Independent locations</i>	<i>Schedule TBD</i> <i>5:30 – 8:30</i>
Week 5	Supervision <i>1) On Being a Profession</i> <i>2) Important Roles of Theory, Power, and Action</i>	<i>Zoom</i> <i>Independent locations</i>	5:30 – 6:30 Individual Supervision 6:30 – 8:00 Group Supervision
Week 6	Supervision – <i>individual</i>	<i>Zoom</i> <i>Independent locations</i>	<i>Schedule TBD</i> <i>5:30 – 8:30</i>
Week 7	Supervision <i>Yalom: Gift of Therapy</i>	<i>Zoom</i> <i>Independent locations</i>	5:30 – 6:30 Individual Supervision 6:30 – 8:00 Group Supervision
Week 8	Supervision Submit Midterm Paperwork	<i>Zoom</i> <i>Independent locations</i>	<i>Schedule TBD</i> <i>5:30 – 8:30</i>
Week 9	Supervision <i>My Grandmother's Hands</i>	<i>Zoom</i> <i>Independent locations</i>	5:30 – 6:30 Individual Supervision 6:30 – 8:00

			Group Supervision
Week 10	Supervision – <i>individual</i>	Zoom Independent locations	Schedule TBD 5:30 – 8:30
Week 11	Supervision Kottler & Dibs	Zoom Independent locations	5:30 – 6:30 Individual Supervision 6:30 – 8:00 Group Supervision
Week 12	Supervision – <i>individual</i>	Zoom Independent locations	Schedule TBD 5:30 – 8:30
Week 13	Supervision Case presentations	Zoom Independent locations	5:30 – 6:30 Individual Supervision 6:30 – 8:00 Group Supervision
Week 14	Supervision	Zoom Independent locations	Schedule TBD 5:30 – 8:30
Week 15	Supervision – <i>individual</i>	Zoom Independent locations	Schedule TBD 5:30 – 8:30
Week 16	Supervision	Zoom Independent locations	5:30 – 6:30 Individual Supervision 6:30 – 8:00 Group Supervision
Week 17	Supervision – <i>individual</i> Submit Final Reflection Paper Submit Final Paperwork	Zoom Independent locations	Schedule TBD 5:30 – 8:30

Kansas State Course Syllabi Statements

Statement Regarding Academic Honesty

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the [Honor and Integrity System](#) apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Statement Regarding Students with Disabilities

At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the [Student Access Center](#) or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center
accesscenter@k-state.edu
785-532-6441

K-State Salina Campus – Julie Rowe; Student Success Coordinator
jarowe@k-state.edu
785-820-7908

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

Statement Defining Expectations for Classroom Conduct

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Statement on Mutual Respect and Inclusion in K-State Teaching and Learning Spaces

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State [Principles of Community](#).

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the [Student Ombudsperson Office](#). Violations of the [student code of conduct](#) can be reported using the [Code of Conduct Reporting Form](#). You can also report [discrimination, harassment or sexual harassment](#), if needed.

Statement Regarding Discrimination, Harassment, and Sexual Harassment

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a [duty to report](#) any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment, as outlined by [PPM 3010](#).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's [Office for Institutional Equity \(OIE\)](#) using the [online reporting form](#). Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the [Kansas State University Police Department](#) or the [Riley County Police Department](#). Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the [K-State Center for Advocacy, Response, and Education \(CARE\)](#). Confidential mental health services can be found with [Lafene Counseling and Psychological Services \(CAPS\)](#). Academic support can be found with the [Office of Student Life \(OSL\)](#). OSL is a non-confidential resource. OIE also provides a [comprehensive list of resources](#) on their website. If you have questions about non-confidential and confidential resources, please contact OIE at equity@ksu.edu or (785) 532-6220.

Statement on Mental Health

Your mental health and good relationships are vital to your overall well-being. Symptoms of mental health issues may include excessive sadness or worry, thoughts of death or self-harm, inability to concentrate, lack of motivation, or substance abuse. Although problems can occur anytime for anyone, you should pay extra attention to your mental health if you are feeling academic or financial stress, discrimination, or have experienced a traumatic event, such as loss of a friend or family member, sexual assault or other physical or emotional abuse.

If you are struggling with these issues, do not wait to seek assistance.

Language for Kansas State Manhattan Campus:

Kansas State University [Counseling and Psychological Services](#) offers free and confidential services to assist you to meet these challenges.

[Lafene Health Center](#) has specialized nurse practitioners to assist with mental health.

The [Office of Student Life](#) can direct you to additional resources.

[K-State Family Center](#) offers individual, couple, and family counseling services on a sliding fee scale.

[Center for Advocacy, Response, and Education \(CARE\)](#) provides free and confidential assistance for those in our K-State community who have been victimized by violence.

Language for Kansas State Salina Campus:

The Kansas State Salina Counseling Services offers free and confidential services to assist you to meet these challenges.

The Kansas State Salina Office of Student Life can direct you to additional resources.

[The Kansas State Salina Campus](#) offers several services for students, including health services, counseling, and academic assistance.

Language for Global Campus/K-State Online students:

K-State Online students have free access to mental health counseling with [My SSP](#) - 24/7 support via chat and phone.

The [Office of Student Life](#) can direct you to additional resources.

Syllabus SUBJECT TO CHANGE-A course syllabus is not a contract and may be changed if the professor deems appropriate.