

GRADUATE COUNCIL: NEW COURSE PROPOSAL

Originating Unit:

Type of action: New course Full online course**

Semester and year course will take effect:

New course title:

Appropriate computer abbreviation (30 spaces or less):

Course instructional methodology:

course component types: [ugradcouncil.tcu.edu/forms/Course Component Types.pdf](http://ugradcouncil.tcu.edu/forms/Course%20Component%20Types.pdf)

New course number:

Prerequisites for new course: *include an attachment if additional space is needed*

Description of new course (catalog copy): *include an attachment if additional space is needed*

attached files can be seen and managed in Acrobat Pro by clicking on
View > Show/Hide > Navigations Panes > Attachments

Fully Online Courses**

All online courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

Supporting evidence or justification: Modifications to the doctoral program are required to align with CACREP standards. We hope to apply for this accreditation (already earned for one of our master's programs) for the doctoral program in order to increase job opportunities for our graduates. Syllabus is included with proposal.

Describe the intended outcomes of the course and how they will be assessed: *include an attachment if additional space is needed*

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Additional resources required:

Faculty:

Space:

Equipment:

Library:

Financial Aid:

Other:

Change in teaching load:

Does this change affect any other units of the University? Yes No

If yes, submit supporting statement signed by chair of affected unit.

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Chair of Originating Unit:

Name:

Unit:

Signature: 

EDGU 70503: Doctoral Internship in Counseling (Clinical)

DRAFT Syllabus

Instructor Name: Elizabeth R Taylor, Ph.D., LPC-S, LMFT, RPT-S

Semester/Year: Spring 2027

Number of Credits: 3

Class Location: TCU/FWISD Clinic, 1550 Bolton Street, Fort Worth

Class Meeting Day(s) & Time(s): Tuesdays 12:30-4:15pm

Zoom Access Information: TBA

Office: BB202

Office Hours: Arranged by email

Telephone: 817.797.6208 (cell) or 817.257.6768 (office)

Email: e.taylor@tcu.edu

Response Time: If at all possible, responses to email or phone calls will be within 24 hours Monday through Friday. I will occasionally review emails during the weekend but please do not expect an immediate response to emails or calls on Saturday or Sunday.

Final Exam Date & Other Important Dates

Students will meet for the final class exercise according to the syllabus schedule unless specific arrangements have been made with the professor. Final logs and documentation will serve as “final exam”.

Rescheduling of Finals Policy: Students will meet to complete the final exam exercise on the date scheduled in the syllabus. Unless the student is graduating, the student must meet for the final.

Special Class Meetings. Since part of this class involves direct client contact and supervision with master’s students, the student will work with the course instructor to determine the location of clinical practice hours and with the TCU Clinic Director to arrange triadic supervision sessions.

Course Description

The Doctoral Counseling Internship (clinical) focuses on doctoral students’ clinical practice and meets CACREP standards requiring 300 hours of supervised clinical experience as well as supervision of master’s students in clinical settings through triadic supervision.

CACREP Standards and Learning Outcomes

	CACREP Standard	Content	Evaluation Outcomes
integration of theories relevant to counseling	1b	Discussion of theoretical orientation	Participation in discussion, clear focus on what constitutes change from theoretical framework Clinical logs

conceptualization of clients from multiple theoretical perspectives	1c	Case presentation	Case presentation that illustrates three possible frameworks from which to view the client(s) challenges
selection of counseling modalities (individual, group) and approaches specific to the needs of client populations	1d	Case presentation	Participation in discussion of client cases regarding ways to best address client concerns / Case study-rationale for choosing individual, group, family therapy Clinical Logs
application of advanced counseling skills across delivery platforms (in-person, virtual)	1e	Discussion of client cases regarding ways to best address client concerns	Case presentation – Rationale for mode of client contact for addressing client concerns
legal and ethical issues and responsibilities in counseling across multiple settings and delivery platforms	1h	Discussion of case study and ethical/legal issues in delivery Read Haberstroh et al., Jacob et al., Villarreal et al. articles.	Case presentation-ethical concerns or questions that did or may arise
legal and ethical issues and responsibilities in counseling across multiple settings and delivery platforms	2i	Discussion of case study and ethical/legal issues in delivery	Discussion of case study in terms of context and best mode of delivery of services
role of mentoring in counselor education	2m	Discussion of relationship building and support in supervision	Supervisor Case Notes Forms Supervisor feedback on supervisee case notes
theoretical framework and models of clinical supervision	4b	Discussion of different theoretical frameworks within counseling and supervision Supervisor notes Thomas text, Ch. 4	Essay on theoretical model of supervision Supervisor Case Notes Forms Supervisor feedback on supervisee case notes

opportunities for developing a personal style of supervision	4e	Borders & Brown, Chapter 3 Supervision Interventions Supervision discussion of supervisees strengths and challenges Supervisor Notes Supervisee Notes	Supervisor Case Notes Forms Triadic Supervision Logs Supervisor feedback on supervisee case notes
assessment of supervisees' developmental level and other relevant characteristics	4f	Poncy article Review developmental levels of supervision/ Assess current supervisee status	Supervisor Case Notes Forms
administrative procedures and responsibilities related to clinical supervision	4i	Review LPC paperwork required for supervision ACA Code of Ethics	Complete supervisor agreement form with supervisee signature
evaluation, remediation, and gatekeeping in clinical supervision	4j	Borders & Brown, Chapter 7 – Evaluation of the Supervisee Discussion of interventions needed for remediation and processes for completing it	Supervisor Case Notes Forms Supervisor feedback on supervisee case notes Discussion throughout regarding supervisee progress and remediation
legal and ethical issues and responsibilities in clinical supervision	4k	Weekly discussions regarding legal/ethical concerns Borders & Brown, Ethical issues in	Supervisor Case Notes Forms Supervisor feedback on supervisee case notes Participation in discussion over questions regarding ethical issues in supervision

		supervision, Chapter 6	
culturally relevant strategies for conducting clinical supervision	4l	Weekly discussion of culturally relevant concerns in the supervisor-supervisee relationship and the supervisee-client relationship	Supervisor Case Notes Forms Supervisor feedback on supervisee case notes Discussion of culturally relevant supervisor-supervisee relationship
leadership roles and strategies for responding to crises and disasters	5f	Articles pertaining to current work situation	Supervisor Case Notes Forms Supervisor feedback on supervisee case notes Essay 2 and discussion of different strategies for handling different kinds of crises

Prerequisites

Students must have completed EDGU 70023 (Teaching Helping Relationships), EDGU 70223 (Supervision in Counseling), EDGU 70323 (Advanced Group Leadership).

Required Texts/Readings

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

Borders, L. D., & Brown, L. L. (2022). *The new handbook of counseling supervision*. Routledge.

Haberstroh, S., Barney, L., Foster, N., & Duffey, T. (2014). The ethical and legal practice of online counseling and psychotherapy: A review of mental health professions. *Journal of Technology in Human Services*, 32(3), 149-157. <https://doi-org.ezproxy.tcu.edu/10.1080/15228835.2013.872074>

Jacob, J., da Silva, L. C., Sefi, A., & Edbrooke, C. J. (2021). Online counselling and goal achievement: Exploring meaningful change and the types of goals pregressed by young people. *Counselling & Psychotherapy Research*, 21(3), 502-513. <https://doi-org.ezproxy.tcu.edu/10.1002/capr.12363>

Poncy, G. (2020). Skillful use of developmental supervision. *Journal of Psychotherapy Integration*, 30(1), 102-107. <https://doi-org.ezproxy.tcu.edu/10.1037/int0000162>

Villarreal-Davis, C., Sartor, T. A., & McLean, L. (2021). Utilizing creativity to foster connection in online counseling supervision. *Journal of Creativity in Mental Health, 16*(2), 244-257. <https://doi-org.ezproxy.tcu.edu/10.1080/15401383.2020.1754989>

Additional / Supplementary Resources

Thomas, F. N. (2013). *Solution-focused supervision*. Springer.

Teaching Philosophy

I believe that teaching must occur in a safe, non-threatening atmosphere where individuals feel free to use their strengths and express concerns. This means all are included in the learning process, all are equal regardless of strengths and challenges, and everyone's voice is important and valid. Learning is an interpersonal and intrapersonal endeavor, but it is also a creative, expanding, ongoing experience. We cannot help but assimilate and accommodate new information, even when we think we are not learning, as that is new information as well. However, information that comes in the form of novel, creative, and engaging activities, techniques, and relationships creates and enhances learning and increases probability of lasting change. These experiences must be embedded in a caring and thoughtful relationship between teacher and student but also between students, that is, our classroom community. With such a relationship, students and instructors find meaning and opportunities to give to each other and those around them.

Please, be careful to be inclusive of those around who you who do and do not look like or speak as you do. Reach out in a caring manner and extend your understanding of those with whom you learn. Avoid assumptions and ask questions. The environment for this classroom should be safe without fear of intimidation, a classroom of kindness, caring, and acceptance of others, their similarities and differences.

Instructional Methods

This class is conducted much like a seminar to include viewing counseling videos and discussion of supervisee progress. Students are expected to read and complete assignments, discuss, raise questions, and provide feedback to their peers.

Course Policies and Requirements

Assignments

1. **300-hour clinical internship and logs (10%) (CACREP C.2; 1.b., 1.d., 1.e.)**. Students will complete a 300-hour clinical internship with their own clients. This is to be arranged through the professor of record and may include clients with whom the student currently sees in their personal practice, school, or agency. Logs will be required each week and can be found on d2l.
2. **Triadic supervision and logs (10%) (CACREP 2.m., 4.b, 4.i., 4.j., 4.k., 4.l.)**. Students will conduct triadic supervision with three master's students each week and complete a supervision log found on d2l.
3. **Client Case Studies (20%).** Students will present two case studies on two separate clients. Case studies should include a video, completed case study form, and questions for the class.

4. **Supervision Case Notes (10%) (4.e., 4.i.).** Students will conduct one hour of triadic supervision each week with master's students. A Supervisor Case Note Form on each supervisee is due 24 hours before the weekly class. The form includes information regarding supervisor theoretical framework, strengths/challenges of the supervisee, culturally relevant information as it pertains to client-supervisee and supervisor-supervisee, stage of supervisee development, and if remediation is needed.
5. **Supervisee Case Notes (10%) (CACREP 2.m., 4.b., 4.e., 4. F., 4.i., 4.j., 4.k., 4.l).** Students will grade case notes for their supervisees and provide feedback on supervisee progress in Box. Students will monitor supervisee's client progress, address crises, and mentor supervisees. Comments on case notes should be thoughtful and kind with respect for each student's developmental level.
6. **Essays (40%) (CACREP 1.b., 1.c., 4.b., 4.e., 4.l).** Two essays will be assigned and are to be completed by the due date.
 - a. Essay 1 – Theoretical Framework – Students are to write a 2,000-word essay on their theoretical orientation and theory of change in clinical practice and supervision.
 - b. Essay 2 – Crisis Intervention – Students, using their current or past experiences as an example, will describe the crisis, what they did to address the crisis, how the client responded, and other approaches they might have used to better prepare or address the crisis. Crises might also include supervisee crises in which case students would address what they did to assist the supervisee, their recommendations, outcomes, and other approaches for better prepare the supervisee for crises. These will be discussed in class. Essays are to be 2000 words.

Final Grade Elements / Grade Breakdown:

Assignments, Exams/Quizzes, Presentations, etc.	Percentage
Clinical Internship Log	10
Triadic Supervision/Supervisor Log	10
Client Case Studies	20
Supervision Case Notes	10
Supervisee Case Notes	10
Essays	40
	100

Final +/- Grade Scale:

Grade	Score
A	96-100

Grade	Score
A-	90-95
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
F	<70

Late Work

All assignments are due on the designated date. No late assignments will be allowed without penalty except in the case of unexpected emergencies. The assignment calendar provides ample time for students to complete work. Students will lose 5 points off the final grade for the assignment for each day late.

Grading Concerns

If you have any grading concerns, please contact me within 24 hours of the return of the assignment in question with your concern and possible remediation.

Attendance

All students are expected to attend every class for the entire specified time as scheduled and participate in discussions and activities. Failure to attend class will affect your full experience in this class. *So, if you are absent, I assume that you have a good reason for not attending class, otherwise, you would be in class. Therefore, there is no need to bring a *written excuse.* Attendance and participation are considered in calculating your final grade." If you miss more than two class meetings, you may be required to retake the course.

*Exception: When a student is absent to represent the university (as in athletics, chorus, band, national or state meetings of organizations represented at TCU), then an Official University Absence may be granted by the Dean of Students Office. Faculty members are required to permit students to make up work missed because of Official University Absences. Therefore, excused absences defined by TCU or excused absences defined by State and Federal Regulations (Holy Day, Active Military Service) cannot be factored into determining a student's final grade.

<https://deanofstudents.tcu.edu/students/university-attendance-policy/>

Participation

Participation is crucial to this class. Since this is a seminar type class, students are expected to be fully prepared for class, engage in discussion, ask questions, and support one another. Collegiality is important in a seminar class; thus participation includes concern and support for others, listening to others, and respecting differing opinions and backgrounds.

Class Norms & Netiquette

Students are expected to follow the ACA Code of Ethics. As noted in “participation,” students are expected to be courteous, listen to others, and show respect for different opinions and backgrounds. An atmosphere of kindness and caring is expected, so all feel safe in sharing their strengths and struggles.

TCU Syllabus Policies & Resources

Please use this [link](#) or scan the QR code with a mobile device camera to access policies and resources including support for TCU students, student access and accommodation, anti-discrimination and Title IX information, and other important information.



Course Schedule

This proposed calendar represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated. Students should check their email the day of class to be sure the class has not been cancelled or changed due to weather or other unforeseen circumstances.

Date	Topic	Preparation / Homework	Class Activity	CACREP Competencies
Week 1	Overview / Arrangement of schedule for triadic supervision / schedule for clients	Syllabus available; schedule for the week, proposed client schedule Read Borders & Brown, Chapter 4. Phone numbers for emergency contacts	Overview of paperwork required each week / handling emergencies & contacts / Discuss differences in individual and group supervision, legal and ethical issues, diversity.	1b., 1c, 1d., 4.b., 4.e.

Date	Topic	Preparation / Homework	Class Activity	CACREP Competencies
Week 2	Group Supervision	Group supervision, debrief triadic supervision *Supervisor and clinical logs due *Supervisor notes due	* Essay 1 due Discussion of different theoretical frameworks for counseling and for supervision/ Discuss grading of supervisee progress notes	1.b, 1.e., 2.m., 4.e., 4.i., 4.l.
Week 3	Case study presentation Solution-Focused Supervision	Case study presentation Thomas text, Chapter 4 (pp. 78-125) *Supervisor and clinical logs due *Supervisor notes due	Discuss Solution-Focused Supervision Case study presentation-legal/ethical issues, diversity, platform, format, different theoretical frameworks and how they affect interventions	1.b., 1.c., 1.d., 1.e., 1.h., 2.i., 2.k., 2.m, 4.b., 4.e., 4.i.,
Week 4	Supervisor vs. Clinical Counselor liability	Case Study Presentation Read ACA Code of Ethics and LPC regarding supervisor responsibility. Borders & Brown, Ethical issues in supervision, Chapter 6 Case study presentation *Supervisor and clinical logs due *Supervisor notes due	Review case study provided regarding supervisor responsibility, liability, and possible interventions. Case study presentation-legal/ethical issues, diversity, platform, format, different theoretical frameworks and how they affect interventions	1.b., 1.c., 1.d., 1.e., 1.h., 2.i., 2.k., 2.m, 4.j., 4.k., 4.l.
Week 5	Supervisees' Stages of Development	Case study presentation Read Poncy article.	Discuss supervisees' stages of development as a group and individually/ Discuss	1.b., 1.c., 1.d., 1.e., 1.h., 2.i., 2.k., 2.m, 4.f., 4.j.

Date	Topic	Preparation / Homework	Class Activity	CACREP Competencies
		*Supervisor and clinical logs due *Supervisor notes due	how to handle different levels of counselor development within the supervisory group. Case study presentation- legal/ethical issues, diversity, platform, format, different theoretical frameworks and how they affect interventions	
Week 6	Case Study Presentation Crisis Intervention	Crisis Intervention, Essay 2 Case study presentation *Supervisor and clinical logs due *Supervisor notes due	*Essay 2 due; Present on crisis intervention within the student's area of practice. Discuss legal/ethical issues. Case study presentation- legal/ethical issues, diversity, platform, format, different theoretical frameworks and how they affect interventions	1.b., 1.c., 1.d., 1.e., 1.h., 2.i., 2.k., 2.m, 5.f.
Week 7		Midsemester break		
Week 8	Case Study Presentation Discussion of supervision interventions and how these relate to student development and diversity	Case study presentation Read Borders & Brown, Chapter 3, Supervision Interventions *Supervisor and clinical logs due *Supervisor notes due	Case study presentation- legal/ethical issues, diversity, platform, format, different theoretical frameworks and how they affect interventions	1.b., 1.c., 1.d., 1.e., 1.h., 2.i., 2.k., 2.m, 4.b, 4.e., 4.l

Date	Topic	Preparation / Homework	Class Activity	CACREP Competencies
Week 9	Case Study Presentation	Case study presentation *Supervisor and clinical logs due *Supervisor notes due	Case study presentation-legal/ethical issues, diversity, platform, format, different theoretical frameworks and how they affect interventions	1.b., 1.c., 1.d., 1.e., 1.h., 2.i., 2.k., 2.m,
Week 10	Case Study Presentation	Case study presentation *Supervisor and clinical logs due *Supervisor notes due	Case study presentation-legal/ethical issues, diversity, platform, format, different theoretical frameworks and how they affect interventions	1.b., 1.c., 1.d., 1.e., 1.h., 2.i., 2.k., 2.m,
Week 11	Case Study Presentation	*Supervisor and clinical logs due *Supervisor notes due	Case study presentation-legal/ethical issues, diversity, platform, format, different theoretical frameworks and how they affect interventions	1.b., 1.c., 1.d., 1.e., 1.h., 2.i., 2.k., 2.m,
Week 12	Case Study Presentation Virtual Platforms in counseling and supervision	*Supervisor and clinical logs due *Supervisor notes due Read Haberstroh et al., Jacob et al., Villarreal et al. articles.	Discussion of virtual platforms for counseling and supervision and how these affect counselor effectiveness: our counseling and supervision assumptions and frameworks, legal and ethical issues, diversity Case study presentation-legal/ethical issues, diversity, platform, format, different theoretical frameworks and how they affect interventions	1.b., 1.c., 1.d., 1.e., 1.h., 2.i., 2.k., 2.m, 4.b., 4.e., 4.k. 4.l.

Date	Topic	Preparation / Homework	Class Activity	CACREP Competencies
Week 13	<p>Evaluation of supervisee</p> <p>Termination with clients/termination with supervisees</p>	<p>Read Borders & Brown, Chapter 7, Evaluation of the Supervisee</p> <p>*Supervisor and clinical logs due</p> <p>*Supervisor notes due</p>	<p>Assess supervisee progress and developmental levels of each supervisee</p> <p>Identify common developmental levels as compared to beginning; Assess supervisee progress in terms of what student is doing now versus beginning of class; Discuss communication of supervisee assessment.</p> <p>Termination Discussion of ways to terminate with different ages</p>	<p>1.b., 1.c., 1.d., 1.e., 1.h., 2.i., 2.k., 2.m, 4.f., 4.i., 4.j.</p>
Week 14	<p>Self-evaluation regarding strengths and challenges of clinical practice and supervision in this semester</p>	<p>*Supervisor and clinical logs due</p> <p>*Supervisor notes due</p>	<p>Handouts for self-assessment</p>	<p>1.b., 1.c., 1.d., 1.e., 1.h., 2.i., 2.k., 2.m,</p>
Week 15	<p>Closing of semester</p>	<p>All materials due to Box and d2l.</p>	<p>sandtray and countertransference drawing</p> <p>FINAL LOGS AND DOCUMENTATION DUE</p>	