Doctoral Internship in Teaching
PSYC 892
Spring 2018

Basic Course Information
This is a two-credit-hour course in which you will be spending 200 clock hours of supervised experiences in teaching. Your overall doctoral curriculum includes additional internships in counseling and supervision, but this particular internship focuses on preparing and implementing a graduate-level counselor education course. Our class meetings, which will be held in Miller G-007 from 2:00 to 4:30 every other Tuesday, beginning January 9, provide you with valuable opportunities to come together with other interns to share your teaching experiences and support one another in enhancing your counselor education skills.

Instructor Office Hours
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Prerequisites
Review the following course prerequisites and see me at once if you have not fulfilled them:
- **Courses.** You should have met with your faculty advisor to determine if you have completed courses that will prepare you to have a successful internship experience in teaching.
- **Ethics.** Review the ACA ethical standards for counselor educators. You will have covered this information in previous courses and in your practicum, but take the time to focus on the particular ethical principles for teaching.

Objectives and Learning Outcomes
The internship in teaching is your opportunity to gain extensive experience in the practice of counselor education. Performing this work will help you achieve these primary course objectives:
- enhance your ability to self-reflect as you engage in teaching;
- become more skilled in translating theory into the practice of counselor education;
- learn to teach diverse students;
- apply self-care strategies to your teaching work; and
- gain a deeper understanding of your professional identity as a counselor educator.

Students who successfully complete this course will demonstrate learning outcomes in the following the 2016 CACREP Doctoral Standards for Counselor Education and Supervision:

B.3. TEACHING
a. roles and responsibilities related to educating counselors;
b. pedagogy and teaching methods relevant to counselor education;
c. models of adult development and learning;
d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education;
e. effective approaches for online instruction;
f. screening, remediation, and gatekeeping functions relevant to teaching;
g. assessment of learning;
h. ethical and culturally relevant strategies used in counselor preparation; and
i. the role of mentoring in counselor education.
# COURSE CACREP STANDARDS and KPI CHART

<table>
<thead>
<tr>
<th>CACREP STANDARDS INCLUDED IN COURSE</th>
<th>3.a.</th>
<th>3.b.</th>
<th>3.c.</th>
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<td>Overall Standards</td>
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<td><strong>KPI3 Teaching: Knowledge and skills relevant to effective teaching.</strong></td>
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<tr>
<td>ASSIGNMENT: Creating Syllabus &amp; Teaching Philosophy</td>
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<td>ASSIGNMENT: Teaching Performance</td>
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## Doctoral Learning Outcomes

The rubrics below will be used to document your mastery on the Key Performance Indicators (KPIs), as demonstrated in your syllabus, teaching philosophy, and teaching performance:

<table>
<thead>
<tr>
<th>Below Standard (1)</th>
<th>Approaching Standard (2)</th>
<th>At Standard (3)</th>
<th>Exceeds Standard (4)</th>
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<tr>
<td><strong>KPI3 Teaching: Knowledge and skills relevant to effective teaching.</strong> Demonstrates knowledge of pedagogy and skills relevant to teaching including instructional development, implementation, and evaluation methods in counselor education.</td>
<td>Does not meet expectations for level of training and experience when: (a) applying pedagogical skills relevant to counselor education (b) demonstrating instructional development knowledge (c) implementing and evaluation methods of counselor education</td>
<td>Is approaching expectations for level of training and experience when: (a) applying pedagogical skills relevant to counselor education (b) demonstrating instructional development knowledge (c) implementing and evaluation methods of counselor education</td>
<td>Meets expectations for level of training and experience when: (a) applying pedagogical skills relevant to counselor education (b) demonstrating instructional development knowledge (c) implementing and evaluation methods of counselor education</td>
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## Required Readings

In addition to the text that you have assigned for the course that you are teaching, you will be reading the following articles for our supervision meetings:

Online Resources
There are a couple of online resources that provide useful information and tools for counselor educators. These include the following:

- ACA/ACES Syllabus Clearinghouse
  https://www.counseling.org/knowledge-center/clearinghouses/syllabus-clearinghouse
- ACES
  http://www.acesonline.net/

Purpose
The fundamental purpose of this course is to transform you from a doctoral student into a counselor educator. As the culminating teaching experience of the Ph.D. Program in Counseling and Supervision, you will find it to be both challenging and fulfilling. However, this internship is more than a culmination. It is also an initiation, because you not only are completing your final course focusing on teaching, you also are facing a major turning point in your career—taking on the professional identity of a counselor educator.

Format and Methods of Instruction
The class format is that of a seminar and it is based on the assumption that you are coming to each class fully prepared to make the most of our limited time together. You will be sharing your teaching experiences, discussing the readings, observing video recordings of your work, and offering one another feedback. I invite you to participate fully and contribute generously to our endeavors. Welcome aboard!

Key Assignments and Performance Evaluation Criteria
The key assignments that will be used to assess your nine doctoral learning outcomes include the following: developing a course syllabus, teaching a master’s-level counselor education course, keeping a detailed log of the clock hours you dedicate to your teaching tasks, and updating your philosophy of teaching statement. Grades will be based on the following criteria:

1. Doctoral Learning Outcomes  90 points
2. Class Participation  10 points

- Satisfactory — 70 points or above
- Unsatisfactory — Below 70 points

Of course, you will be receiving detailed feedback throughout the internship experience, but your grade in this course will be either Satisfactory or Unsatisfactory. That’s it – period.

Syllabus
Your syllabus is a course description that serves three important functions. It is an invitation to your students to participate successfully in your course by providing an overview of the content, purpose, class format, and learning experiences. It is also a contract between you and your students that documents expectations for participation, assignments, assessments, grades, and responsibilities. Finally, it is a guide to which students can refer for logistical information, including the course schedule, your office hours, required materials, and available services.
The 2016 CACREP Standards require that you distribute syllabi to all students at the beginning of the semester. Your syllabus must include information regarding the following:

1. Content areas;
2. Knowledge and skill outcomes;
3. Methods of instruction;
4. Required text(s) and/or reading(s);
5. Student performance evaluation criteria and procedures; and
6. Disability accommodation policy and procedure statement.

James Madison University also requires that syllabi include information regarding attendance, academic honesty, adding/dropping courses, inclement weather, and religious accommodations.

The JMU Counseling Programs developed general academic policies that apply to all our courses. These guidelines are provided at the end of this syllabus and are required on all Counseling course syllabi.

You will also want to use your syllabus to describe the practices you will be implementing to create an ideal classroom environment, enrich student learning, and enhance counseling skills.

**Teaching Performance**

You will have full responsibilities for designing, implementing, and assessing student work in your counselor education course. I will schedule an observation of your teaching and meet with you to provide individual feedback. I also encourage you to video record many of your other classes. Select segments of your video recorded teaching for presentation in our supervision meetings. During the semester, you will review in class at least **two** of your video recorded teaching samples.

When you chose a recording to process, introduce it with your specific needs for feedback on this particular tape. What do you want to gain from this review process? What feedback do you especially desire to hear? What parts of your work were problematic? When were you especially effective?

**Logs**

To document your 200 clock hours over the internship, keep a log of all your activities, which include designing the syllabus, preparing for classes, conducting your classes, meeting with students outside of class, grading assignments, and participating in your internship meetings. Briefly describe what you do, when you do it, for how long, and any reflections. Submit your updated log to me electronically **before** each of our meetings. The rubric below will be used to evaluate your logs.

<table>
<thead>
<tr>
<th>Excellent (9-10)</th>
<th>Acceptable (7-8)</th>
<th>Unacceptable (0-6)</th>
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<td>All submitted logs are on time, complete, and thorough. Entries consistently demonstrate an outstanding commitment to documenting all teaching-related activities, including preparing course material, conducting classes, meeting with students, evaluating student performance, and participating in internship meetings.</td>
<td>The logs are submitted in a timely fashion and provide an adequate account of the student’s teaching-related activities, including preparing course material, conducting classes, meeting with students, evaluating student performance, and participating in internship meetings.</td>
<td>The journal entries are often submitted late and typically offer minimal documentation. The entries are inadequate in providing even a superficial account of teaching-related activities, and involvement in the internship experience.</td>
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Class Participation
I am looking forward to you being a dedicated student who attends all our meetings, comes prepared, is fully involved in all activities, and offers constructive comments to our discussions. I will use the rubric below to evaluate your performance on class participation.

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<tr>
<th>Excellent (9-10)</th>
<th>Acceptable (7-8)</th>
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<td>Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.</td>
<td>Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.</td>
<td>Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that communicate disrespect or contempt for peers and the instructor.</td>
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Teaching Philosophy
Many faculty search committees now require a statement of your teaching philosophy as part of your application package. You already have written one for the previous Counselor Education course, so this is your opportunity to return to your earlier statement to reflect on how your teaching philosophy is evolving. Keep in mind that your statement is essentially a self-portrait. So, in order to sketch an accurate likeness, you need to look closely at yourself as a teacher. Recall the highpoints of your teaching—the sparkling moments of discovery, enlightenment, and excitement. Sharing your memorable experiences and the aspirations that guide you can make your philosophy of teaching a vivid account, rather than merely a vague list of abstract concepts.

Teaching is a rich, complex, and dynamic process that requires energy, authenticity, collaboration, and spontaneity. You are bonding with students in a search for meaning and joining them on their journeys to transform themselves from students to counselors. You serve the honorable and ancient roles of mentor, guide, fellow traveler, and model. Tell your story and be specific so that the reader is left with a clear image of who you are, what you value, and how you practice your calling as a teacher. Of course, your students have taught you lessons, too, so share how teaching has enriched your own life. As you craft this statement in glorious detail, you will be rewarded by recalling cherished memories of when you have pounced on those teachable moments, made a difference in students’ lives, and have been an agent of change.

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<tr>
<th>Date</th>
<th>Highlights</th>
<th>Assignments Due</th>
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<tr>
<td>January 9</td>
<td>Introductions Overview</td>
<td>Syllabus</td>
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Counseling Programs Academic Policies

Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

Class Participation

We are looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all our courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else’s pain, you must honor that invitation with your full and absolute attention. Your class times are your opportunities to hone that skill of being fully present. If you are unable to attend class due to an emergency, we expect you to contact us as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

Academic Honesty

It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at http://www.jmu.edu/honor/code.shtml#TheHonorCode.
Adding/Dropping Classes
As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at http://www.jmu.edu/registrar/.

Inclement Weather
By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU’s cancellation policy, go to http://www.jmu.edu/JMUpolicy/1309.shtml. And stay safe! Don’t take unnecessary risks to make it to class. We want you alive!

Religious Accommodations
Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at http://www.jmu.edu/oeo/.

Disability Accommodations
We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at http://www.jmu.edu/ods/ for more information.

Confidentiality and Title IX
Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. The reporting requirement does not apply to information disclosed at public events such as “Take Back the Night” rallies or personal accounts included in class writing assignments. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, contact the director of the JMU Office of Equal Opportunity, at http://www.jmu.edu/oeo/ . Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information, go to http://knowyourix.org/title-ix/title-ix-detail/.
Below is an assessment of this student’s learning outcomes at the conclusion of the teaching internship. It is focused on the student’s performance in teaching, as evidenced by the syllabus, instructional materials, classroom observations, recordings, logs, and internship meetings throughout the semester.

### Rubric

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<td>Demonstrates an exceptionally high degree of skills on this particular learning outcome. The performance level is comparable to that of a seasoned supervisor, counselor educator, scholar, counseling practitioner, or advocate. The competencies are exemplary and reflect an outstanding potential for making significant contributions to the field.</td>
<td>Demonstrates an adequate level of skills on this particular learning outcome. The performance level in supervision, counselor education, scholarship, counseling practice, or advocacy is comparable to that of other successful doctoral students. The competencies are present to an acceptable degree and reflect promise for continued professional development.</td>
<td>Does not demonstrate the essential skills on this particular learning outcome. The performance level in supervision, counselor education, scholarship, counseling practice, or advocacy is unsatisfactory for a doctoral student. The fundamental and essential competencies for these doctoral skills are absent.</td>
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### TEACHING

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