



EAST TENNESSEE STATE
UNIVERSITY

Clemmer College of Education
Department of Counseling and Human Services
COUN 5880-201
Internship in Counseling
Fall 2021

Contact Information

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Office hours: Mondays 11:00 – 1:00, Tuesdays 2:00 – 5:00, Wednesdays 11:00 – 1:00

Class Meetings and Location:

Tuesdays 5:00 p.m. to 8:00 p.m.

Please wear a mask or other appropriate Face Covering to class. Wearing a mask that covers your nose and mouth communicates the care and respect you have for yourself, the care and respect you have for those you live with, and the care and respect you have for other members of this classroom community. The best evidence we have, from public health professionals, is that wearing masks is one of the best ways to protect against the spread of COVID-19 and other airborne illnesses. Students with medical conditions that inhibit their ability to wear masks should register through disability services by contact Disability Services by telephone at 423-439-8346 or by email at littleme@etsu.edu to request an accommodation. The policy can be found at <https://www.etsu.edu/policies/health-safety/face-coverings.php>

Course Format*:

- On-site experiences
- Weekly group supervision sessions with classmates and the course instructor
- Didactic instruction and assignments regarding selected topics
- Sharing, discussion, and critique of internship experiences in the group setting

- Completion of an Internship Agreement between students, site supervisors, and the instructor detailing time to be devoted to site-based activities
 - Weekly individual supervision for a minimum of one hour, typically conducted by the site supervisor
 - Direct observation of service provision to clients by individual supervisors when appropriate
 - Additional individual supervision with the course instructor as appropriate
- *This is an intensive experiential and instruction oriented course. Students will spend between 15-20 hours per week at their internship setting (or between 35-40 hours if completing a full time internship), 1.5 hours per week in group supervision, and about 2-3 hours a week engaging in and preparing for course and site participation.*

Catalog Description and Topics:

The internship is designed to provide students with on-the-job experience under the supervision of a fully trained professional in a setting specific to the intern's program concentration (i.e., clinical mental health counseling, college/students affairs counseling, school counseling, and couples and family counseling). The intern will be placed in an appropriate setting for a minimum of one semester. This experience is considered a full time activity and will occur after completion of an approved sequence of major courses as stated in the program handbook and university catalog. Internships are subject to the availability of an appropriate setting and resources available.

Prerequisite(s):

Admission to the program, completion of all prerequisite course work, and approval of the program coordinator and student advisor.

Required Resources*:

Master's in Counseling Internship Handbook (COUN 5880)

ETSU Community Counseling Clinic Procedure Manual

ACA 2014 Code of Ethics and Standards of Practice

ASCA 2016 Ethical Standards for School Counselors

**Articles and other readings may be assigned from time to time*

Recommended Resources:

<https://www.youtube.com/playlist?list=PLGMiyMikMMt1WBjWbJREof2PG1x0IWDPg>

Experiential Psychotherapy with Couples: a guide for the creative pragmatist by Rob Fisher

The Gift of Therapy by Irvin Yalom

How Can I Help? By Ram Dass & Paul Gorman

Worksheets on D2L

Additional Requirements:

Video/audio tapes or using appropriate digital recorders

Access to D2L and the Internet and necessary software such as Microsoft Word and Adobe Reader and Zoom for online meetings

Learning Outcomes and Course Goals

COUN 5880 is a required, capstone experience for students in all concentrations. Interns are placed in settings and serve as counselors to selected clients under the direct supervision of a qualified counselor at the site. Interns are expected to perform all duties typically performed by counselors employed in the setting and will be evaluated according to professional expectations of the setting/program concentration. The internship experience provides for the application of skills necessary for the translation of content knowledge in the effective practice of counseling. Supervision by on-site and university supervisors encourages the development of reflective, analytical, and evaluative skills in integrating content knowledge and clinical practice in the refinement and enhancement of professional and personal competence. It is during the internship that the professional counseling curriculum designed to provide a sound foundation of knowledge, skills, values, ethics, and experiences are clearly demonstrated and evaluated.

On-Site Internship Requirements (see also the Internship Handbook)

- Participate in all professional activities as required by your supervisor
- Become familiar with and follow agency/school/university policies
- Work with a variety of clients in a counseling/advisement relationship – seeking diversity in clients and presenting problems/distress
- Become familiar with assessment information used with clients within the site and arrange to use assessment instruments with at least one client
- Provide individual counseling services
- Facilitate a minimum of one group counseling session
- Facilitate or lead a workshop/training/consultation process with teacher(s), colleague(s), parents(s), or clientele
- Attend at least one staff/faculty meeting and/or a community meeting common to the setting
- Record sessions with clients and review and critique the recordings
- Share recordings with on-site supervisors as they will be evaluating counseling effectiveness
- School counseling students should engage in at least two large group classroom guidance lessons
- School and student affairs/college counseling students should engage in academic (or other) advising

Course Objectives and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 Standards

The following table contains course objectives, methods of assessment, and applicable CACREP Standards:

<i>Professional Counseling Orientation and Ethical Practice</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	2.F.1.i	Topic 1 Discussion; Course instructor evaluation (CMHC & SC)
2. technology's impact on the counseling profession	2.F.1.j	Topic 2 Assignment
3. strategies for personal and professional self-evaluation and implications for practice	2.F.1.k	Self Assessment Forms; Course instructor evaluation (CMHC & SC)
4. self-care strategies appropriate to the counselor role	2.F.1.l	Topic 7 Assignment; Course instructor evaluation (CMHC & SC)
5. the role of counseling supervision in the profession	2.F.1.m	Topic 1 Discussion; Case Consultation Outline Form; Course instructor evaluation (CMHC & SC)
<i>Social and Cultural Diversity</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>

1. multicultural counseling competencies	2.F.2.c	Topic 10 Discussion; Self Evaluation Form; Course instructor evaluation (CMHC & SC)
2. the effects of power and privilege for counselors and clients	2.F.2.e	Topic 10 Assignment; Self Evaluation Form; Course instructor evaluation (CMHC & SC)
3. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	2.F.2.h	Topic 10 and 11 Discussion; Tapescript; Course instructor evaluation (CMHC & SC)
<i>Counseling and Helping Relationships</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d	Case conceptualization (CMHC & SC)
2. essential interviewing, counseling, and case conceptualization skills	2.F.5.g	Tapescript; Case conceptualization (CMHC & SC); Course instructor evaluation (CMHC & SC)
3. developmentally relevant counseling treatment or intervention plans	2.F.5.h	Topic 3 Discussion; Case conceptualization (CMHC & SC); Course instructor evaluation (CMHC & SC)
4. development of measurable outcomes for clients	2.F.5.i	Topic 3 Assignment; Case conceptualization (CMHC

		& SC); Course instructor evaluation (CMHC & SC)
5. evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j	Topic 4 Assignment; Case conceptualization (CMHC & SC); Course instructor evaluation (CMHC & SC)
6. strategies to promote client understanding of and access to a variety of community-based resources	2.F.5.k	Topic 11 Discussion; Case conceptualization (CMHC & SC)
7. suicide prevention models and strategies	2.F.5.l	Topic 5 Discussion
<i>Clinical Mental Health Counseling</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	CMHC C.1.c	Topic 1 and 3 Discussion; Site supervisor evaluation (CMHC)
2. psychological tests and assessments specific to clinical mental health counseling	CMHC C.1.e	Topic 3 Discussion; Site supervisor evaluation (CMHC)
3. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	CMHC C.2.b	Topic 4, 9, and 11 Discussion; Site supervisor evaluation (CMHC)

4. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	CMHC C.2.c	Topic 4 and 11 Discussion; Site supervisor evaluation (CMHC)
5. impact of crisis and trauma on individuals with mental health diagnoses	CMHC C.2.f	Topic 5 and 6 Discussion; Site supervisor evaluation (CMHC)
6. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	CMHC C.2.h	Topic 11 Discussion; Site supervisor evaluation (CMHC)
7. cultural factors relevant to clinical mental health counseling	CMHC C.2.j	Topic 10 Discussion; Self Assessment; Site supervisor evaluation (CMHC)
8. legal and ethical considerations specific to clinical mental health counseling	CMHC C.2.l	Topic 1 Discussion; Site supervisor evaluation (CMHC)
9. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	CMHC C.2.m	Topic 3 Discussion; Site supervisor evaluation (CMHC)

<p>10. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</p>	<p>CMHC C.3.a</p>	<p>Topic 3 Discussion; Site supervisor evaluation (CMHC)</p>
<p>11. techniques and interventions for prevention and treatment of a broad range of mental health issues</p>	<p>CMHC C.3.b</p>	<p>Tapescript; Topic 4 Assignment; Site supervisor evaluation (CMHC); Case conceptualization (CMHC & SC)</p>
<p>12. strategies to advocate for persons with mental health issues</p>	<p>CMHC C.3.e</p>	<p>Topic 11 Assignment; Site supervisor evaluation (CMHC)</p>
<p><i>School Counseling</i></p>	<p><i>CACREP Standard</i></p>	<p><i>Curriculum/Evaluation Outcomes</i></p>
<p>1. assessments specific to P-12 education</p>	<p>SC G.1.e</p>	<p>Topic 3 Discussion; Site supervisor evaluation (SC)</p>
<p>2. school counselor roles as leaders, advocates, and systems change agents in P-12 schools</p>	<p>SC G.2.a</p>	<p>Topic 10 Discussion; Site supervisor evaluation (SC)</p>
<p>3. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies</p>	<p>SC G.2.b</p>	<p>Topic 4 Discussion; Site supervisor evaluation (SC)</p>

4. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	SC G.2.e	Topic 5 Discussion; Site supervisor evaluation (SC)
5. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	SC G.2.g	Topic 3 and 5 Discussion; Site supervisor evaluation (SC)
6. community resources and referral sources	SC G.2.k	Topic 11 Assignment; Site supervisor evaluation (SC)
7. legal and ethical considerations specific to school counseling	SC G.2.n	Topic 1 Discussion; Site supervisor evaluation (SC)
8. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	SC G.3.c	Topic 3 Assignment; Site supervisor evaluation (SC)
9. interventions to promote academic development	SC G.3.d	Topic 4 Discussion; Site supervisor evaluation (SC)
10. use of developmentally appropriate career counseling interventions and assessments	SC G.3.e	Topic 4 Discussion; Site supervisor evaluation (SC)
11. techniques of personal/social counseling in school settings	SC G.3.f	Topic 4 Discussion; Site supervisor evaluation (SC)

12. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	SC G.3.h	Topic 3 Discussion; Site supervisor evaluation (SC)
13. approaches to increase promotion and graduation rates	SC G.3.i	Topic 4 Discussion; Site supervisor evaluation (SC)
14. interventions to promote college and career readiness	SC G.3.j	Topic 4 Discussion; Site supervisor evaluation (SC)
15. strategies to promote equity in student achievement and college access	SC G.3.k	Topic 10 Discussion; Site supervisor evaluation (SC)
16. use of data to advocate for programs and students	SC G.3.o	Topic 3 Discussion; Site supervisor evaluation (SC)

FOLLOWING ARE COURSE LEARNING OBJECTIVES THAT ARE CONCENTRATION SPECIFIC:

In alignment with the Tennessee School Counseling Licensure Standards, at the completion of this course, the school counselor candidate is expected to:

- utilizes appropriate assessment strategies and analyze assessment information to evaluate student's academic, career, and personal/social development and needs of students, parents, staff and assess the effectiveness of educational programs (TN SC 3, 7, 8)
- apply ethical and legal standards and professional practice relevant in settings typified by the internship setting, as well as justify ethical decisions. (TN SC 9)
- demonstrate self-awareness, apply knowledge of diversity and demonstrate the skills needed in culturally responsive (i.e., gender, race/ethnicity, ability, affectional orientation, age, etc.) individual, group, family counseling and consultation (TN SC 2,3, 9(PI))

- maintains information regarding site and community resources and makes appropriate referrals (TN SC 10, 12)
- utilizes preventative, development and wellness approaches in working with clients and client systems that promote optimal development and enhance relationships (TN SC 1, 2, 3, 8)
- demonstrate appropriate and proficient performance in individual and group counseling including assessment and conceptualization (TN SC 1, 3, 4)
- recognize own limitations as a counselor, seek and accept supervision in a non-defensive manner and apply feedback within to work with clients. (TN SC 8(PI))
- implements differentiated strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement and academic, career and personal/social development (TN SC 2, 3, 4, 8)
- implement strategies and activities to prepare students for a full range of postsecondary options (career and academic focused intervention/prevention) (TN SC 5,6)
- demonstrate skill in working with parents, guardians and families regarding student development and success (TN SC 1, 12)

At the completion of this course, the couples and family candidate is expected to:

- use practices of diagnosis, treatment, referral and prevention of mental and emotional disorders to initiate, maintain and terminate counseling
- use systems theory to conceptualize issues in marriage, couples, and family counseling and treatment planning and intervention (MFC D.2, D.3)
- adhere to confidentiality responsibilities, legal responsibilities and liabilities of clinical practice as defined by public mental health policy, financing, and regulatory processes, family law, record keeping, and the business aspect of practice (MFC D.5)
- select appropriate comprehensive assessment interventions (including intakes, mental status evaluations, system assessments etc.) to assist in diagnosis and treatment planning (MFC H.2, H.3)
- develops measurable outcomes and analyzes and uses data to increase effectiveness (MFC J.2; J.3)

Course Requirements

In order to meet the objectives of this course, the following are required of all students:

1. Class Attendance and Participation

Most of class time is for case consultation, therefore, participation and attendance is vital to deepening learning. If a student is unable to attend a class meeting, they are expected to notify the course instructor in advance. Students are allowed **one** class absence and may use this for illness, a mental health day, or an unexpected family emergency or personal issue. Any additional absences will result in a reduction of participation points. Arriving to class late or leaving early multiple times can be disruptive and, therefore, will also affect a student's participation grade. Your presence in class matters. Please note that use of professional language is required at all times, and the use of inflammatory or aggressive comments are prohibited. It is expected that differing opinions will be shared and discussed respectfully. Your presence in class matters.

2. Professional Behavior

Interns are expected to demonstrate professional behavior throughout the entire internship process when completing all tasks (see the Counseling Graduate Student Handbook for more information). Students are expected to complete and maintain all clinical records as required by the site and/or considered best professional practice (see also the ETSU Community Counseling Clinic Procedure Manual).

3. Insurance and HIPAA Training

All students enrolled in internship must purchase some form of liability insurance. Students who are members of the American Counseling Association or American School Counseling Association can obtain student insurance through these organizations. There are also other avenues through which to obtain insurance. Documentation of such coverage (a copy of the policy) is to be submitted to the instructor at the beginning of the semester (no later than the first day of client contact). Additionally, as of Fall 2016, the ETSU Community Counseling Clinic became a HIPAA compliant facility on campus, and subsequently, each person who has access to client records (students and supervisors) must complete the ETSU HIPAA online training modules yearly. This is required before students can see clients in the clinic. Once you receive an email from the ETSU HIPAA Compliance Director, please follow their instructions, complete the online training, print the certificates of completion, and submit them to the course instructor by the first day of client contact.

4. Internship Agreement and Site Supervisor Information Form

Students are expected to complete the internship agreement detailing the plan for the internship experience. As part of this contact, specific goals and objectives are determined (reflective of a wide variety of activities relevant to

the student's program of study) as well as plans for meeting these goals and objectives. The Site Supervisor Information Form must also be completed and turned in at the beginning of the semester. Please ensure that these documents are fully completed and submit on time, as described in the course schedule.

5. Hours

Each student is expected to secure 300 contact hours during each term of internship of which a total of 120 must consist of direct service to clientele. Direct service has been defined as "face-to-face" interaction and includes the application of counseling, consultation, or human development skills (such as assessment, training, workshops, etc.). Individual and group supervision may be counted toward the total of 300 hours as indirect hours. Each student is expected to record their time on a time log, secure signatures from both the site supervisor and course instructor, and submit the completed, signed time log to the instructor by the last week of the semester. Please keep a copy of the log for your own records.

6. Supervision

Students are expected to participate in weekly individual supervision with a site supervisor, and group supervision with the course instructor during the term of internship. Students should be prepared to discuss counseling cases/professional experiences during each supervision meeting using the case consultation outline. At the end of the semester, the site supervisor will complete the Internship Evaluation-Site Supervisor Form, and the course instructor will also complete an Internship Evaluation. Each student will be expected to complete the Evaluation of Internship (Site) Supervisor form. All forms must be signed, completed, and submitted by the end of the semester. A grade will not be given until these forms are completed and submitted.

7. Self-Evaluations

Students are expected to submit two self-evaluations, which are designed to help students develop self-awareness and meaningful goals for their internship. Students should thoughtfully and honestly respond to the prompts provided and be prepared to share parts of the evaluation during group supervision. The self-evaluation can be used as an ongoing measure of progress.

8. Recording Sessions for Case Consultation

Students must audio and/or video record sessions and submit a minimum of two counseling sessions for use in class or for evaluative purposes during case consultation time. It is recommended that students audio or video record sessions weekly throughout the internship. When recording at the internship site, students should secure permission from the site first and then get permission from clients or guardians of minor clients using the Permission to Record form. Students should review recordings weekly, utilizing the in-class feedback.

Viewing and critiquing sessions is one of the most effective ways of improving skills. Part of your grade for professional behavior is to routinely self-evaluate. Additionally, the course instructor will observe sessions and provide individual or triadic supervision as needed.

9. Key Assignment: Case Conceptualization

Students will submit a written case study to the instructor. The purpose of this assignment is to consider multiple aspects of the client and their relation to the therapeutic process. Therefore, you are being asked in this assignment to conceptualize how biological, psychological, and sociocultural aspects of the client and their presenting problems relates to the therapeutic process. Students will prepare an oral case study presentation for the class once for a final assignment. The audio/video recording will be played and analyzed in a group format.

Guidelines for both the written case conceptualization and oral case presentation will be provided by the instructor on D2L. Please ensure that the privacy and confidentiality of clientele is maintained by using a pseudonym when writing and presenting the case conceptualization.

The ETSU Counseling Program uses Tevera to collect data on Key Assignments. In addition to uploading or completing this assignment via D2L, you will also need to upload a copy of the assignment to Tevera by midnight before the due date noted in the syllabus. Failure to upload the assignment to both D2L and Tevera counts as a late submission and will carry the same consequence for late work defined in the syllabus.

10. Topic Discussion and Assignments

Each student is expected to engage in ongoing learning projects, reading, and process focused discussion that will deepen their understanding and competency in areas of ethics, technology, documentation, trauma, suicide prevention, assessment, diagnosis, self-care, models of care, and multicultural competence. These assignments are self-paced and will be discussed during class periods in group supervision each week. Evaluation is based on participation in the topic discussion during class.

11. Transcript and Client Overview

Students (that are able) are required to submit an Transcript of a 10-minute segment of a session with a client for review by the course instructor as well as a typed, brief client overview. This should be the same case used for the Case Conceptualizations, if possible. The format for this assignment will be provided by the course instructor. Please ensure that the privacy and confidentiality of clientele is maintained by using a pseudonym when writing the client overview.

Grading Policy

Course grades will be assigned by the internship instructor. The grades assigned will reflect the ongoing evaluations conducted by the instructor and site supervisor. Letter grades will be assigned by the course instructor based on the following considerations as well as meeting the course competencies outlined above.

Assignment/Task	Points
Internship Agreement and Student and Supervisor Evaluations, Proof of Liability, Proof of HIPAA Training, Time Log and Required Hours	20 points (required for a passing grade)
Topic Discussion Participation	15 points (1 pt each week)
Attendance and Professional Behavior (documentation, ethics, etc)	15 points (1 pt each class)
Transcripts (2 total)	10 points (5 pt each)
Mid-term Oral Case Conceptualization Presentation	20 points
Key Assignment: Case Conceptualization	20 points
Total	100

Based on the following scale:

94% and above = A

93%-90% = A-

89%-87% = B+

86%-84% = B

83%-80% = B-

79%-77% = C+

76%-74% = C

73% and lower = F

Course Schedule

***Please note that the course schedule is **tentative**. The instructor reserves the right to modify or change topics, dates, and/or assignments as long as students are notified within reasonable time.**

Week	Date	Topics	Assignments Due
1	8/24	Introductions Review of Syllabus and Expectations Case Consultation Guideline Review	Proof of Liability Insurance and HIPAA Training, Internship Agreement

2	8/31	Group Supervision	-Initial Self-Evaluation due in class & process
3	9/7	Group Supervision	
4	9/14	Group Supervision	
5	9/21	Group Supervision	Transcript #1
6	9/28	Group Supervision	
7	10/5	Group Supervision	-Mid-Term Oral Case Conceptualization
8	10/12	Group Supervision	-Mid-Term Hours Log due -Mid-Term Oral Case Conceptualization
9	10/19	Group Supervision	
10	10/26	Group Supervision	Transcript #2
11	11/2	Group Supervision	
12	11/9	Group Supervision	-Key Assignment: Case Conceptualization
13	11/16	Presentations	-Key Assignment: Case Conceptualization
14	11/23	Thanksgiving Holiday this week	
15	11/30	Additional Group Supervision if needed End of Course Celebration Last day of classes: 12/3	-Time Log due -Instructor, Supervisor and Site Evals -Final Self Evaluation due in class & process

Course Polices

Campus Mask Policy: <https://www.etsu.edu/policies/health-safety/face-coverings.php>

Academic Conduct: According to university policy, "plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the

university's academic misconduct policy as a result of academic misconduct, the instructor has the authority to assign an 'F' or a zero ('0') for the exercise or examination, or to assign an 'F' in the course" (2020-2021 Graduate Catalog, "Academic and Classroom Misconduct").

Desire to Learn (D2L): Course materials including the syllabus, handouts, PowerPoint presentations, etc. can be found in [Desire 2 Learn \(D2L\)](#). Students are responsible for regularly checking the D2L course site.

Ethical Guidelines: Each intern has an ethical obligation to safeguard the welfare of their clients. All students are expected to operate under the highest level of ethical standards as reflected in the *ACA Code of Ethics* as well as codes adopted by any specialty associations. Violations of the code may result in review of the student by the counseling program faculty, immediate failure of internship, and/or removal from the program. It is the purpose of supervision to provide a learning opportunity for the intern while also recognizing the limitations of the intern. The dilemma of how to provide freedom for the intern to experiment with their own behavior while protecting the client is resolved in supervision by asking the intern to monitor their ethical obligation in the following ways:

- Request consultation concerning anything about which the intern is unsure
- Inform site supervisors regularly of the current status of all cases and of the procedures they are using
- Keep the course instructor current on the status of the internship placement
- Express feelings concerning anything pertinent to the client and/or their own welfare
- Notify the course instructor and site supervisors immediately of any situation concerning which they have some question about their competency

Expectations of Students: Students who are enrolled in this course are expected to (1) participate, (2) communicate with other students; (3) learn how to navigate and successfully use D2L; (4) keep updated of course announcements; (5) use the assigned university email address as opposed to a personal email address; and (6) address technical problems immediately. Academic policies pertaining to graduate students can be found at [2020-2021 Graduate Catalog](#).

Communication: All communication between students and the instructor will occur either on ground during scheduled class meetings, via phone, via electronic mail, or during the instructor's office hours. Instructor response time will normally occur within 24 hours and will not exceed 48 hours Monday through Friday. Instructor responses will be delayed during the weekend (Saturday and

Sunday). If a student emails the instructor on Saturday or Sunday, they will receive a response on the following Monday. Feedback on assignments will typically occur within 7 days of the due dates. Students will be notified if the instructor is unable to meet those times. Important information regarding the Spring 2020 semester and successful student habits can be found at [Important Information and Student Tips](#).

University E-Mail: According to university policy, "all official university communications will be sent to the university email address. Faculty, staff, and students may assume that official ETSU email is a valid communication mechanism. Therefore, the university has the right to send communications to students, faculty, and staff via email and the right to expect that those communications are received and read in a timely fashion. Since this is our primary method of communication, email should be checked at least daily. Although students may choose to forward university email to an external email account, he or she is responsible for all information, including attachments" (2020-2021 Graduate Catalog, "Electronic Mail"). Assistance with using D2L and university email can be found by calling Information Technology Services at (423) 439-4648 or emailing them at itshelp@etsu.edu.

Course Evaluation: You will have the opportunity to evaluate the course and the instructor at the conclusion of the course. You are welcome, however, to meet with the instructor about any course-related concerns.

Late Assignments: Timeliness is of utmost importance in the field; this class will reflect the values of the field. All assignments are due on the specified due date unless alternative arrangements have been made with the instructor prior to the due date. It is each student's responsibility to manage their time and pay attention to due dates for all assignments. Except in the cases of individual and family emergencies, assignments turned in late will have points deducted for each day an assignment is late. More specifically, 1 point will be deducted each day, regardless of the assignment. For example, if paperwork is turned in one day late, 1 point will be deducted

Technology Use during Class: The sight of a screen (even a screen that is turned off) pulls 30% of our attention to external sources related to our relationship with the screen, restricting our learning capacity. Please turn cell or smart phones on silent (Airplane mode preferred) and out of sight during class. Messaging during class is not permitted. If you anticipate a potential emergency situation, consult with your instructor **before** class to determine an appropriate response. In-class computer use is also restricted only to activities involving zoom meeting, presentation or reference material.

Writing and/or Presentations: Presentations and projects should reflect professional quality, which includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points.

Campus Services and Resources

Bucky's Food Pantry: If you find it difficult to afford food, please consider visiting Bucky's Food Pantry on the ETSU campus. Requests for food can be made by completing an application online at [Bucky's Food Pantry](#). For additional questions about Bucky's Food Pantry, call (423) 439-4234 or email at foodpantry@etsu.edu.

ETSU Counseling Center: If you experience any personal discomfort, confusion, or distress during the semester, you do not have to face those issues alone. The ETSU Counseling Center provides personal and career counseling to all ETSU students. If you find that you need support (e.g., family or relationships issues, test anxiety, time and/or stress management, personal crises, etc.), please contact the ETSU Counseling Center at (423) 439-4841 or email at counselingcenter@etsu.edu about their confidential and professional services. The ETSU Counseling Center is located on the 3rd floor of the D. P. Culp Center. The center's hours are Monday-Friday 8:00 a.m. to 4:00 p.m. However, if you have an immediate concern or are in crisis outside of those hours, call (423) 439-4841 and press "2" to talk with a counselor 24 hours a day, 7 days a week.

ETSU Disability Services: It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp Center, telephone (423) 439-8346.