



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

BIG ORANGE. BIG IDEAS.

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING
COUNSELOR EDUCATION PROGRAMS**

**COUN 659 INTERNSHIP IN COUNSELOR EDUCATION
SPRING 2017**

Course Section:	COUN 659.001 (1-6 credits)
Course Meetings:	Mondays, 1:25-3:25pm
Course Location:	BEC 301
Faculty Instructor:	Melinda M. Gibbons, PhD, NCC
Email:	mgibbon2@utk.edu (best way to reach me)
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Office Hours:	by appointment

COUNSELOR EDUCATION PROGRAM MISSION & OBJECTIVES

The PhD in Counselor Education program at the University of Tennessee prepares experienced counseling professionals from all parts of the world who wish to advance their careers in the education, supervision, and research relevant to the related fields. Its purpose is to equip those who aspire to counseling-related professions.

1. Graduates will explore and engage in culturally sensitive, developmentally appropriate, ethical, and evidence-informed counseling relationships that prepare them to train master's level professionals and contribute to the development of counseling theory and practice.
2. Graduates will provide culturally sensitive, ethical and developmentally appropriate supervisory relationships that promote skills of developing clinicians and provide gatekeeping for the profession.
3. Graduates will demonstrate culturally sensitive, developmentally appropriate, and ethical teaching, assessment, and evaluation methods relevant to educating counselors.
4. Graduates will comprehend and apply diverse methods for answering research questions relevant to the counseling profession.
5. Graduates will be culturally sensitive and ethical advocates and leaders for self, clients, and the counseling profession through interventions, programming, and professional and community engagement.
6. Graduates will demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness.

COURSE DESCRIPTION

1-6 CREDIT HOURS

Supervised experience in departmentally approved counseling, teaching, supervision, or leadership internship sites.

Grading Restriction: Satisfactory/No Credit grading only.

Repeatability: May be repeated. Maximum 12 hours.

Comment(s): Admission to doctoral program in counselor education required.
 Registration Restriction(s): Minimum student level – graduate.
 Registration Permission: Consent of instructor.

CONTENT ADDRESSED

CACREP REQUIREMENTS/EXPERIENCES MET	2016 STANDARD
Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (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.	6.C.7
During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills.	6.C.8
Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member.	6.C.9

STUDENT LEARNING OUTCOMES

SLO: CLINICAL COUNSELING INTERNSHIP	STANDARD
<i>Graduates will explore and engage in culturally sensitive, developmentally appropriate, ethical, and evidence-informed counseling relationships that prepare one to train master's level professionals and contribute to the development of counseling theory and practice</i>	
Demonstrate advanced use of therapeutic relationship, intervention, and planning skills within counseling practice	
Engage in advanced case conceptualization for counseling practice	6.B.1.a-c
Manage ethical and legal considerations related to counseling practice	6.B.1.f
Demonstrate developmental and cultural sensitivity in counseling practice	6.B.1.f
Demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness	4.G
Engage in personal and professional self-evaluation, including identification of strengths, awareness of opportunities for growth, and demonstrated action toward growth	

SLO: SUPERVISION INTERNSHIP	STANDARD
<i>Graduates will provide culturally sensitive, ethical, and developmentally appropriate supervisory relationships that promote skills of developing clinicians and provide gatekeeping for the profession</i>	
Demonstrate appropriate use of supervisory relationship skills (e.g., working alliance, safety, support, orientation)	6.B.2.a, 6.B.2.c-d
Apply theoretical frameworks and models of supervision	6.B.2.b, 6.B.2.e
Manage ethical and legal considerations related to supervision, including those related to evaluation, remediation, and gatekeeping	6.B.2.i-j
Demonstrate developmental and cultural sensitivity in supervision	6.B.2.f, 6.B.2.k
Demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness	4.G
Engage in personal and professional self-evaluation, including identification of strengths, awareness of opportunities for growth, and demonstrated action toward growth	

SLO: TEACHING INTERNSHIP	STANDARD
<i>Graduates will demonstrate culturally sensitive, developmentally appropriate, and ethical teaching, assessment, and evaluation methods relevant to educating counselors</i>	
Demonstrate student relationship and classroom management skills relevant to college teaching	6.B.3.a, 6.B.3.d
Engage in instructional design, delivery, and evaluation within counselor education	6.B.3.d, 6.B.3.g
Apply frameworks and models relevant to teaching in counselor education	6.B.3.b-c
Manage ethical and legal considerations related to teaching, including those related to remediation and student support	6.B.3.f, 6.B.3.h
Demonstrate developmental and cultural sensitivity in teaching	6.B.3.h
Demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness	4.G
Engage in personal and professional self-evaluation, including identification of strengths, awareness of opportunities for growth, and demonstrated action toward growth	

SLO: LEADERSHIP INTERNSHIP	STANDARD
<i>Graduates will be culturally sensitive and ethical advocates and leaders for self, clients, and the counseling profession through interventions, programming, and professional and community engagement</i>	
Apply theories and skills of leadership	6.B.4.a-c
Apply advocacy models and competencies	6.B.4.i-j
Demonstrate administrative skills relevant to leadership and advocacy	6.B.4.e
Manage ethical and legal considerations related to leadership	6.B.4.l
Attend to multicultural and social justice issues in leadership	6.B.4.k
Demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness	4.G
Engage in personal and professional self-evaluation, including identification of strengths, awareness of opportunities for growth, and demonstrated action toward growth	

PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced 'chorus') to help you remember them. The dispositions include:

- ◆ **Commitment**, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ **Openness** to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ **Respect** to self and others, including honoring diversity, self-care, and wellness
- ◆ **Integrity**, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ **Self-awareness**, including humility, self-reflection, and understanding of place in history

CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

METHODS OF INSTRUCTION

This course involves groups supervision related to the four internship experience options. Class meetings will involve discussion and student presentations. Weekly topics will focus on the needs of course students as they navigate the doctoral internship experience.

REQUIRED TEXTS & MATERIALS

Counselor Education PhD Program Practicum and Internship Handbook
Other readings as assigned

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

At a minimum, students must:

- Complete at least 100 internship hours for each course credit (e.g., 1 credit = 100 hours, 2 credits = 200, hours, 6 credits = 600 hours)
- Engage in one hour per week of individual/triadic supervision with site supervisor(s) for each placement
- Attend group supervision meetings as designated on schedule
- Complete all assignments and documentation requirements

Please see your *Handbook* for detailed instructions regarding student rights, responsibilities, and requirements.

Assignment	Due
Technical Documentation Requirements	
• Internship contract draft	1/30
• Liability insurance	1/30
• Ethics pledge	1/30
• Final signed internship contract, disclosures, and consents	2/6
• Midterm site supervisor evaluation	3/20
• Midterm instructor evaluation	3/20
• Final signed hours logs	5/1
• Final site supervisor evaluation	5/1
• Placement evaluation	5/1
• Assignments & reflections uploaded to Taskstream	5/1
• Final instructor evaluation	5/1
Assignments & Reflections (email to instructor and bring to class; upload to Taskstream at end)	
• Initial self-assessment	2/6
• Skills presentation 1	Various
• Skills presentation 2	Various
• Final self-assessment	4/28
Ongoing Observations	
• Class/group supervision attendance and participation	
• CORIS	
• Professional work behaviors	

Taskstream note: Submit all assignments to Taskstream unless otherwise indicated. Select your faculty instructor as the evaluator for these submissions. Your faculty instructor will provide your midterm and final evaluations via Taskstream; you do not need to initiate this process. Please see help resources for guidance regarding how to utilize Taskstream.

Evaluation

This course is evaluated on a **Pass/Satisfactory (S) – Fail/Unsatisfactory (NC)** basis. In addition to written assignments and reflections, I will base evaluations on contributions to group supervision, site

supervisor midterm and final evaluations, and consultation with site supervisors. To earn an S, students must successfully complete all technical documentation requirements and assignments as outlined in the syllabus and *Handbook*. Incompletes are rare and will only be assigned in cases of unusual circumstances beyond students' control.

Technical Documentation Requirements

- **Internship Contract**
 - The internship contract represents an agreement among you, your site supervisor, and your instructor focused on your goal, task, and outcome commitment for the semester. With consent of involved parties, these may be adjusted at any time during the semester.
 - Please follow the templates provided in the *Handbook* to develop your contract. You will need a separate contract for each internship placement.
 - A **draft** of the internship contract is due in class on 1/30. If relevant to your placement, drafts of professional disclosure statement and consents to record are also due in class on 1/30.
 - The **final signed copy** of the internship contract, professional disclosure statement (if relevant), and recording consent (if relevant) are due to Taskstream no later than 2/6. When you upload the files, you will be prompted to complete a Placement Information Form within Taskstream.
- **Liability Insurance**
 - All interns must purchase counseling liability insurance prior to the beginning of the internship. ACA student membership does **not** include liability insurance for doctoral students. You may purchase insurance through the UT Risk Management Office by contacting Synthia Clark in EPC main office. You must have proof of counseling insurance **before** providing counseling to clients, teaching, or supervising. Upload evidence of liability insurance to Taskstream.
- **Ethics Pledge**
 - The ethics pledge helps you document that you have read and studied the professional ethical standards related to the internship activity and are committed to upholding those standards. A copy of the ethics pledge is in the *Handbook*. Please sign this pledge and upload to Taskstream.
- **Hours Logs**
 - You must keep detailed hours logs using the format in the *Handbook* (revised for Fall 2016). At the end of the semester, upload a signed copy to Taskstream and complete a cover form summarizing hours completed.
- **Midterm & Final Site Supervisor Evaluations**
 - You are responsible for facilitating your site supervisor's evaluation of you at midterm and final. Please use the forms provided in your *Handbook*. Upload signed copies of these forms to Taskstream.
- **Midterm & Final Instructor Evaluations**
 - I will automatically upload your midterm and final evaluations to Taskstream. If I All students will also have a final individual check-in during which we will review progress and growing edges. Instructor or student may also request an individual midterm meeting.

Assignments & Reflections

- **Initial self-assessment**
 - For *each* internship experience, write an initial self-assessment in which you explore:

1. your theory/philosophy regarding the area of focus (e.g., counseling, supervision, teaching, leadership) (about 2 pages)
 2. your strengths relevant to the internship
 3. your growth needs relevant to the internship
 4. your learning goals for the internship
 5. 3-5 proposed books, scholarly sources, or training experiences you will use to facilitate your learning this semester
- You may wish to refer to the *Supervision Readiness Self-Assessment*, *Teaching Readiness Self-Assessment*, relevant evaluation forms, and *CACREP Standards* in writing this paper.
- **Skills presentation 1**
 - Each counseling, supervision, and teaching intern will facilitate one oral skills presentation for *each* placement prior to midterm. Please refer to guidelines.
 - **Skills presentation2**
 - All interns will facilitate one formal skills presentation, **with written analysis**, for *each* placement between midterm and end of semester. Please refer to guidelines.
 - **Final self-assessment**
 - For *each* internship experience, write a final self-assessment in which you explore:
 1. how your theory/philosophy regarding the area of focus (e.g., counseling, supervision, teaching, leadership) has developed, changed, or solidified this semester (about 2 pages)
 2. your strengths and areas of greatest growth in the internship
 3. your next steps in growth in the internship
 4. reflection regarding how well you attained your learning goals for the internship, including factors that supported or inhibited your success
 5. implications for your continued development
 - You may wish to refer to the *Supervision Readiness Self-Assessment*, *Teaching Readiness Self-Assessment*, feedback from instructor and site supervisor, and feedback from clients/students/supervisees/constituents when writing this paper.

INSTRUCTOR POLICIES

Writing Quality

All written work is expected to be mechanically and grammatically correct (i.e., APA style, well-organized, correct spelling, noun-verb agreement, proof-read, edited, etc.). Evaluation of all written work will reflect the quality of the writing as well as the content. All work should be typed, in 12-point font (preferably Times New Roman), double-spaced, with one-inch margins. Additionally, if you choose to use any materials or ideas borrowed from other sources other than your own creative head, you must attach a full reference list of these sources using APA style and cite these ideas in the body of the paper using APA style.

Attendance

Attendance is expected, and required for you to satisfactorily complete this course. You are permitted one absence without penalty. Otherwise, you are expected to attend class, arrive promptly, participate throughout, and remain for the entirety of the class meeting. More than one absence or chronic tardiness may impact your ability to successfully complete internship.

Participation

You should come to every group supervision with a plan for what you want to discuss, and a recording to share with the class. This will require you to watch/listen to your recording prior to each class meeting, and to take notes on what you want to explore with your peers.

Late Work

Late work will not be accepted except for emergencies. In-class presentations cannot be completed late. Therefore, if you miss class on the day of your presentation, you will receive a zero on that assignment.



Dear Student,

*The purpose of this **Campus Syllabus** is to provide you with important information that is common across courses at UT. Please*

observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience. I want to wish you the best for a successful and productive semester.

Interim Provost John Zomchick

UNIVERSITY CIVILITY STATEMENT

“Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, gracious-ness, cordiality, affability, amiability and courteous-ness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus”
<http://civility.utk.edu/>.

EMERGENCY ALERT SYSTEM:

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UTAlerts at <http://safety.utk.edu>. Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

ACADEMIC INTEGRITY

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

DISABILITIES THAT CONSTRAIN LEARNING:

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.” Information on accessibility at UTK is also at <http://accessibility.utk.edu>

WELLNESS:

The Student Counseling Center is the university’s primary facility for personal counseling, psycho-therapy, and psychological outreach and consultation services. <http://counselingcenter.utk.edu/> and The Center for Health Education and Wellness engages in prevention and intervention efforts to increase awareness, impact student decision making, and positively influence our university community. The Center manages 974-HELP (also at <http://wellness.utk.edu/>).

TENTATIVE COURSE CALENDAR
C=COUNSELING, S=SUPERVISION, T=TEACHING, L=LEADERSHIP
TS=TASKSTREAM

Date	Group	Topics	Readings & Assignments Due
1/16		NO CLASS – MLK DAY	
1/23	All	Introduction to internship Course orientation and syllabus review	Review Handbook
1/30	All	Discussion of internship sites Learning goals and objectives Theoretical frameworks	Contract draft (email & bring) Ethics pledge (TS) Liability insurance (TS)
2/6	CS	Discussion of internship sites Skills presentation 1	Initial self-assessment (email) Final contract (TS) Final disclosure/taping consent (if required; TS) Skill presentations – 2
2/13	TL	Discussion of internship sites Skills presentation 1	Skill presentations – 3
2/20	CS	Discussion of internship sites Skills presentation 1	Skill presentations – 3
2/27	TL	Discussion of internship sites Skills presentation 1	Skill presentations – 3
3/6	CS	Discussion of internship sites Skills presentation 1	Skill presentations – 3
3/13		NO CLASS – SPRING BREAK	
3/20	TL	Discussion of internship sites Skills presentation 1	Skill presentations – 3 Midterm evaluations due
3/27	CS	Discussion of internship sites Skills presentation 2 w/ written	Skill presentations – 4
4/3	TL	Discussion of internship sites Skills presentation 2 w/ written	Skill presentations – 4
4/10	CS	Discussion of internship sites Skills presentation 2 w/ written	Skill presentations – 4
4/17	TL	Discussion of internship sites Skills presentation 2 w/ written	Skill presentations – 5
4/24	All	Discussion of internship sites Overall growth and implications	
4/28		Final Self-Assessment Due to Canvas	Final self-assessment (TS)
5/1		No class – just paperwork due	Final site sup evaluation (TS) Final hours log (TS) Placement evaluation (TS) Upload artifacts (TS)

STUDENT PLACEMENTS

Internship	Student	Placement	Skill Presentation 1	Skill Presentation 2
Supervision	Adam	COUN 555 – Wheat	2/6	4/10
Supervision	Charmayne	COUN 555 – Wheat	3/6	3/27
Supervision	Nancy Th.	COUN 555 – Spurgeon	2/6	4/10
Supervision	Marlon	COUN 555 – Spurgeon	3/6	3/27
Supervision	Arden	COUN 555 – Cochran	3/6	3/27
Supervision	Nancy Tr.	COUN 559 – Cochran	2/20	3/27
Supervision	Rachael	COUN 558 – Brott	2/20	4/10
Counseling	Jillian	Cathy Johnson, Ridgeview PSR	2/20	4/10
Teaching	Marlon	COUN 525 – Wheat	2/27	4/17
Teaching	Adam	COUN 545 – Barrio-Minton	2/27	4/3
Teaching	Nancy Tr.	COUN 480 – Cochran	2/13	4/3
Teaching	Isabel	COUN 480 – Cochran	2/13	4/3
Teaching	Rachael	COUN 480 – Cochran	3/20	4/17
Leadership	Nancy Th.	ASPIRE – Gibbons	2/13	4/3
Leadership	Arden	SC Interest Network – Brott	3/20	4/17
Leadership	Charmayne	CACREP/SACS – Barrio-Minton	2/27	4/17
Leadership	Amanda	Pond Gap – Kronick	3/20	4/17

SKILLS PRESENTATION 1 GUIDELINES

The midterm skills presentation will involve an oral presentation and viewing of a 10-12 minute segment of your work. To facilitate this presentation, please be intentional about selecting a segment that best presents an opportunity or challenge to discuss within group supervision. [For leadership interns, you may instead present materials related to your work, or show a video of the outcome of your work.]

Plan to open your presentation with a **clear and concise** presentation of context, discussion of theoretical/philosophical approach, statement of your learning goals, and request for feedback. The specific items addressed will vary depending on your internship setting. For example, you might include:

- Description of client, supervisee, class, or project in total and specific to recording
- Presenting concern, learning goal, context, or topic
- Description of developmental and cultural considerations
- Description of ethical considerations relevant to the case
- Conceptualization of the case (grounded within theory, philosophy, or model)
- Statement regarding your choice in selecting the case (i.e., how does the case/segment relate to your learning goals for the internship?)
- Specific requests for feedback and discussion

Be prepared to facilitate group discussion following viewing of the segment.

SKILLS PRESENTATION 2 AND ANALYSIS GUIDELINES

The second skills presentation will focus on a challenge you faced during this semester in your internship. The oral presentation should include a brief description of the context of your internship site and the specifics of your challenge. Your 5-10 minute recorded segment should provide the class with an illustration of this challenge in action. **Try to identify something that has been an overall challenge for you (a theme in your development) rather than a single challenging instance. This will require you to reflect on your work over the course of the semester.** For example, perhaps you have struggled with reflecting feelings with clients over the semester, or perhaps you have been challenged by classroom management, or perhaps you have struggled to confront supervisees on value-laden issues. In addition, you will develop a written component that demonstrates your ability to bring together theory, research,

and practice. General requirements and guidelines are listed below.

CLINICAL INTERNSHIP

Develop a description of your challenge, considering how each of these is related (either directly or indirectly) to the challenge:

- Overview of the challenge, focused on a thematic analysis of this over the course of the semester
- Statement of your counseling philosophy and theoretical orientation
- Client history: identifying information, presenting problem, mental status examination, other current problems and difficulties, present life situation, family history, medical and treatment history (details will vary based on your placement)
- Cultural considerations and conceptualization
- Developmental history and conceptualization
- Theoretical case conceptualization (integrated section in which you use key theoretical concepts to describe what might be happening for the client)
- Treatment/service plan, including attention to theory-based interventions and applications to date and plans for future work with this client.
- Ethical and legal considerations
- Reflective statement regarding your work as a counselor, strengths, and growing needs

Incorporate original scholarly sources and research to support your conceptualization and plan.

SUPERVISION INTERNSHIP

Develop a description of your challenge, considering how each of these is related (either directly or indirectly) to the challenge:

- Overview of the challenge, focused on a thematic analysis of this over the course of the semester
- Statement of your supervision philosophy, model, or theoretical orientation, including articulation of how this philosophy informs your practice
- Supervisee vignette: identifying and contextual information, primary area of focus
- Cultural considerations and conceptualization
- Developmental considerations and conceptualization
- Theoretical case conceptualization (integrated section in which you use key theoretical concepts to describe supervisee progress and current issues at play for the supervisee)
- Supervision plan, including attention to theory-based interventions and applications to date, plans for future work with this supervisee, and procedures for assessing progress
- Ethical and legal considerations
- Reflective statement regarding your work as a supervisor, strengths, and growing needs

Incorporate original scholarly sources and research to support your conceptualization and plan.

TEACHING INTERNSHIP

Develop a description of your challenge, considering how each of these is related (either directly or indirectly) to the challenge:

- Overview of the challenge, focused on a thematic analysis of this over the course of the semester
- Statement of your teaching philosophy, model, or theoretical orientation, including articulation of how this philosophy informs your practice
- Teaching vignette: identifying and contextual information, primary areas of focus (you might attend to teaching strategies, discussion, assignments, etc.)
- Cultural considerations and conceptualization
- Developmental considerations and conceptualization
- Theoretical conceptualization (integrated section in which you use key theoretical concepts to describe what you are doing as an instructor)
- Teaching plan, including attention to theory-based interventions and applications to date, plans for future work with this student/class, and procedures for assessing progress
- Ethical and legal considerations
- Reflective statement regarding your work as a teacher, strengths, and growing needs

Incorporate original scholarly sources and research to support your conceptualization and plan.

LEADERSHIP INTERNSHIP

Develop a description of your challenge, considering how each of these is related (either directly or indirectly) to the challenge:

- Overview of the challenge, focused on a thematic analysis of this over the course of the semester
- Statement of your leadership philosophy, model, or theoretical orientation, including articulation of how this philosophy informs your practice
- Vignette: description and purpose of project in which you are involved including goals, objectives, and outcomes expected as well as key stakeholders
- Conceptualization of leadership and advocacy skills utilized and learned throughout the project, including relevance to your work as a counselor educator
- Ethical and legal considerations
- Reflective statement regarding your work as a leader, strengths, and growing needs

Incorporate original scholarly sources and research to support your conceptualization and plan.