

COUN 8940- DOCTORAL INTERNSHIP

College of Health and Human Services

Counselor Education

Fall 2020

Tuesdays: 5:30PM-9:10PM

Online

Semester Credit Hours: 4

Instructor: Tanesha L. Walker, PhD, LPC, Assistant Professor

Email: Tanesha.walker2@utoledo.edu

Office: HH 3100D | Phone: 419-530-4721

Office hours: By appointment

Course Prerequisites: N/A

Semester Credit Hours: 4

Course Website: Blackboard Learn

Instructor Credentials

Licensed Professional Counselor (OH #C1200245)

Course Description (from UT Catalog)

The course is intended to provide counselor education doctoral students with student-directed, practical experiences in which they can develop advanced skills in various facets of counselor education (e.g., clinical counseling, advocacy, instruction, research, leadership, clinical supervision). Multicultural issues, ethics, professional issues, and wellness will be explored throughout the course. Supervised practical experiences in various settings while assuming a spectrum of counseling roles and functions. Emphasis is placed upon integrating ethical practice, theory, and research in work settings.

Course Prerequisites

[COUN 5190](#) with a minimum grade of B or CMHS 5190 with a minimum grade of B. Student must be admitted into the Counselor Education Doctoral Program.

Content Areas

The course contributes to meeting the CACREP 2016 Doctoral Learning Outcomes specifically outlined in Sections 6.C.7., 6.C.8., and 6.C.9. These sections are to provide advanced supervision in the CACREP Section B. Doctoral Professional Identity areas of Counseling (B.1.), Supervision (B.2.), Teaching (B.3.), Research & Scholarship (B.4.), and Leadership & Advocacy (B.5.).

Student Learning Outcomes	CACREP (2016) Standard	Evidence	Method of Assessment
Students will understand and be able to apply theories and skills of leadership.	B.5.a. theories and skills of leadership	Week 11: Theories of Leadership	Weekly Discussions Leadership/Advocacy Internship Hours

<p>Students will recognize and understand leadership and leadership development in counselor education and professional counseling organizations.</p>	<p>B.5.b. leadership and leadership development in professional organizations</p>	<p>Class 11: Professional Associations</p>	<p>Weekly Discussions Career Goals Assignment</p>
<p>Students will understand the importance of leadership in counselor education programs.</p>	<p>B.5.c. leadership in counselor education programs</p>	<p>Class 4: Counselor Education, Accreditation, and Teaching</p>	<p>Weekly Discussions</p>
<p>Students will be able to understand, apply, and engage with leadership in counseling and other fields.</p>	<p>B.5.e. leadership, management, and administration in counseling organizations and other institutions</p>	<p>Class 3: The Higher Education Institution</p>	<p>Weekly Discussions</p>
<p>Students will understand how leadership is applied in consultation.</p>	<p>B.5.g. strategies of leadership in consultation</p>	<p>Week 7: Counseling and Consultation Practice</p>	<p>Weekly Discussions</p>
<p>Students will be able to identify current political and social issues that impact counselors and counselor educators.</p>	<p>B.5.h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession</p>	<p>Weekly Current Issue Discussions facilitated by classmates</p>	<p>Weekly Discussions Current Topic Presentation</p>
<p>Students will be able to explain</p>	<p>6.B.3.i the role of mentoring in counselor education</p>	<p>Week 3: Higher Education</p>	<p>Weekly Discussions</p>

<p>the role of mentorship in counselor education.</p>		<p>Week 8: Conference Preparation and Networking</p> <p>Week 10: Research</p>	<p>Career Goals Assignment</p> <p>Career Goals Assignment</p>
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Required Texts

American Counseling Association. (2014). [American Counseling Association Code of Ethics](#).

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders, 5th edition*, Washington, DC: Author.

[Doctoral Internship Handbook](#).

Additional Readings for Counseling Internship

- Barrio Minton, C. A., Wachter Morris, C. A., & Yaites, L. D. (2014). Pedagogy in Counselor Education: A 10-Year Content Analysis of Journals. *Counselor Education & Supervision, 53*, 162-177. doi: 10.1002/j.1556-6978.2014.00055.x.
- Malott, K. M., Hall, K. H., Sheely-Moore, A., Krell, M. M., & Cardaciotto, L. (2014). Evidence- Based Teaching in Higher Education: Application to Counselor Education. *Counselor Education & Supervision, 53*, 294-305. doi:10.1002/j.1556-6978.2014.00064.x
- Myers, J. E., Sweeney, T. J., & White, V. E. (2002). Advocacy for counseling and counselors: A professional imperative. *Journal of Counseling and Development, 80*, 394-402. doi: 10.1002/j.1556-6678.2002.tb00205.x
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). *Multicultural and Social Justice Counseling Competencies*. Retrieved from <https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>

[ACA Advocacy Competencies](#)

[A Model of Pedagogy for Beginning Counselor Educators](#)

[Principles and Practices of Leadership Excellence:](#)

[20/20 A Vision for the Future of Counseling](#)

** Students are expected to keep abreast of the material presented in both the monthly ACA newspaper—*Counseling Today* and the *Journal of Counseling and Development*.

CLASS POLICIES

All doctoral interns must complete training in the areas of teaching and supervision. Additionally, students must complete a minimum of one other area to complete doctoral internship training; these must include either: (a) counseling, (b) research and scholarship, and/or (c) leadership and advocacy.

Students must show proof of professional liability insurance to the class instructor in the amount of no less than \$1 million per incident and \$3 million total.

Methods of Instruction

This class will be administered online in a synchronous format. We will be using Blackboard Collaborate for the synchronous classes. Multiple formats will be used in this class such as class discussion, readings, videos, experiential activities, and individual and/or group presentations. Consistent class participation and engagement will be expected and is an essential part of your learning process.

Student Learning Opportunities

1. Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and training. Students should provide a plan for how the 600 hours will be

distributed across the various learning opportunities during the second week of the semester. Students will submit artifacts demonstrating their competence in various areas of their internship. For example, students who are serving as instructors submit documents such as syllabi and course evaluations [CACREP Sect 6.C.7.]. Forms can be found here:

<http://www.utoledo.edu/hhs/counselor-education/4Students.html>

2. Clinical Case Presentations: Students will present clinical cases based on their various roles/functions and process feedback. See outline at the end of the syllabus. [CACREP Sect 6.B.1.]
3. Supervision Case Presentations: Students will present supervisory sessions they conduct within lecture courses (theories, techniques, group), clinical courses (master's-level practicum and/or internship), or other individual/group supervision experience. Students will share their roles/functions and process feedback. [CACREP Sect 6.B.2.]
4. Teaching Orientation/Philosophy Paper; provide updates on teaching experiences. [CACREP Sect 6.B.3.]
 - a. Students will generate four 3-4 page papers based upon various aspects of their internship. These are to be turned in at the conclusion of the particular experience. Be thorough and succinct.
 - i. teaching (classroom instruction)
 - Be sure to explain your teaching philosophy and explore how people learn.
5. Complete CITI IRB "Human Subjects Research Training."; provide updates on research. [CACREP Sect 6.B.4.]
 - a. See: <https://www.utoledo.edu/research/RC/HumanSubs/training.html>
 - b. Please provide a certificate of your CITI Program Training completion or some similar documentation indicating your satisfactory completion of this course. Keep a PDF of this information for your records.
 - c. Updates on manuscript and/or presentation work (includes proposals and resubmissions).
6. Leadership and Advocacy Assignment [CACREP 6.B.5] (choose one of the following):
 - a. Write a 3-5 page reflection on your personal definition and philosophy of leadership and advocacy. This reflection must include a brief review of the current literature on leadership and advocacy.
 - b. Interview someone (in-person or virtual) who you consider to be a leader in the counseling profession. Write a 3-5 page summary of the interview as well as your personal reaction to that interview. How did the interview support or challenge your definition of leadership and also your understanding of the skills necessary to be a good leader? What did you learn from this interview that will make you a better leader?
 - c. (For students who have already completed "a" above): Based on your philosophy of leadership, develop your own personal action plan for leadership. This can include current as well as future leadership endeavors. In your action plan, include action steps for accomplishing those leadership goals as well as the skills that you have that will make you an effective leader. Provide a brief summary of your philosophy of leadership along with your plan of action.
 - d. Social Justice and Advocacy Assignment

Based on your chosen activity (see below), write a 2-3 page summary and reflection of the experience. In your reflection, please address how your activity relates to the various advocacy models as well as how the activity affects the daily work of counselors and the counseling profession. (Select one from the following):

- i. Develop your own personal social justice plan based on Lee's (2007) five personal action steps.
 - ii. Book reviews. Write a review (3-4 pages) on a book related to social justice. This can be fiction or non-fiction.
 - iii. Review the CSJ Advocacy Competencies (Lewis et al., 2003) and mark the ones that you have already participated in, and then develop a plan of action for engaging in some of the other competencies.
 - iv. Join and get involved in ACA divisions that advocate for social justice causes such as Counselors for Social Justice (CSJ), the Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC), or the Association for Multicultural Counseling and Development (AMCD). By getting involved in divisions within our profession, you can help institute change within our profession on social justice issues.
 - v. Have your voice heard by sending a fax or email to your legislators through the ACA Legislative Action Center located at <http://www.counseling.org/PublicPolicy>. Through this center, you will be able to send personal emails to your U.S. Senators and Representative about important legislation that impacts our profession. It only takes a few minutes to set up and under a minute for each fax or email.
 - vi. Develop activity related to social justice and social advocacy.
7. Weekly on-site supervision with your site supervisor. **[CACREP Sect 6.C.8.]**
- a. Students will be prepared to engage in regular and consistent on-site supervision as indicated by their doctoral internship plans.
 - b. Supervision is provided specific to the type of internship activity in which the student is engage (Table 1). Log of hours and activities: Students will complete logs of their hours on a regular and consistent basis.
 - c. Students will log/document these supervision sessions. Logs are to be updated **at least once per week**. It is the student's responsibility to ensure that hours are accrued, tallied, and documented correctly.
8. Doctoral Internship Students are required to attend weekly Group Supervision with faculty (Internship Class) provided on a regular schedule with other students in the internship experience. **[CACREP Sect 6.C.9.]**
9. Student evaluations of site and supervisors: Students will evaluate their internship sites and internship supervisors at the end of the internship experience.

Table 1. Answer to the Question: Who is Doing What Around Here?

Internship Activity	Responsible Supervisor
Teaching	School Chair
Supervision	Course Instructor
Counseling	Site Supervisor
Leadership/Advocacy	Internship Instructor

Research/Scholarship	Faculty Mentor
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Semester Assignments

1. Career Goals Assignment [CACREP Sect 6 B.1-5; Sect 6.C.7.]
 - a. Professionally, where will you be five years after graduation? How can you use the 5 areas of Internship to advance these career goals?
2. Curriculum Vita Assignment [CACREP Sect 6 B.1-5; Sect 6.C.7.]
 - a. Create, maintain, and submit an updated CV.
3. Current Topic presentation [CACREP Sect 6 B.1-5; Sect 6.C.7.]: Students have selected a topic of interest that is of professional interest and is developmentally appropriate for their current and future professional career. Each student is to prepare assigned readings and create a one hour discussion format for the class. Assigned readings should be made available through the Blackboard course website at least one week in advance. *Potential topics may include but are not limited to:*
 - a. Professional Identity of Counselors – The History, Current State and Future Needs for the Profession of Counseling/Counselor Education
 - b. Advocacy – Client Advocacy versus Professional Advocacy in Professional Counseling
 - c. Trauma – The Roles of Professional Counselors in Local, Regional, or National Crisis
 - d. Multiculturalism and Diversity – Cross Cultural Experiences for Clients, Professional Counselors, Supervisors and Counselor Educators
 - e. Managed Care and Reimbursement Issues (Medicaid, Medicare, TriCare, etc.) Effecting Professional Counselors
 - f. Leadership and Supervision Practices of Professional Counselors (School, Clinical Mental Health, & Counselor Educators)
 - g. Contemporary Principles and Practices of Career Development, Group Work, and Systems Consultation
 - h. Program Evaluation and Implementation
 - i. Your Current or Future Area of Expertise in Professional Counseling/Counselor Education

Student Requirements and Procedures:

1. Students are required to conduct themselves in professional, ethical, and legal manners in all circumstances associated with the internship. Confidentiality is an especially important expectation for participation in the class. Given the nature of counselor education, there will be the need to use examples, demonstrations, or actual case material during the course of instruction. Students are expected to maintain confidentiality and to respect the right to privacy of clients, their fellow students, and their supervisors. Policies for ethical behavior will be consistent with those adopted by the ACA.
2. If you have a client who becomes suicidal or homicidal or if you are subpoenaed to testify in court, **INFORM YOUR INSTRUCTOR ASAP.**

Grading Procedures/Methods of Evaluation:

Students are awarded the grade of Satisfactory or Unsatisfactory at the completion of course requirements. Students are required to complete all 600 hours of service before a grade will be awarded for any hours of course credit. Students are expected to continually participate in on-site services from the first semester of enrollment until the 600 contact hours are completed. Students will receive a PR for the course until all contact hour requirements are completed. The evaluation of the final grade is based on

summative evaluations of the student's performance as submitted by the on-site supervisor. The site supervisors will rate students' counseling skills, techniques, knowledge, attitudes, and other attributes. Students are responsible for having supervisors complete a mid-term evaluation at approximately 300 contact hours and a final evaluation at the end of the contact hours. Students may not pass/complete this course without satisfactorily completing/submitting all of the requirements. **Note: if you are enrolled in COUN 8940, your attendance is required throughout the entire duration of the semester, even if you have finished your hours and assignments before the last day of the semester.** Grades will be announced only through the usual University procedures.

Final grades will be assigned based upon a Satisfactory or Unsatisfactory system: S = Successfully completed all of the course requirements. U = Failed to complete the course requirements.

Note: The instructor has discretion in determining students' satisfactory level of development and completion of course requirements. It is feasible that some form of impairment may surface during this course experience. If the instructor identifies impairment, it will be brought to the student's attention. At that time, a plan for remediation will be put into effect. A definition of impairment follows:

Overholser and Fine (1990) indicate that impairment is evaluated in five areas (a serious deficit in any of the following):

1. factual knowledge
2. generic clinical skills
3. orientation-specific technical skills
4. clinical judgment
5. interpersonal attributes

An operationalized definition of impairment for interpersonal attributes is offered by Frame and Stevens-Smith (1995) as the following:

1. inability to be open, flexible, positive, and cooperative
2. unwilling to accept and use feedback
3. unaware of impact on others
4. inability to deal with conflict and accept personal responsibility
5. inability to express feelings effectively and appropriately

Communications Policy: In accordance with University of Toledo policy all official email communication will **only be sent to students' university email addresses.** It is expected that students will read their email in a timely manner. Students may use laptop computers to take notes in class, when appropriate. However, the instructor considers it disrespectful when students use laptops and/or cell phones to check email, surf websites, or text during class time. Students in violation of this policy will be asked to leave class to tend to their business.

****Instructor Email Access:** I recognize that I will receive requests and questions via email from you on a regular basis, therefore I have designated times when I will respond to emails. I will check and respond to your correspondence Monday through Friday, generally within 48 hours if not sooner. **I will not check into the online course system, email, or respond to you over the weekend.**

Email: The University of Toledo issues each student an official UT email address. This email address usually takes the form of firstname.lastname@rockets.utoledo.edu. All email communications about this class will be sent to and all communications from students should be sent from your official UT email address. Students

will be expected to check this address regularly for official communications about this class. Email communications about this class will not be sent to personal email accounts and communications from personal email accounts may be blocked by UT spam filters.

Attendance: Due to the experiential nature of this course, punctual attendance, promptness, and preparation are mandatory. In addition, students are expected to attend the entire duration of class each day class is held. Students who cannot attend regularly due to other commitments should consider taking this course at a more appropriate time. If you anticipate an absence over the course of the semester, please discuss this with the instructor to receive prior approval. Please provide the date when you would expect to be absent as soon as you know about this possibility. If, due to an emergency or pre-scheduled significant activities, you anticipate being late for certain class(es), contact the instructor immediately. Failure to notify the instructor ahead of time may constitute an unexcused absence or lateness. More than one absence may result in lowering of your course grade.

NOTE: Only two total absences (i.e., excused or unexcused) will be allotted for this course. Anything more than two will automatically result in one drop in letter grade.

Policy Statement on Academic Dishonesty: Any student found cheating on a test or assignment or any student who represents the work of another person as his or her own on any of the papers, projects, presentations, or assignments will be subject to penalties ranging from a grade of zero (0) on the assignment to an F in the course to expulsion from the University. All students are subject to the University Policy Statement on Academic Dishonesty in the current Catalog and the Department Policy on Plagiarism which is posted on the Department website.

Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation;
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course.

While academic integrity is particularly the responsibility of the student, the faculty members also have a responsibility. Assignments and tests should be constructed and proctored so as to discourage academic dishonesty. Faculty members are expected to inform their students explicitly as to what materials and procedures are authorized for use in the preparation of assignments or in examinations (e.g., the use of calculator, computer, text materials, etc.). Should cases of academic dishonesty be found among students, the instructor may choose to counsel the student, or the following sanctions may be imposed:

- The student may be assigned an F for the work in question.
- The student may be assigned an F for the course. In this case the instructor should inform the Dean and the student of this action. The Dean will make certain that the student receives the F grade and is not permitted to withdraw from the course.
- The student may be placed on probation or suspended for some definite period of time, dismissed or expelled by the Dean if either the seriousness of the offense or a record of repeated offenses warrants it. A notation that such a sanction has been imposed will be made part of the student's permanent record. It is expected that the Dean will consult with the instructor and the student in making such a judgment, and that the Dean will notify the student of the sanction imposed and of the appeals procedure.

A student found to be academically dishonest by a faculty member may appeal according to procedures approved by the respective colleges. The procedures for making a final appeal to the Student Grievance Committee may be found in the Student Handbook.

Weather: In the event of a major snow or ice storm or other inclement weather, the University will announce class cancellations, delay of classes and changes to administrative office hours through the UT Alert text messaging system, e-mail, the UT home page at utoledo.edu, myUT.utoledo.edu, the UT snow line, 419.530.SNOW (7669), and on local radio and television stations. You can sign up for UT Alert at <http://myUT.utoledo.edu>. The University's policy is to remain open whenever possible to minimize interruption of teaching and research. It is also the University's policy that the hospital never closes.

Student Evaluations: At the conclusion of the academic term, students will have an opportunity to evaluate the instructor and the course. This is done anonymously and used as a means to improve instruction, course content, and the overall curriculum. Your comments, suggestions, and feedback are taken seriously and contribute significantly to course and program improvement. You are strongly encouraged to complete a course evaluation.

Course Changes: The course schedule, requirements, procedures, contents, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes during regular class meetings.

Student Accommodations:

The University of Toledo is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations memo from Student Disability Services, it is essential that you correspond with me as soon as possible to discuss your disability-related accommodation needs for this course. For students not registered with Student Disability Services who would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact the [Student Disability Services Office](#)

ADA Compliance: The University of Toledo provides educational opportunities to people with disabilities and complying with the ADA, Section 503 and Section 504 of the Rehabilitation Act of 1973 ("the Rehabilitation Act") and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. UT Policy Number 3364-50-03

Contact Information:
Office of Accessibility; Rocket Hall Rm 1820
Phone: 419.530.4981
Fax: 419.530.6137
Email: OfficeOfAccessibility@utoledo.edu

Statement of Diversity and Inclusion: In concert with the University of Toledo's values and expectations, the students, faculty and staff within the College of Health and Human Services uphold the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse students, faculty and staff; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities. Hence, all students enrolled in this course will be expected to:

- Be considerate of the thoughts and ideas of others
- Demonstrate accountability, integrity and honor in all course-related activities
- Promote a collaborative and supportive educational environment
- Treat every individual with kindness, dignity, and respect regardless of:
 - Gender
 - Race / Ethnicity
 - Religion
 - Sexual Orientation
 - Gender Identity, Gender Expression
 - Impairment(s) / Disability(ies)
 - Political Views
 - Social Class / Socioeconomic Status
 - Linguistic Diversity
 - Nationality / Country of Origin
 - Other Element(s) of Uniqueness

You can visit the University of Toledo's web-page on diversity and inclusion at <http://www.utoledo.edu/diversity/>.

**Doc Internship Tentative Schedule
Fall 2020**

Date/Time	Topics	Assignment Due Dates and Readings
Week 1 8/18/20	Overview of Course Expectations and Assignments How to design YOUR doctoral internship experience	Sign up for discussion leads
Week 2 8/25/20	Diversity & Inclusion	Career Goals Assignment Due
Week 3 9/1/20	The Institution: Higher Education Initial check-in on semester	
Week 4 9/8/20	Counselor Education, Accreditation, and Teaching UT CACREP Self-Study Area Conceptualizations	
Week 5 9/15/20	Evaluating Progress on ACA 2020 Area Conceptualizations Discussion Lead	
Week 6 9/22/20	Supervision Area Conceptualizations Discussion Lead	
Week 7 9/29/20	Counseling and Consultation Practice Area Conceptualizations Discussion Lead	
Week 8 10/6/20	Conference Preparation & Networking Area Conceptualizations Discussion Lead	CV Due
Week 9 10/13/20	Asynchronous Class	Discussion post due by 11:59 pm.
Week 10 10/19/20	Research Area Conceptualizations Discussion Lead	
Week 11 10/26/20	Theories of Leadership Professional Associations--Leadership & Service Activities/Roles Area Conceptualizations Discussion Lead	
Week 12 11/2/20	Advocacy Area Conceptualizations Discussion Lead	
Week 13 11/9/20	Post Conference Area Conceptualizations Discussion Lead	

Week 14 11/16/20	Evaluation of Internship	
Week 15 11/23/20	Thanksgiving Week-No Class	
Week 16 11/30/20	Finals Week No Class	

*****The above schedule and procedures are subject to change at the discretion of the instructor.***

Guidelines for Case Presentation

1. Identify and explain your theory(ies) of counseling.
2. Present your client's identifying information
 - a. Fictitious name
 - b. Date of birth/age
 - c. Ethnicity
 - d. Marital/relationship status
 - e. Educational background
 - f. Religious affiliation, if applicable
 - g. Work history
 - h. Legal/military history, if any
 - i. Biological/medical complications
 - j. Developmental history
 - k. History of counseling
3. Clinical Observations
 - a. For example, odd or peculiar behaviors
4. Presenting Problem
 - a. Diagnosis, if applicable
 - b. DSM criteria met for diagnosis
 - c. Treatment plan and degree of success in achieving plan to date.
5. Review of psychological assessment, if any
6. Review of course of treatment
7. Prognosis
8. Recommendations for future treatment
9. Impact of supervision on this case
10. What did you learn from this case?
 - a. About counseling
 - b. About your theory
 - c. About yourself as a counselor
 - d. About diagnosis