COUN 552 001
Internship
COURSE SYLLABUS: Fall 2012

Instructor: Shahab Dean Aslinia, Ph.D., LPC-S, NCC, BCPC
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COURSE INFORMATION

Materials – Text, Readings, Supplementary Readings

ISBN: 9780137070183

Required: Smead (2000) Skills for Living: Adolescents (Volume 2)
ISBN: 9780878224203

Reserved Readings

Recently published manuscripts related to course topics occasionally may be assigned as outside reading. Copies will be available through eCollege as copyright laws permit.
Supplemental Materials

As copyright laws permit, supplemental materials will be distributed and/or made available via eCollege. These materials may include, but are not limited to, diagrams, charts, summarizations, tables, and lecture outlines.

Course Description

Catalog Description of Course

552. Internship. Three semester hours.
Primary interest is on integration of process, conceptual, professional, and personal skills. Provides extensive supervised experience in a setting closely aligned with student's chosen program. Course is repeated for two, three-credit hour courses, each requiring approximately 20 weekly hours (300 total in each) of field experience, to meet master’s requirement of six hours of internship. Prerequisites: Application form returned to department several months before actual enrollment in this course (check department for availability and due dates); grade of "B" or better in COUN 516 and an “S” in 551. Students must receive a grade of “S” in first semester of 552 to progress to second semester of 552, and an “S” in second semester of 552 to graduate.

General Course Description

Internship provides extensive supervised on-the-job experience in a community counseling, school counseling, or student affairs setting closely aligned with the student's professional career goals.

Course Objectives include, but are not limited to, the following.
The student will demonstrate understanding and appropriate application of:

1. Counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences
2. Counselor and consultant characteristics and behaviors that influence helping processes including verbal and nonverbal behaviors and personal characteristics, orientations, and skills.
3. Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions.
4. Models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling
5. Non-counseling direct services that are provided at the student's internship site such as interpreting assessments, leading psychoeducational groups, etc.
6. Indirect services that are provided at the student's internship site such as record keeping, Coordination, program planning, etc.
7. Professional resources that are available at the student's internship site such as assessment Instruments.
8. Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

Content Areas include, but are not limited to, the following:

1. Requirements for internship
2. Professional conduct during internship
3. Receiving and using supervision
4. Crisis intervention: Procedural guidelines
5. Legal and ethical issues
6. Applying desirable direct services at field sites (see desirable experiences list)
7. Applying desirable indirect services at field sites (see desirable experiences list)
8. Using appropriate professional resources at field sites (see desirable experiences list)

**TExES COMPETENCIES THAT RELATE TO THIS COURSE**

(TExES is the state examination required for school counselor certification.)

**Competency 001 (Human Development)**
The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

**Competency 002 (Student Diversity)**
The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

**Competency 003 (Factors affecting Students)**
The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

**Competency 006 (Counseling)**
The school counselor understands how to provide effective counseling services to individuals and small groups.

**Competency 007 (Assessment)**
The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

**Competency 008 (Collaboration with Families)**
The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

**Competency 009 (Collaboration with Others in the School and Community)**
The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

**Competency 010 (Professionalism)**
The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

**METHOD OF INSTRUCTION**

Lecture, discussion, seminar, web-enhanced online course/assignment submission, and supervised application.

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**COURSE REQUIREMENTS**

**COURSE REQUIREMENTS** include, but are not limited to:

1. The 600 clock-hour total for supervised experience must include a minimum of 240 hours of direct service work with clientele appropriate to the community, school, or student affairs program emphasis area.

2. On-campus class meetings will be arranged by the instructor of record to meet the instructional needs of the section to which the student is assigned. A schedule of these meeting times will be published by the instructor of record. Individual supervision sessions will occur at the discretion of the instructor of record.

3. Weekly interaction with an average of one hour per week of individual and/or triadic
supervision, throughout the internship (usually performed by the on-site supervisor)

4. An average of one and one half hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member.

5. The student will negotiate a Field Experience Contract with the on-site supervisor. This contract constitutes an agreement between the student, field supervisor and instructor of record and specifies the student's activities, hours, and supervision arrangements.

6. The student will submit a Weekly Activity Log to the instructor that will document a cumulative record of hours including: a. direct on-site contact hours b. on-site individual supervision c. on-site group supervision with other interns d. on-campus group supervision e. indirect hours on site (excluding supervision) The activity log will also include brief descriptions of the student's on-site activities and reactions.

7. The student will submit audio and/or video tapes, for use in supervision, of the student's interaction with clientele appropriate to the student's field setting. The number and specific requirements for these tapes will be published by the instructor of record.

8. The student is expected to perform activities that a regularly-employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring.

9. The student will complete an evaluation of field site experiences during the last week of the semester. These evaluations will be filed with the department's Coordinator for Field Placement.

10. The student will maintain professional liability insurance throughout internship.

ASSIGNMENTS

1. Students will spend a minimum of CACREP=275 hrs. (Approximately 20 hours/week) at the field experience site, with documentation of such on a Record of Hours Form.

2. Students will negotiate a Field Experience Contract and an Emergency Contact with their on-site supervisors.

3. Case Study—Students will develop a comprehensive written case study that will include a general idea of how change occurs applied to an individual case, the development of a treatment plan, incorporating diagnostic inferences as well as intervention strategies. A Case Study guide will be handed out in class. Internship I and II will have slightly different expectations reflecting developmental differences. Students will be prepared to present his case study orally to their classmates, and submit a written copy of the Case Study to the instructor. Theory of Change Paper is also required at the end of semester for Intern 2 students.

4. Presentation of a therapeutic intervention with rationale for its use. Outline will be distributed

5. Class Meetings—Attendance is required. Students may also be required to meet with the instructor for individual supervision. Refer to the university policy for percentage breakdown.

6. A selected number of audio/videotapes with a typed analysis will be brought to group supervision. Tapes WILL NOT BE ACCEPTED after the due date. Tapes that are not clear will be returned to the student without credit. BE SURE THE TAPE IS CLEAR AND AUDIBLE! Each tape will be critiqued in class where possible; in addition feedback from your instructor will be provided you the week after you turn in your tape. During class, you need to be prepared to provide each other with constructive feedback. Your Field Supervisor will give you direction on case management; Your Instructor, that would be
me, will be emphasizing your skills, interventions and conceptual understandings of your clients. There will also be a strong emphasis on "you" in relationship to the therapeutic relationship.

AUDIO/VIDE0 TAPE RULES

Students must be able to record sessions on any of the following formats: VHS, DVD, VCD, or Digital File. Digital Files will be the preferred format, as some of the tapes may have to be uploaded to eCollege for others to comment on.

Unclear tapes will be returned to students with no grade. Tapes must be accompanied by a release from signed by client. Tapes will be accompanied by an analysis (handout will be provided). Tapes handed in class must have student identification present.

AUDIO/VIDE0 TAPE EVALUATION

Your instructor will evaluate your counseling effectiveness on each tape. The evaluations will be holistic with an emphasis on Process and Communication Skills demonstrated on the tape itself, and Conceptualization Skills demonstrated on the tape and in your self-critique. Ratings will be in one of two categories:

• Unsatisfactory Tapes receiving this rating range from detracting (serious or frequent misapplication of counselor role) to adequate (slightly facilitative). Clear changes in counselor performance would be necessary in subsequent sessions for substantive progress.
• Satisfactory Tapes receiving this rating are effective (productive involvement with client, likely positive outcome).

Because again, as in the other clinical courses, learning in this course is developmental, a tape which earns a check plus at the beginning of the course would, if turned in later in the course, probably receive a lower rating. Basically this means that standards for a given rating get higher as the semester progresses.

DEVELOPMENTAL STATUS AT BEGINNING OF COURSE

During the beginning sessions, each student will conduct a brief interview with another student. Feedback on current developmental status as a professional counselor will be provided. This feedback will include the instructor's ideas regarding what steps students might need to take in order to successfully complete this last sequence of coursework. If a student desires additional feedback regarding his/her developmental status, please make an appointment. If feedback beyond this is needed, the instructor will inform the student so that a review by the Clinical Instruction Committee can be initiated early in the semester.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Students will be evaluated on their continued development and demonstration of the following skills and competencies A mid-term & end-of-semester evaluation will be conducted.
Process Skills: These include skills learned in Pre-Practicum and refer to counselor behaviors that can be observed either through two-way mirrors, videotaping, or audio-taping. These skills enhance the process of counseling and will be evaluated in their execution rather than their choice.

Conceptual Skills: Most of the counselor's covert behaviors are found here. Conceptual skills reflect deliberate thinking and case analysis. There are two kinds of thinking in this area: conceptualization during the session and between the sessions. Kinds of behaviors that represent these skills include:

• understanding what the client is saying;
• identifying themes in the client messages;
• choosing strategies appropriate to client goals;
• recognizing even subtle improvement by the client.

Personalization Skills: These include both easily observable and subtle behaviors. Because counseling is a very personal activity, these skills will indicate how well the student has adjusted to the role of helper. Examples of these might include:
• comfort with the responsibility of being a counselor;
• being able to separate one's own issues from those of the client.

Professional Skills: These include ethical behaviors both within, and outside, counseling sessions. Examples include, but are not restricted to, the following:
• completing paper work on time,
• safeguarding confidentiality,
• behaving professionally in field placement,
• dressing appropriately for counseling contacts,
• not being defensive with an accusing client,
• being able to handle a range of personal emotions, and
• being able to accept constructive critique.

End of Course grades will be based on the following:
--50% Tapes and written critiques.
--15% Case Study
--25 % Presentation of a therapeutic intervention with rationale for its use
--10% Demonstration of appropriate counseling skills during class sessions; consistent demonstrations of professionalism, including adherence to ethical standards, prompt completion of assignments, initiative, attendance (mandatory as absences will affect your grade*), etc; active and appropriate participation in class. Participation includes constructively offering and receiving feedback from instructor and peers, as well as willingly interacting in any group assignment/discussion..

* Excessive absences will activate the Department's Retention Policy.

The following is a general description of the qualities of performance that meet grade criteria for this course.

A grade of "S" represents an acceptable level of effectiveness in the use of the process and communication, conceptualization, personalization, and professional skills taught in this course. Students who achieve this grade are usually more comfortable with feedback and have a
positive view of the opportunities presented in training and supervision.

A grade of "U" represents an unacceptable level of effectiveness, and is a restricted or qualified endorsement. Students with this grade are functioning below the level required for field placement. There are usually severe limitations in certain areas. Students who fail to grasp and to consistently demonstrate basic communication and interpersonal skills will generally earn this grade.

When students demonstrate personal limitations that might impede future performance, or consciously violate ethical standards, and are ineffective and harmful to clients, then these students will not receive the instructor's endorsement to continue with the program.

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**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Course Policies**

**ATTENDANCE AND LATE POLICY** Students are expected to attend all assigned classes and arrive on time. Attendance in this class is critical and cannot be emphasized enough. Even missing one class may hinder your skill development. If you know that you are going to miss a class, email or call me 24 hours prior to class. More than 1 absence from class will result in a deduction of 30 points from your final grade. More than 2 absences from class will result in a failing grade. As stated previously, missing more than one supervision session will result in a failing grade in the class. Make every attempt to be on time. Arriving late will affect your grade.

**ASSIGNMENT POLICY** I expect you to turn in all assignments at the beginning of class on the due date designated in the syllabus. Late assignments are not accepted and will receive a grade of zero.

**ELECTRONIC COMMUNICATION DEVICES**

If you have a cell phone or any other type of electronic communication device with you (including iPads and laptops), please disarm it before entering the classroom and keep it off for the duration of class. In addition, neither texting nor phone calls are allowed in class. You will lose all daily participation points if you use any electronic device during class.

**STUDENTS WITH DISABILITIES**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

*Office of Student Disability Resources and Services Texas A&M University-Commerce*  
Gee Library, Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamu-commerce.edu

**CONDUCT AND ACADEMIC HONESTY**

“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” (See Student’s Guide Handbook, Polices and Procedures, Conduct) “Graduate students at Texas A&M University-
Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work.” (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

UNIVERSITY CLOSING DUE TO WEATHER
Check http://www.tamu-commerce.edu/ regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

TECHNOLOGY REQUIREMENTS
This will be a web-enhanced course and some obvious technological resources will be required.

- Access to a computer with
  - Internet access (high-speed preferred)
  - Word processing software (Microsoft Word preferred)
  - A microphone for recording comments on eCollege (Webcam optional)
  - As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.
- Access to a camera for recording sessions (must be able to provide digital files for uploading)

ACCESS AND NAVIGATION
Access and Log in Information

This course will be utilizing eCollege to enhance the learning experience, eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the ‘Help’ button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)
<table>
<thead>
<tr>
<th>Week</th>
<th>Class Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/28</td>
<td>All Students Introduction/ Syllabus/ Intakes</td>
<td>Bring Paperwork</td>
</tr>
<tr>
<td>2</td>
<td>9/4</td>
<td>All Students – Ethical and Legal Issues/ Crisis Intervention</td>
<td>Make sure to logon to eCollege and find enhanced course</td>
</tr>
<tr>
<td>3</td>
<td>9/11</td>
<td>Group A – Tapes and Analysis</td>
<td>Tape #1 / Recorded Site Hours</td>
</tr>
<tr>
<td>4</td>
<td>9/18</td>
<td>Group B – Tapes and Analysis</td>
<td>Tape #1 / Recorded Site Hours</td>
</tr>
<tr>
<td>5</td>
<td>9/25</td>
<td>No F2F Class? - Online Readings/Lecture</td>
<td>Tape #2 /Analysis due for Group A Online Voice Thread / Recorded Site Hours</td>
</tr>
<tr>
<td>6</td>
<td>10/2</td>
<td>No F2F Class? - Online Readings/Lecture</td>
<td>Tape #2 /Analysis due for Group B Online Voice Thread / Recorded Site Hours</td>
</tr>
<tr>
<td>7</td>
<td>10/9</td>
<td>Group A</td>
<td>Midterm Evaluations Due/ Recorded Site Hours</td>
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<tr>
<td>8</td>
<td>10/16</td>
<td>Group B</td>
<td>Midterm Evaluations Due/ Recorded Site Hours</td>
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<tr>
<td>9</td>
<td>10/23</td>
<td>Group A</td>
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<tr>
<td>10</td>
<td>10/30</td>
<td>Group B</td>
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<tr>
<td>11</td>
<td>11/6</td>
<td>All Students - Presentations – Watch Tapes</td>
<td>Case Studies / Tape #3 /Analysis due/ Recorded Site Hours</td>
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<tr>
<td>12</td>
<td>11/13</td>
<td>All Students - Presentations – Watch Tapes</td>
<td>Case Studies/ Tape #3 /Analysis due/ Recorded Site Hours</td>
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<tr>
<td>13</td>
<td>11/20</td>
<td>No F2F Class – Online Assignment (Thanksgiving Break 11/22-11/23)</td>
<td>See Online</td>
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<tr>
<td>14</td>
<td>11/27</td>
<td>All Students - Presentations – Watch Tapes</td>
<td>Case Studies/ Tape #3 /Analysis due/ Recorded Site Hours</td>
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<tr>
<td>15</td>
<td>12/4</td>
<td>All Students</td>
<td>Final Paperwork Due</td>
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<tr>
<td>16</td>
<td>12/11</td>
<td>Finals Week</td>
<td>Finals Week</td>
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Disclaimer: The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced in class, in eCollege or via email by the instructor. Students who do not check eCollege or their email assume responsibility for missing alterations to the course.