

Texas A&M University-Commerce
Department of Counseling

COUN 552: Internship

Fall 2012

INSTRUCTOR: Jamaica Powell Chapple, PhD, LPC-I,
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OFFICE HOURS

Mondays By appointment
Tuesdays 3:00pm to 4:30pm (Commerce)
Wednesdays 3:00pm to 4:30pm (Metro/Mesquite)
Thursdays 3:00pm to 4:30pm (Metro/Mesquite)

COURSE MEETINGS

Thursdays, 7:20pm to 10:00pm – (Metro/Mesquite)

CATALOG DESCRIPTION OF THE 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 551. Students must receive a grade of "B" or better in first semester of 552 to progress to second semester of 552, and a "B" or better in second semester of 552 to graduate.

GENERAL COURSE DESCRIPTION

This course provides a setting in which students can encounter actual on-the-job experience closely aligned with their professional career goals. This course requires on-campus class meetings as well as 275 hours at the student's field site.

COURSE OBJECTIVES include, but are not limited to, the following.

1. Applying knowledge and theory to direct work experiences in areas such as counseling, consultation, and coordination.
2. Demonstrating continued growth in the application of counseling skills learned in pre-practicum and practicum.
3. Demonstrating continued growth in the application of conceptualization skills.
4. Displaying a comprehensive knowledge of ethical and professional conduct of responsibilities appropriate to the intern's work setting and to the intern's on-campus course-related requirements.
5. Demonstrating familiarity with the internship site (policy, procedures, program development/evaluation, facility, materials, records, clerical assistance, etc.)

6. Demonstrating knowledge of, and the ability to form, productive relationships with the diversity of clients served at the internship site.
7. Becoming skilled in the use of a variety of professional resources such as appraisal instruments, technology, printed/electronic information, etc.
8. Practicing ACA standards and related entities and applying ethical and legal considerations in professional counseling.

SKILLS DEVELOPMENT FOCUS include, but not limited to, the following:

1. **Process Skills:** These include the skills learned in COUN 516 and 551 and refer to observable counselor' attitudes and skills. Process skills range from paraphrasing to more complex skills such as attempts to empathizing, confronting discrepancies, responding to nonverbal behavior, pacing a session, and using silence.

2. **Conceptual Skills:** These skills include:
understanding what the client is saying.
identifying themes in client messages.
choosing strategies appropriate to client goals.
recognizing even subtle improvement by the client.

Conceptualization skills involve understanding patterns and themes with each client. Conceptualization skills also involve being able to distinguish between important and unimportant client statements and processes.

3. **Personalization Skills:** These skills include contributions that the intern makes as an individual, including her personality, cultural background, sensitivity toward others, and sense of humor. This includes how you use your personality with clients. Since 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 own issues from those of the client
- being able to handle a range of personal emotions
- being able to accept constructive criticism

4. **Professional Skills:** These include behaviors from outside the counseling session.

Examples of these might include:

- completing paper work on time
- safeguarding confidentiality
- behaving professionally in the field placement and in class

In addition students will be expected to demonstrate effective interpersonal communication in their professional relationships as well as a commitment to professional and social responsibility as defined by the Ethical Guidelines of the American Counseling Association available at <http://www.counseling.org//AM/Template.cfm?Section=Home> (Click on resources; click ethics; click ACA code of ethics.)

COURSE REQUIREMENTS AND GRADING

On all assignments, submit the **original** document (not a photocopy) to your instructor.

1. Students will spend a **minimum of 275 hours** at the field experience site and submit a **Weekly Activities Log (WAL)** documenting these hours to the instructor. Interns will also write a brief description of their weekly activities. As the WAL form states, this description should include your own reaction to the week. Make at least one entry for each day at your field site, and one entry for each class/supervision meeting. The Log will also maintain a cumulative record of on-site hours. Turn in the handwritten or typed log and **keep a copy**. I will not return the copy that you give me. Use the form provided, and make 15 copies - one for each week. **Due each class period.**

2. You will negotiate a **Field Placement Contract** with your on-site supervisor. The contract should indicate duties and hours per week, as well as supervision and internship experiences. The contract must be signed by the field supervisor, the student, and the instructor. Make sure that all information asked for is provided. Be sure that telephone numbers and zip codes are accurate. Make a copy of the crisis procedures form for your records and give me the original. **Due September 1.**

3. **Group/Class Meetings:** Please consult attached schedule of class meetings. **Attendance is required** - there are no exceptions. Arriving late and leaving early will be treated as an unexcused absence. You may also be required to meet with me for individual supervision. Interns need to be very clear that there is no substitute experience for class/supervision. If you have plans which interfere with attendance you need to consider dropping the course.

4. **Case Conceptualizations:** Students will develop a comprehensive written case conceptualization utilizing a theoretical interpretation. A sample will be made available. Informal Case Presentations may be made in class. This presentation will be less formal than the case conceptualization. You will have about 15 minutes to present your case then we will ask you questions. This assignment does not have a separate grade; your grade on these presentations will be a part of your class participation grade.

5. **Field Supervision:** Weekly interaction with an average of one hour per week of individual supervision by the on-site supervisor is essential. Students are expected to submit tapes to site supervisors and consult about cases during these meetings. **Note: Supervisors sitting in on sessions does not constitute appropriate supervision unless followed by discussion of the session between supervisor and intern.** Remind your supervisor a week or two before the form is due. Failure to meet these due dates will lower your final grade.

6. **Three videotapes with a typed case analysis** will be brought to class for supervision. A 10- minute section of the tape is to be transcribed (verbatim), typed, and **double-spaced**. I **strongly recommend** that you **tape more sessions than you need** in case you are not pleased with your performance on a tape. This section should be indicative of your best work in the session. All clients (or the parent of the client) will

sign a "Consent for Video Taping" form, which the intern will present to the instructor with the tape.

Procedures regarding tapes:

Tapes will not be accepted late. Unclear tapes will be returned to the students

Tapes will be of individual counseling sessions accompanied by **several copies** (one for each group member and instructor) of **typed analysis and transcription**.

Tapes will be **cued** to the 10-minute segment described in the analysis.

Tapes will have student's name and tape # on the outside of the tape.

Case analysis:

Include client demographics: age, gender, ethnicity, family constellation, etc.

Description of presenting problem, referral source, areas of concern

Interventions and techniques used in the session and a rationale for choosing these responses. Evaluate your interventions and techniques

Other items to include: Your analysis will be considerably longer than the brief excerpts below. The self-evaluation should focus primarily on you, not the client.

Demographics: SB is a 15 year-old Asian American male who is in 9th grade. He is the youngest of four children and lives with both biological parents.

Presenting problem: SB was referred by his teacher. He is currently failing science and language arts and has been referred to the principal for disruptive behavior.

Areas of concern: SB appears to have low self-esteem and few friends. He does not appear to have support for his schoolwork at home. His parents do not speak English well and are not very involved with his school responsibilities.

Interventions/techniques: The counselor used reflective listening, open-ended questions, paraphrasing, clarifying, and summarizing. Goal setting was also utilized. A homework assignment was given.

Self-evaluation: SB seemed more comfortable today with my approach. I think that I was more comfortable as well. I noticed when I transcribed my tape that I asked several closed-ended questions and did too much of the talking. It seems like I did most of the work. I plan to use an activity next session to shift responsibility to him.

You need to be prepared to give and receive constructive feedback. Provide a copy of your written analysis to each of your group members. Your field supervisor will give you direction on case management; I will be emphasizing your skills, interventions and conceptual understandings of your clients. **Erase all tapes** before the semester ends.

7. **Professional Readings:** These will be taken from the texts on the reading list as well as selected journal articles. Students should be prepared to discuss assigned readings.

8. Students will maintain professional liability insurance throughout the internship.

When a student demonstrates personal limitations that impede performance or might impede future performance, or consciously violates ethical standards, and is ineffective and harmful to clients then that student will not receive the instructor's endorsement to continue with this program. (ACA Code of Ethics and Standards of Practice)

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Students will be graded on a satisfactory/unsatisfactory basis for this course. A satisfactory rating “S” represents an expected level of effectiveness or better. Students demonstrate a satisfactory skills level, and have a uniformly beneficial effect on the clients at their field placement. Students are expected to demonstrate an acceptable level of effectiveness in the integrated use of process and communication, conceptualization, personalization, and professional skills. Students who achieve this grade are usually more comfortable with feedback and have a positive view of the opportunities presented in training and supervision. An unsatisfactory rating “U” represents a minimal 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 consistently demonstrate basic communication and interpersonal skills or are unwilling or unable to incorporate feedback into their work will generally earn this grade. Students earning an unsatisfactory rating will generally be expected to repeat the course and will work with the faculty member to develop a remediation plan. When students demonstrate personal limitation that might impede future performance, consciously violate ethical standards, and/or are ineffective and harmful to clients, then these students will not receive the instructor’s endorsement to continue with the program.

REQUIRED TEXT(S) AND/OR READING(S)

- Corey, G. (2009). *Case approach to counseling and psychotherapy* (7th ed.). Monterey, CA:Brooks/Cole. (Community & School Programs).
- Smead, R. (2000). *Skills for living: Group counseling activities for young adolescents*. Champaign, IL: Research Press. (School Programs).
- Thompson, C. L. & Henderson, D. (2003). *Counseling children* (7th ed.). Belmont, CA: Brooks/Cole.

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.

GRADING

This class is pass/fail. You must have a minimum of 192 points to pass the course.

Attendance/class participation 40 points

Tape/Anal 1 50 points

Tape/Anal 2 50 points

Tape/Anal 3 50 points

Subjective assessment 50 points

Total 300 points

Grades will be assigned according to the following scale:

A = 90% - 216 points

B = 80% - 192 points

C = 70% - 168 points

D = 60% - 144 points

ATTENDANCE

The student is expected to attend class regularly. University guidelines regarding attendance policy will be followed. Repeated absences or consistent lateness will result in a lower evaluation of students and may affect students' ability to pass the course depending on the amount of supervision time missed. If students must miss class, arrangements must be made with the instructor *in advance (via email)*. If an emergency arises that prevents the student from getting to class on time or not at all, call the instructor's cell number above to explain the reason for the emergency as soon as possible.

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, Policies 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&MCommerce 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).

COURSE SCHEDULE

8/30/2012

- **All students**
- Introduction
- Course overview
- Submit documentation
- Field sites

Week 2

9/6/2012

- **All students**
- Ethical issues
- Intakes & session structure
- Records
- WALs & hours due
- Group assignment

Week 3

9/13/2012

- Group 1
 - WALs & hours due
 - Supervision
 - Case conceptualization
- _ Tape 1 & Case Analysis due**

Week 4

9/20/2012

- Group 2
 - WALs & hours due
 - Case conceptualization
 - Supervision
- _ Tape 1 & Case Analysis due**

Week 5

9/27/2012

- Group 1
- WALs & hours due
- Counseling theories - Overview
- Supervision

Week 6

10/4/2012

- Group 2
- WALs & hours due

- Counseling theories - Overview
- Supervision

Week 7

10/11/2012

- Group 1
- WALs & hours due
- Theory application
- Supervision

– **Tape 2 & Case Analysis due**

Week 8

10/18/2012

- Group 2
- WALs & hours due
- Theory application
- Supervision

– **Tape 2 & Case Analysis due**

Week 9

10/25/2012

- All

Students

– **Midterm Evaluations due**

– **Individual conferences**

Week 10

11/1/2012

All

Students

- Group 1
- WALs & hours due
- Counseling techniques
- Supervision

– **Tape 3 & Case Analysis due**

Week 11

11/8/2012

- Group 2

WALs & hours due

- Counseling techniques
- Supervision

– **Tape 3 & Case Analysis due**

Week 12

11/15/2012

- Group 1
 - WALs & hours due
 - Supervision
- **Student presentations**

Week 13
11/22/2012
No Class Thanksgiving Break

- Week 14
11/29/2012
- Group 2
 - WALs & hours due
 - Supervision
- **Student presentations**

- Week 15
12/6/2012
- Group 1
 - WALs & hours due
 - Supervision
 - Termination
- Final Paperwork due**

- Week 16
12/13/2012
- Group 2
 - WALs & hours due
 - Supervision
 - Termination
- Final Paperwork Due**