

**COUN 552
INTERNSHIP**

FALL 2012
3 semester hours
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OFFICE HOURS

Monday	11:00am to 3:00pm (Binnion)
Tuesday	11:00am to 3:00pm (Binnion)
Wednesday	3:00pm to 4:30pm (CHEC)
Thursday	3:00pm to 4:30pm (CHEC)
Friday	(by appointment only)

COURSE MEETINGS

Thursday, 4:30pm to 7:10pm – CHEC/Mckinney

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. Taken as a two-semester sequence of two three credit-hour courses each requiring approximately 20 weekly hours (300 total in each) of field experience. Prerequisites: Application form returned to department several months before actual enrollment in this course (check department for availability and due dates) and a grade of "B" or better in Coun 516 and 551.

GENERAL COURSE DESCRIPTION:

Internship provides extensive supervised on the job experience in a community counseling, school counseling, or student affairs in higher education 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, technology, printed/electronic information, etc.
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:

Skills development will focus on four major areas of competence:

1. **Process Skills:** These include the skills learned in COUN516 and 551 and refer to counselor behaviors that can be observed either through one-way mirrors videotaping, or audio taping. These skills enhance the process of counseling, and will be evaluated in their execution rather than their choice.
2. **Conceptual Skills:** Most of the counselor's covert behaviors are found here. Kinds of behaviors that represent these skills include:
 - A. understanding what the client is saying
 - B. identifying themes in client messages
 - C. choosing strategies appropriate to client goals
 - D. recognizing even subtle improvement by the client
3. **Personalization Skills:** These are both easily observable and subtle behaviors. 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:
 - A. comfort with the responsibility of being a counselor
 - B. being able to separate own issues from those of the client
 - C. not being defensive with an accusing client
 - D. being able to handle a range of personal emotions
 - E. being able to accept constructive criticism
4. **Professional Skills:** These include behaviors from outside the counseling session.

Examples of these might include:

- A. completing paper work on time
- B. safeguarding confidentiality
- C. behaving professionally in the field placement
- D. dressing appropriately for counseling contacts

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.

METHOD OF INSTRUCTION

Lecture, discussion, and supervised application.

COURSE REQUIREMENTS include, but are not limited to:

1. The 300 clock-hour total for supervised experience must include a minimum of 120 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 keep a *Weekly Activity Log* 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)
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.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Students will submit tapes for review by the instructor. Tapes will be reviewed and evaluated on the student counselor's demonstrated effectiveness in the counseling session.

Evaluation of effectiveness will be on a scale of 1 to 5; an evaluation of 3 or higher is required to pass.

- 1 – poor
- 2 – minimal
- 3 – satisfactory
- 4 – very good
- 5 – excellent

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

An Pass represents at minimum an expected level of effectiveness. Students demonstrate a satisfactory skills level, and have a uniformly beneficial effect on the clients at their field placement. 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 fail represents a lower than expected level of effectiveness. Students with this grade are functioning below the level required for field practicum. There may be severe limitations in certain areas. Students who fail to grasp and 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. (ACA Ethical Standards)

Required Text(s):

Jongsma, A.E., Jr, & Peterson, L.M. (2006). The complete adult psychotherapy treatment planner (4th ed.). New York: John Wiley & Sons. ISBN-10: 0471763462, Or the treatment planner appropriate to your area.

Sperry, L., Carlson, J., Kjos, D. (2002). Becoming an effective therapist. Boston: Allyn & Bacon. ISBN-10: 0205322077

Kottler, J. (2010) On being a therapist (4th ed.). San Francisco, CA: Jossey-Bass. ISBN-10: 0470565470

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 meet 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.

ASSIGNMENTS

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 – identify individual clients by *first name and last initial*, and indicate the length of time spent in individual counseling. Description of activities might include new insights, unusual reactions, problems, successes etc. 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 onsite hours. Use the form provided and make 15 copies - one for each week. On the Thursday evenings when you are not scheduled to meet for supervision, hand-deliver this log to my office or mail so that the log arrives in my office by the following Monday. DO NOT FAX.
2. Students will negotiate a **Field Experience Contract** with their on-site supervisors. 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.
3. **Group/Class Meetings:** Please consult attached schedule of meetings. Attendance is required - there are no exceptions. Arriving late and leaving early will be treated as an unexcused absence. Students may also be required to meet with the instructor 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 drop the course.
4. **Case Study/Presentation:** Students will develop a comprehensive written case study utilizing two contrasting theoretical interpretations. One theory may be the student's personal theory provided that this has been established during Practicum or Internship I. A Case Study Guide will be handed out in class. Instructions for the case study will be based on the student's enrollment status, either in Internship I or Internship II. Students will use the major headings from this handout when organizing their materials. Students will present this case study orally to the class, and submit a typed copy of the case study to the instructor. Case Presentation assignments will be made in class. You will have about 20 minutes to present your case then we will ask you questions. Note the time limit! You need to learn to present the circumstances about a client in a concise and clear way.

5. **Audio or videotapes** will be brought to class for **group supervision**. Each tape will be critiqued in class where possible.
 - A. A case consultation form must be completed for each tape brought to class for group supervision. A tape without a complete case consultation form will not be reviewed during group supervision.
 - B. You need to be prepared to provide each other with constructive feedback. Your Field Supervisor will give you direction on case management; I will be emphasizing your skills, interventions and conceptual understandings of your clients. Please remind yourself and each other to erase all tapes before the semester ends. ***All clients taped for any reason will sign a “Consent for Video/Audio Taping” form prior to making a recording. Persons under the age of 18 must have a parent or legal guardian sign the form. This form must accompany each tape submitted for supervision.***
6. Four **audiotapes** or **videotapes** with **written analyses** will be submitted for grades. Students will select four tapes for evaluation by their faculty supervisor as part of their grade. *These tapes must not be the same as those chosen for group supervision in class.* A completed audiotape analysis form and consent form will accompany each recording submitted for evaluation. Students are responsible for the sound quality of their tapes. Unclear tapes will not be accepted. Label each tape with your name, date, and tape number. **Do not place the client’s name on the tape.** The tapes you submit for a grade in this class cannot be/have been used in other courses.
7. **Professional Readings:** These will be taken from the texts on the reading list as well as selected journal articles. Students may be asked to report verbally during as assigned class meeting.

ATTENDANCE

The natures of this course demands that all students be present for every class session and actively participate in discussions. Students are responsible for all information disseminated in class (even if the student is absent). Attendance is mandatory. More than 1 absence will result in you being dropped from the class. The student is expected to attend class regularly. University guidelines regarding attendance policy will be followed. For those weeks with online assignments, missing assignments (discussion board included) or turning in assignments late will be considered as absence for that week. With regards to the discussion board, **each student is expected to contribute to the online learning experience as if they were in class.** To participate in the discussion, take time to think about what you write and how it relates to the topic and the specific discussion statement. You are expected to make a minimum of three (3) entries per discussion. Please respond to the discussion question in your first entry and feedback to the comment(s) of your classmates.

AUDIO/VISUAL RECORDING OF CLASS CONTENT

Students who wish to tape record lectures or class content must request permission from the instructor prior to doing so. The nature of counseling courses is such that students may sometimes share personal information. Therefore, students must secure permission from the instructor prior to taping. If permission to tape is granted, students must cease taping when fellow students share personal or confidential information during class.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students requesting accommodations for disabilities must go through the Academic Support Committee. For more information, please contact the Director of Disability Resources and Services, Halladay Student Services Building, Room 303D, (903) 886-5835.

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).

TENTATIVE SEMESTER SCHEDULE

Note: Changes may have to be made. If so, they will be announced in class. You are responsible for knowing of any changes even if they are absent when changes are announced.

Class/Date	Topic and Readings	Assignments
1/Aug. 30	<i>Introductions, Texts, Syllabus, & Expectations</i>	Field Experience Contract, Ethics Agreement, Liability Insurance
2/Sept. 6	<i>Tape Analysis Questions</i> <i>Integrating Theory & Practice</i> <i>Skills Review (Handouts)</i> – Bring Sperry Text	Read: Ch 1 – 3 (Sperry); Weekly Activities Log (WAL)
3/Sept. 13	<i>Conceptualizing Clients,</i> <i>Diagnosis Review & Integrating Skills</i>	Read: Ch 4 & 5 (Sperry); (Bring Theories Text); WAL; Audiotape 1 Due (All)
4/Sept. 20	<i>Treatment Planning</i> – Bring Treatment Planner Text <i>Play Therapy/Using Toys in Counseling</i> <i>Discussion: Personal & Professional Lives</i> – Bring Kottler Text	WAL, Read: Ch 1 – 4 (Kottler)

5/Sept. 27	<u>Online Discussion & Group Supervision – SACES Conference</u>	Read: Ch 5 – 8 (Kottler)
6/Oct. 4	<i>Group A Supervision (Tape & CC)</i>	WAL, Audiotape 2 (Group A)
7/Oct. 11	<i>Group B Supervision (Tape & CC)</i>	WAL; Mid-semester Field Supervisor's Eval. (Group B); Audiotape 2 (Group B)
8/Oct. 18	<i>Group A Supervision (Tape & CC)</i>	WAL; Mid-semester Field Supervisor's Eval. (Group A);
9/Oct. 25	<i>Group B Supervision (Tape & CC)</i>	WAL
10/Nov. 1	<i>Group A Supervision (Tape & CC)</i>	WAL; Audiotape 3 (Group A)
11/Nov. 8	<i>Group B Supervision (Tape & CC)</i>	WAL; Audiotape 3 (Group B)
12/ Nov. 15	<u>Online Discussion & Group Supervision – TCA Conference</u>	Read Ch 8 – 12 (Kottler)
13/ Nov. 22	<u>No Class – Thanksgiving Holiday</u>	
14/ Nov. 29	<i>Group Supervision (Full Group – Tape & CC)</i>	WAL; Audiotape 4 (All)
15/ Dec. 6	<i>Group Supervision (Full Group)</i>	Case Study Presentations & Paper Due, Record of Hours (blue), Final Evaluation of Intern, Intern Evaluation of Field Site

CASE CONSULTATION FORMAT

Name of Intern:

Date:

Session number:

Start time for review _____

End time for review _____

Demographic data about the client:

Presenting problem:

Important history or environmental factors (especially multicultural issues):

Short summary of the session of focus:

Tentative assessment or problem conceptualization (diagnosis & rationale):

Axis I
Axis II
Axis II
Axis IV
Axis V

Plan of action & goals for therapy (treatment plan):

Intervention strategies:

Concerns or problems surrounding this session/case (ethical concerns, relationship issues, etc.):