

## **COUN 552: Internship Spring 2013**

**Instructor:** Steve Armstrong, Ph.D., LPCS, RPT-S

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**Office Hours:** Tues 3:00-4:30 (Commerce); Metro: Wed 3:00-4:30; Thur 4:00-7:00

### **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.

### **Required Texts:**

Armstrong, S. A. (2008). *Sandtray therapy: A humanistic approach*. Dallas, TX: Ludic Press.

Smead, R. (2000). *Skills for living: Group counseling activities for young adolescents*. Champaign, IL: Research Press. (School Programs)

Vernon, A. (2002). *What works when with children and adolescents*. Champaign, IL: Research Press.

### **Required reading:**

Practicum & Internship Handbook, School or Community. (2012).

American Counseling Association. (2005). *Code of ethics and standards of practice*. Alexandria, VA: Author.

### **Course Objectives:**

1. Apply knowledge and theory to direct work experiences in areas such as counseling, consultation, and coordination.
2. Demonstrate continued growth in the application of counseling intervention skills learned in pre-practicum and practicum. A more advanced level of skill is expected with a variety of clients.
3. Demonstrate continued growth in the application of conceptualization skills.
4. Display 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. Demonstrate familiarity with the internship site (policy, procedures, program development/evaluation, facility, materials, records, clerical assistance, etc.)
6. Demonstrate knowledge of, and the ability to form, productive relationships with the diversity of clients served at the internship site.
7. Become skilled in the use of a variety of professional resources such as appraisal instruments, records, and computers.

In summary, the primary emphasis of this culminating clinical experience is on the student's ability to: utilize skills that facilitate client growth and change, utilize counseling and developmental theories to understand client behavior, plan interventions based on client needs and developmental level, learn from peers and supervisors, and demonstrate ethical and professional behavior.

### **SELECTED BIBLIOGRAPHY**

- Campbell, C.A. & Dahir, C.A. (1997). *The national standards for school counseling programs*. Alexandria, VA: American School Counselor Association.
- Hitchner, K.W. & Tift-Hitchner, A. (1987). *A survival guide for the secondary school counselor*. West Nyack, NY: The Center for Applied Research in Education.
- Morganett, R. S. (1994). *Skills for Living: Group counseling activities for elementary students*. Champaign, IL: Research Press.
- Nelson, J. Lott, L., & Glenn, H.S. (2000). *Positive discipline in the classroom*. Roseville, CA: Prima Publishing
- Schmidt, J. (2004). *A survival guide for the elementary/middle school counselor (2<sup>nd</sup> ed.)*. West Nyack, NY: Jossey-Bass.

### **For interns working in a school setting:**

#### **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.

**Attendance and Late Policy:**

Students are expected to attend all 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. Students are allowed to miss one class but attendance at all supervision sessions is required. More than one absence from class will result in a deduction of 30 points (10%) from your final grade. If you are unable to attend all group supervision sessions you may want to consider dropping the course. Make every attempt to be on time. Arriving late will affect your grade.

**Digital devices:** It is inappropriate to text, email, check email or texts, use a laptop or go online during this course. I expect your full attention and participation. Confine your use of digital devices to breaks.

**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 Rm 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

[StudentDisabilityServices@tamu-commerce.edu](mailto: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)*

**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 REQUIREMENTS AND GRADING

1. Students will spend a **minimum of 275 hours** at the field experience site and submit a copy of the Internship Log **weekly** documenting these hours to the instructor. The Log will also maintain a cumulative record of on-site hours. We will review the log requirements in class. Paperwork in this class is very important and will be placed in your permanent file. All files are subject to review and may be audited by CACREP.

3. **Class Meetings:** Please consult attached schedule of meetings. Students may also be required to meet with the instructor for individual supervision. Interns need to be very clear that there is no substitute for class/supervision. If you have plans which interfere with attendance you should consider dropping the course.

4. **Case Study:** Students will develop a comprehensive written case study utilizing a theoretical interpretation. A sample case study will be handed out in class. 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 Presentations** will be made in class the second half of the semester. This presentation will be less formal than the case study. You will have about 20 minutes to present your case then we will ask you questions. It is important to present the client's circumstances in a concise and clear way. Provide a short (2 pages) handout for your group members and the instructor.

5. **Three video recordings with a typed case analysis/self-evaluation** will be brought to class for supervision. The case analysis will be discussed in class.

### Rules regarding video recordings:

- Videos will not be accepted late.
- Unclear video recordings will be returned to the students (One letter grade will be deducted for unclear recordings).
- Recordings will be of individual counseling sessions accompanied by a typed analysis. Write student's name and tape # on the outside of the recording.
- Taped sessions will be held close to the due date to allow instructor to assess current skill levels.

### 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.\*

\*most important part of analysis

**Example:**

**Demographics:** BC is a 12 year-old Hispanic male who is in 7<sup>th</sup> grade. He is the youngest of four children and lives with both biological parents.

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

**Areas of concern:** BC 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 questions, paraphrasing, clarifying, and summarizing. Goal setting was also utilized. A homework assignment was given. Client agreed to “act as if” the next time he is embarrassed to go to tutoring for math.

**Self-evaluation:** Will be discussed in class

You need to be prepared to give and receive constructive feedback. Provide a copy of your written analysis to each of your group members. In other words, bring 5 copies of the written analysis with you the night they are due.

If you are in a school setting, your supervisor probably will assume a mentoring role. In most community settings, your field supervisor will give you direction on case management; I will be emphasizing your skills, attitudes, interventions, self-awareness and conceptual understanding of your clients. **Erase all recordings** at the end of the semester.

**6. Group counseling or APA Paper- will be discussed in class**

**Grade Assignment:**

Weekly Logs/Paperwork	20 points
Tapes	150 points
Instructor’s subjective assessment	50 points
Group Work or Paper	30 points
<u>Case Study/Presentation</u>	<u>50 points</u>
Total	300 points

Pass = 80% (and above) 240 points (minimum), Fail = 79% (and below) < 240 points

**Counseling Student Competency Evaluation (CTSE)**

The Counseling Program is obligated by professional ethics (see ACA Code of Ethics, 2005) and University procedure to assess students as to their potential for meeting the expectations of the professional counseling field. The Counseling Student Competency Evaluation will be used as a basis for assessment. Copies of the CSCE are available from the Departmental website or by contacting the Department of Counseling Office.

## Flexible Schedule

<b>January 17</b>	Introductions, Review syllabus and paperwork, Liability insurance Expectations, Concerns about Sites Divide into groups, Group activity	
<b>January 24</b>	Weekly Logs, Concerns about Sites, Thoughts, Emotions, Behavior, Theory activity and discussion	
<b>January 31</b>	Theory and conceptualization activity, Ethics/Suicide	
February 7	Group A Supervision	Log, Tapes
February 14 <b>Tape 1 Due</b>	Group B Supervision	Log, Tapes
February 21 <b>Tape 1 Due</b>	Group A Supervision	Log, Tapes, DSM Disorders
February 28	Group B Supervision	Log, Tapes, DSM Disorders
<b>March 7</b> <b>Field Supervisor Evaluations Due</b>	<b>Both Groups</b>	Individual conferences
March 14	Spring break	
March 21	Group A Supervision	Log, Case Presentations Termination of Clients
March 28	Group B Supervision	Log, Case Presentations Termination of Clients
April 4 <b>Tape 2 Due</b>	Group A Supervision	Log, Case Presentations
April 11 <b>Tape 2 Due</b>	Group B Supervision	Log, Case Presentations
April 18	Group A Supervision	Log, Case Presentations
April 25 <b>Case Studies Due</b>	Group B Supervision	Log, Case Presentations
<b>May 2</b>	<b>Both Groups</b>	Log, Sandtray
<b>May 9</b> <b>Tape 3, Group Tape, Final paperwork due</b>	Both Groups	Individual conferences

**COUNSELING 552**

**Spring 2013**

NAME:

ADDRESS:

Cell phone:

E-mail used most frequently:

COMMUNITY: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

FIRST \_\_\_\_\_ SECOND \_\_\_\_\_ INTERNSHIP?

WHEN DID YOU COMPLETE PRACTICUM?

WHO WAS YOUR PROFESSOR?

IF THIS IS YOUR SECOND INTERNSHIP, WHEN DID YOU COMPLETE YOUR  
FIRST INTERNSHIP?

WHO WAS YOUR PROFESSOR?

PROFESSIONAL GOAL(S):

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