

Texas A&M University Commerce
Department of Psychology, Counseling, and Special Education
Counselor Education Program
COUN 552: Internship
Spring 2014

Instructor: □ Wendy Robinson, PhD, LPC

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Office Hours: Scheduled as needed

Suggested Text: □ Parsons, R. D. (2009). *Translating theory to practice: Thinking and acting like an expert counselor*. Upper Saddle River, NJ: Pearson Education, Inc.

The planner that is appropriate for your area:

Jongsma & Peterson. (2006). *The complete adult psychotherapy treatment planner* (4th ed.). New York: John Wiley & Sons. ISBN-10: 0471763462.

Jongsma, Peterson, McInnis, & Bruce. (2006). *The child psychotherapy treatment planner* (4th ed.). New York: John Wiley & Sons. ISBN: 471785350.

Required reading: Practicum & Internship Handbook, School or Community. (2012). □ American Counseling Association. (2005). *Code of ethics and standards of practice*. Alexandria, VA: Author.

Other required selections (journal articles) will be distributed in class. ***Students are expected to complete all assigned readings prior to class.***

Catalog Course Description: COUN 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 Information: 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.

How Course is related to Other Courses: This course is intended to support the development of students' professional school counseling competencies (dispositions, knowledge, skills, and attitudes) as stipulated by the Council for Accreditation of Counseling and Related Education Programs (CACREP, 2009).

Course Objectives: At the conclusion of COUN 552: *Internship*, students should have learned and/or be able to demonstrate the following dispositions, knowledge, skills, and attitudes as stipulated by CACREP (2009):

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 **(CACREP II.J.2.a.3.d)**.
2. Counselor and consultant characteristics and behaviors that influence helping processes including verbal and nonverbal behaviors and personal characteristics, orientations, and skills **(CACREP II.J.3.b)**.
3. Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions **(CACREP II.J.3.a)**.
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. **(CACREP II.J.3.a.d.e)**.
6. Indirect services that are provided at the student's internship site such as record keeping, coordination, program planning, etc. **(CACREP II.J.3.a)**.
7. Professional resources that are available at the student's internship site such as assessment instruments, technology, printed/electronic information, etc. **(CACREP II.J.3.a.b)**.
8. Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling **(CACREP II.J.3.a.d.e)**.

CONTENT AREAS include, but are not limited to, the following:

Skills development will focus on four major areas of competence:

CONTENT AREAS include, but are not limited to, the following:

Skills development will focus on four major areas of competence:

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.

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

Conceptualization skills reflect deliberate thinking and case analysis. There are two kinds of thinking in this area: conceptualization in the session and between sessions.

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

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 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.

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.

METHODS OF INSTRUCTION

Experiential Learning, Reflective Practice, Discussion, Group Supervision, Supervised Application, Lecture, and online enhancement (i.e., eCollege)

The goal is to utilize skill building, seminar-style class discussion, case presentations, and other methods to monitor and facilitate students' self-reflection, self-awareness professionalism, and the integration of academic and experiential learning.

INTERN RESPONSIBILITIES: Internship students should participate in and experience as many of the following functions as is appropriate or feasible at the site selected as an Internship setting.

Professional School Counselors:

1. *Students/Clients:* academic planning, vocational/occupational counseling, family/peer □ relationships, provide classroom guidance activities, individual/group counseling
2. *Supervisors:* student achievement/client progress, student behavior (social)/client progress, □ student/client home & family environment
3. *Parents/Client' s Family:* appraisal in the areas of academic, social, home and family, personal, □ vocational/occupational, etc. This includes recommendations.
4. *Other agency contact:* act as a resource person to provide information and referral when deemed □ appropriate and necessary for medical, mental health, and Department of Human Resources
5. *Research, Evaluation, and Record Keeping:* staff in-service and evaluation, other research as □ relevant, periodic journal review □

Professional Counselors:

1. *Research, Evaluation, and Record Keeping:* staff in-service and evaluation, other research as □ relevant, periodic journal review, maintaining adequate notes on

- client intakes, counseling □ sessions, treatment plans, and termination
2. *Clients:* individual/group counseling, psychological assessment, vocational/occupational □ counseling, family/peer relationships
 3. *Other agency contact:* act as a resource personal for interdisciplinary teams. Provide information □ and referral when deemed appropriate or necessary.

Course Requirements:

Attendance & Participation: Participation is necessary and mandatory in order to develop knowledge, dispositions, and skills as ethical and effective counselor. To earn the participation points, students should (a) display professional behavior at internship site, (b) follow policies and procedures at assigned internship site (c) have completed all assigned coursework, (c) contribute to discussions, and (d) be open to feedback from instructor, supervisor, and peers. actively participate in discussions. Students are responsible for all information disseminated in class (even if the student is absent). More than 1 absence will result in unsuccessful completion of the course. 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.

On-Campus Class Meetings: will be arranged by the instructor 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. Individual supervision sessions will occur at the discretion of the instructor. 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. **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.

Professional Expectations On-Site: The student is expected to perform activities that a regularly- employed staff member in the setting would be expected to perform and do so in a professional manner. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring.

Field Experience Contract: 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. 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.

Hour Requirements: 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.

Weekly Activity Log: The student will keep a *Weekly Activity Log* that will document a cumulative record of hours including (use the form provided and make 15 copies - one for each week):

- 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)

On-Site Supervision: 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).

Group Supervision: 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.

Insurance: The student will maintain professional liability insurance throughout internship. *Student insurance is free to Student ACA members.*

Evaluation: 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. The on-site supervisor will complete an evaluation of the student.

Video: Two 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. Also, you will be expected to bring a new tape to each supervision class for viewing.

Intervention/technique Assignment: Each student will present one intervention, technique, or activity to the class.

Case Study/Theory Paper: Assignment is dependent on Internship I or Internship II

End of Course grades will be based on the following:

- ❖ 15% Attending class and demonstrating appropriate counseling skills during class sessions and on-site; consistent demonstrations of professionalism on-site and in class, including adherence to ethical standards, prompt completion of assignments, initiative, maintain liability

insurance

- ❖ 15% 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.
- ❖ 35% Tapes and written critiques (2 tapes)
- ❖ 10% Intervention/technique assignment
- ❖ 15% Case study/Theory paper
- ❖ 10% Evaluation by on-site supervisor/Reflection of Overall Experience

DETAIL OF ASSIGNMENTS: □ All assignments, submit the **original** document (not a photocopy) to your instructor. All assignments □ are due at **the beginning of class. Late assignments are not accepted and the intern will earn a grade of zero.**

□ **Videotapes:**

- ❖ **Two videotapes** will be turned in for a grade; however you are expected to bring a tape to each group supervision class. A consent form will accompany each recording submitted for evaluation. Each tape should be turned in with a Tape Analysis, which includes: and 2 page introduction (case conceptualization of client), fifteen minutes of transcription (using format provided by the instructor) completed by the student, with a 2-3 page reflection. The tape analysis will be turned in with your tape.
- ❖ 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. The audiotapes must be formatted to play on windows media player or comparable program in order to be viewed on the computer equipment in the classroom **NOT** on the student's personal computer or phone. Please avoid recording counseling sessions on cellular phones.
- ❖ As in the other clinical courses, learning in this course is developmental, a tape which earns a high score 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.
 - a. No late tapes will be accepted. If a tape or analysis is not turned in by the due date, the student will receive a 0 for the assignment.
 - b. Tapes must be accompanied by a release form signed by client. If the tape is not accompanied by an informed consent the student will receive a 0.
 - c. Tapes handed in class must have student identification present. Students must be able to record sessions on any of the following formats: VHS, DVD, or Digital File. Digital Files will be

the preferred format.. Tapes must be submitted manually (no exceptions). Emailing or uploading tapes to websites is not appropriate for this course.

- d. 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.***

Intervention/Technique Assignment (10%): Each student will present one intervention, technique, or activity to the class. The presentation should include, but is not limited to the following: description of the intervention/technique, target population, adaptability to age/developmental level, theoretical foundation, a description of how the activity/intervention was implemented in a session, and the outcome of the intervention. Interns are expected to present an intervention that they have used in a session with a client (no exceptions) and preferably present a video of the intervention being implemented in the session. **1-2 pg. handouts detailing the intervention/activity will be distributed to the entire class.**

Case Study/Presentation (15%): 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 10 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.

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 an assigned class meeting.

Please note: No late work will be accepted. Any assignment not turned in at the designated classroom due date & time will result in a failing grade for the assignment.

IF YOU HAVE ANY PROBLEMS WITH ASSIGNMENTS &/OR DUE DATES, PLEASE CONTACT THE INSTRUCTOR PRIOR TO THE DUE DATE SO POSSIBLE ACCOMMODATIONS MAY BE MADE IF NECESSARY.

Grading Scale:

An “S” or successful completion 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 “U” or unsuccessful completion 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 to 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)

Professionalism: Due to the experiential, interpersonal, and intrapersonal nature of this course professionalism is critical. Within course discussions, students will need to the ability to accept constructive feedback and get along with their peers and supervisors. It is the instructor's responsibility to ensure that students training to become professional counselors possess the abilities to handle these professional responsibilities. Please see the instructor if you have any concerns.

Accommodating Students with Special Learning Needs:

The Individuals with Disabilities Education Act of 2004 (IDEA; 20 U.S.C Section 1400 et seq.), the American with Disability Act of 1990 (ADA; 42 U.S.C., Section 12101 et seq.), and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794 et seq.) requires the University of Texas A&M Commerce provide “reasonable accommodations to any individual who advises us of a physical or mental disability.” Students wishing to receive some instructional accommodation because of a documented disability should meet with the instructor to discuss accommodations. Please arrange a meeting with me at your earliest convenience.

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
Gege Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

Student Conduct & Academic Integrity:

By enrolling in this course, you have accepted the responsibility to abide to policies and procedures set forth by the University of Texas A&M Commerce. "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.)

Other Considerations:

PROFESSIONAL IDENTITY: As part of this profession, you are **STRONGLY** encouraged to join the American Counseling Association (ACA) and the Texas Counseling Association (TCA). Additionally, it is **highly suggested** that you join the American School Counselor Association (ASCA) and the Texas School Counselor Association (TSCA).

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.

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). □

HELPFUL WEBSITES: □ American Counseling Association (ACA) □ American School Counselor Association (ASCA) □ National Board of Certified Counselors (NBCC) □ Council for Accreditation of Counseling and Related Education Programs (CACREP) □ www.cacrep.org □ Chi Sigma Iota (Counseling Academic and Professional Honor Society International) □ www.csi-net.org

www.counseling.org, www.schoolcounselor.org, www.nbcc.org

Tentative Schedule

Week 1: 1/16	Introductions; □ Syllabus & Expectations Theory activity	Paperwork
Week 2: 1/23	Group A Ethical & Legal Issues Crisis Intervention Tapes & Analyses	Paperwork Due: Liability protection Recorded Site Hours
Week 3: 1/30	Group B Ethical & Legal Issues Crisis Intervention Tapes & Analyses	Recorded Site Hours Tape
Week 4: 2/6	Group A Clinical Interview; Dx. & Treatment Planning; Best Practices	Recorded Site Hours
Week 5: 2/13	Group B Clinical Interview; Dx. & Treatment Planning; Best Practices	Recorded Site Hours
Week 5: 2/20	Group A Use of Assessment in □ Dx. and Treatment Planning Skill development	Bring Tape Recorded Site Hours Tape #1 Analysis Due
Week 6: 2/27	Group B Use of Assessment in □ Dx. and Treatment Planning Skill development	Bring Tape Recorded Site Hours Tape #1 Analysis Due
Week 7: 3/6	Group A □ Assessing Therapeutic Progress Skill development	Bring Tape Recorded Site Hours
Week 8: 3/13	Spring Break	
Week 9: 3/20	Group B Assessing Therapeutic Progress Skill developmer	Bring Tape Recorded Site Hours
Week 10: 3/27	Group A Therapeutic Intervention	Bring Tape Recorded Site Hours
Week 11: 4/3	Group B Therapeutic Intervention	Bring Tape Recorded Site Hours
Week 12: 4/10	Group A	Bring Tape

	Tape Supervision	Recorded Site Hours
Week 13: 4/17	Group B Tape Supervision	Bring Tape Recorded Site Hours
Week 14: 4/21	All Tapes & Analyses #3 (case study format)	Recorded Site Hours
Week 15: 4/28	All Tapes & Analyses #2 (case study format)	Recorded Site Hours
Week 16: 5/1	All Tapes & Analyses #2 (case study format)	Recorded Site Hours
Week 17: 5/8	Individual appointments	Recorded Site Hours Final on-site Evaluations

WEEKLY ACTIVITY LOG/CASE CONSULTATION

Name: Dates for the Week:

Summary of Week's Activities (direct/indirect hours):

1. Number of direct contact hours this week:
2. Number of indirect hours this week:
3. Number supervision hours this week (individual/group):
4. Total number of direct contact hours to date:
5. Total number of supervision to date:

What (specifically) did you do during these hours this week?

Progress Toward Stated Learning Goals:

CASE CONCEPTUALIZATION: (choose one client/student weekly)

4. Brief demographic data about the client:
5. Presenting problem:
6. Important history or environmental factors (especially multicultural

issues):

7. Short summary of the focus of the session:
8. Tentative assessment or problem conceptualization (diagnosis & rationale):
9. Plan of action & goals for therapy (treatment plan):
10. Intervention strategies:
11. Concerns or problems surrounding this session/case (ethical concerns, relationship issues, etc.):
12. Other concerns/issues for group supervision