Syllabus
Texas A & M University-Commerce
COUN 552, Internship
Spring 2015

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Office Hours: In McKinney
Mondays, from 12:00 to 4:00pm, by appointment only
Wednesdays, from 3:00 pm to 7:00 pm by appointment only

COURSE DESCRIPTION:

The purpose of COUN 522 is to provide an internship setting in which students can encounter actual on-the-job experience closely aligned with their professional career goals. This course will require several class meetings as well as 275 hours at the student's field site.

REQUIRED TEXTS:

Corey, G. (Current edition). Case approach to counseling and psychotherapy. Monterey, CA:Brooks/Cole. (Community & School Programs).

Thompson, C. & Rudolph, L. (Current edition). Counseling children. Brooks& Cole: Thompson Learning. (School Program).

Smead, R. (Current edition). Skills for living: Group counseling activities for young adolescents. Champaign, IL: Research press (School Program).

OBJECTIVES:
1. The intern will apply knowledge and theory to direct work experience in areas such as counseling, consultation, coordination, program development/management/evaluation, referral, test interpretation, interviews, etc.

2. The intern will demonstrate continued growth in the application of process and communication skills learned in pre-practicum and practicum.

3. The intern will demonstrate continued growth in the application of conceptualization skills in terms of identifying problems of clientele in the work setting, planning interventions consistent with the intern's theoretical rationale for change, and evaluation outcomes.

4. The intern will 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. The intern will demonstrate familiarity with the internship site (policy, procedures, program development/evaluation, facility, materials, records, clerical assistance, etc.).

6. The intern will demonstrate knowledge of and the ability to form, productive relationships with the diversity of clients served at the internship site.

7. Through supervised field experiences the intern will become skilled in the use of a variety of professional resources such as appraisal instruments, records, computers, media, professional literature, and research. These skills may be demonstrated via audio and/or videotapes, work samples, reports, etc.

In summery, the primary emphasis or this culminated clinical experience is on the intern's ability to:

- Define client problem areas,
- Generate tentative theoretical explanations,
- Plan a program for change, and
- Evaluate the outcome

Skills development will focus on four major areas of competence:

1. **Process Skills** - these include the skills learned in COUN 516 and 551 and refer to counselor behaviors that can be observed directly or through video taping. These skills enhance the process of counseling, and will be evaluated in their execution rather than their choice.

2. **Conceptualization Skills** - most of the counselor's covert behaviors are found here. Kinds of behaviors that represent these skills include:

- Understanding what the client is saying
- Identifying themes in client messages
- Choosing strategies appropriate to client goals
- Recognizing even subtle improvements 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.

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 intern 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
- Not being defensive with an accusing 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 at the field placement site
- Dressing appropriately for counseling contacts

Students will always 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.

ASSIGNMENTS:

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. This description might include new insights, unusual reactions, problems, successes, etc. Use the form provided and make 15 copies- one for each week. Do not give me a minute-by-minute summery of what you did, who you saw, etc. Do not use diagnoses to label a client (e.g., the bi-polar). You may use first names or fictitious names, if preferred. Do reflect on your learning experiences and emphasize quality not quantity.

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: Students will develop a comprehensive written case study utilizing two contrasting theoretical interpretations. Below please find a Cases Study Guide. Students will present this case study orally to the class, and submit a typed copy of the case study to the instructor. You will have about 20 minutes to present your case and respond to questions. Note the time limit!

5. Three turn in Video tapes with written analyses (critiques) will be required. Theses tape will be graded and returned to the student.

6. In addition to item 5, students are required to bring a Video tapes every time they come to class for in-class feedback. Students should be prepared to provide each other with constructive feedback during class. Instructor will assign grade to active class participation.

6. Professional Readings: Some readings will come from your text and some may come from additional sources (these will be made available to you in ample time to allow you to read them and prepare for class). Although not all of the material in the texts will be discussed in class, you are expected to read them and be prepared to discuss readings in class.

DUE DATES:

1. The Field Contract is due the first week of classes. Make sure that all information is provided. Make a copy of the crisis procedures for your records and staple the original to your contract.

2. Weekly Activity Logs (WAL) is due each week.

3. Field Supervisor Evaluation forms are due on middle and at the end of the semester. You are encouraged to go over these evaluations with your supervisor.

4. Case Study is due the end of the semester.

EVALUATIONS:

Grades will be assigned on the basis of:

1. Attendance (mandatory) and class participation. Participation includes constructively offering and receiving feedback from instructor, assistant, and peers, and responding to questions regarding readings, etc.

2. Video tape critiques.

3. Weekly Activities Logs.

4. Demonstration of appropriate counseling skills during class sessions.

5. Field Site Supervisor's evaluations.

6. Case Study - Written paper and oral presentation.

7. Consistent demonstration of responsibility as a professional trainee. This includes adhering to ethical standards, prompt completion of assignments, attendance, initiative, etc.

A cumulative total of 35 points will be obtained from the above seven areas. The average will determine grade assignment:

4.5 - 5.0	A
3.5 - 4.4	B
2.5 - 3.4	C

An "A" represents an exceptionally high level of counseling effectiveness. Students who receive this grade are very comfortable with supervision feedback and view that process as both a professional and personal growth opportunity.

A "B" represents an expected level of effectiveness. The student can counsel satisfactorily and has a uniformly beneficial effect on clients.

A "C" represents a minimum level of counseling and is a restricted or qualified endorsement. The student is functioning below a level required for internship. There are usually severe limitations in certain areas.

Students who fail to grasp and consistently demonstrate basic communication and interpersonal skills will generally end up with this grade. Students receiving this grade are encouraged to meet with Dr. Erdman to assist them in how to meet an acceptable level of performance when they retake the class.

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

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
Halladay Student Services Building
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).

DATE	TOPIC	ASSIGNMENTS
01/21	Introduction. Texts Syllabus & Expectations	Contract & Emergency/Crisis Mgmt. Ethics Agreement Proof of Liability Insurance
01/28	Tape Analysis Questions Conceptualizing Clients	Weekly Activities Log
02/04	Legal and Ethical Issues	ACA Code of Ethics Theory Position Paper Due/WAL
02/11	Group A Supervision	WAL

02/18	Group B Supervision	WAL
02/25	Group A Supervision	WAL
03/04	Group B Supervision	WAL
03/11	Group A Supervision Field Supervisor Evaluation forms are due	WAL
03/18	Happy Spring Break	
03/25	Group B Supervision Field Supervisor Evaluation forms are due	WAL
04/01	Group A Supervision	WAL
04/08	Group B Supervision	WAL
04/15	Group A Supervision	WAL
04/22	Group B Supervision	WAL
04/29	Group A Supervision	WAL
05/06	Group B Supervision	WAL
05/13	Case Studies (full group) Case study paper due	WAL Field Super. Evaluation forms are due Record of Hours (blue form) Field Site Super. Evaluation Evaluation of Field Site Evaluation of Instructor

CASE STUDY GUIDE

1. Describe the presenting problem as identified by the client. Are there underlying factors which must be changed for the client to make progress? Is the client's perception of the problem realistic?

2. Describe the system the client is part of. What are the socio-economic, cultural, economic, health factors which may affect the client's desired change? Describe other system members and their relationship to the client and presenting problem.

3. What are possible alternatives to the situation as identified by the client? Which ones have been tested and which ones remain? Are client's goals realistic and obtainable?

4. Describe process the client will utilize in implementing new change strategy. What are the time frames and expected results? How will results be evaluated?

5. Discuss results and their impact on the individual and his/her system.

6. Evaluate your role in the above. In what ways did you assist the client in obtaining his/her goals? In what way did you hinder that process? What possible changes would you make in similar future cases?

7. What theory most closely aligns with this conceptualization? Based on this theory, what obstacles might you encounter with this particular case?

8. How and to what extent did the client change as a result of his or her psychotherapeutic experience?

9. Could another therapist, using different theory and techniques produce comparable results?

10. Could you use the "another therapist's" (in the above questions) theory and techniques and expect the comparable results?

11. How did you (your personality, attitudes, demeanor, charismatic qualities, etc.) play a role in the client change?

12. Other general observations.

THEORY POSITION PAPER

Points to cover in your theory position paper.

1. Founder(s) of the theory.

3. Nature of the person including innate capacities and/or capabilities, if any, and motivational constructs according to the theory.

4. Nature of maladjustment according to the theory.

5. Goals of counseling therapy according to the theory.

6. Role and activity of the counselor, including :
    a. major techniques used in the therapy
    b. diagnosis and appraisal devices
    c. evaluation of client progress in therapy