

SYLLABUS
COUN 552: INTERNSHIP
Summer 2015

INSTRUCTOR

Linda Ball, Ed.D

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(903) 886-5637 (main office)

(903) 886-5649

OFFICE HOURS

TO BE SET FIRST WEEK OF THE SEMESTER; E-mail is always available, and I usually respond within 24 hours.

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 an "S" in 551. Students must receive a grade of "S" in first semester of 552 to progress to second semester of 552, and an "S" in second semester of 552 to graduate.

GENERAL COURSE DESCRIPTION

Internship provides extensive supervised on-the-job experience in a community counseling, school counseling, or student affairs 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:

1. Requirements for internship
2. Professional conduct during internship
3. Receiving and using supervision
4. Crisis intervention: Procedural guidelines
5. Legal and ethical issues
6. Applying desirable direct services at field sites (see desirable experiences list)
7. Applying desirable indirect services at field sites (see desirable experiences list)
8. Using appropriate professional resources at field sites (see desirable experiences list)

METHOD OF INSTRUCTION

Lecture, discussion, seminar, and supervised application.

COURSE REQUIREMENTS include, but are not limited to:

1. The 600 clock-hour total for supervised experience must include a minimum of 240 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 submit a Weekly Activity Log to the instructor 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)The activity log will also include brief descriptions of the student's on-site activities and reactions.
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.

ASSIGNMENTS

1. Students will spend a minimum of CACREP=275 hrs. (Approximately 20 hours/week) at the field experience site, with documentation of such on a Record of Hours Form,
2. Students will negotiate a Field Experience Contract and an Emergency Contact with their on site supervisors.

3. Case Study-Students will develop a comprehensive written case study that will include a general idea of how change occurs applied to an individual case, the development of a treatment plan, incorporating diagnostic inferences as well as intervention strategies. A Case Study guide will be handed out in class. Internship I and II will have slightly different expectations reflecting developmental differences. Students will be prepared to present his case study orally to their class mates, and submit a written copy of the Case Study to the instructor. Theory of Change Paper is also required at the end of semester for Intern 2 students.
4. Presentation of a therapeutic intervention with rationale for its use. Outline will be distributed
5. Class Meetings-Attendance is required. Students may also be required to meet with the instructor for individual supervision. Refer to the university policy for percentage breakdown
6. A selected number of audio/videtapes with a typed analysis will be brought to group supervision. Tapes WILL NOT BE ACCEPTED after the due date. Tapes that are not clear will be returned to the student without credit. BE SURE THE TAPE IS CLEAR AND AUDIBLE! Each tape will be critiqued in class where possible; in addition feedback from your instructor will be provided you the week after you turn in your tape. During class, you need to be prepared to provide each other with constructive feedback. Your Field Supervisor will give you direction on case management; Your Instructor, that would be me ☺, will be emphasizing your skills, interventions and conceptual understandings of your clients. There will also be a strong emphasis on "you" in relationship to the therapeutic relationship. Refresh yourself concerning the aim of Supervision, if you have not already done so, and be prepared to engage in meaningful interaction. Please remind each other and yourself to destroy all tapes before the semester ends.

AUDIO/VIDEOTAPE RULES

Tapes will be turned in on time.

Unclear tapes will be returned to students with no grade.

Tapes must be accompanied by a release from signed by client.

Tapes will be accompanied by an analysis (see handout).

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

AUDIO/VIDEO TAPE EVALUATION

Your instructor will evaluate your counseling effectiveness on each tape. The evaluations will be holistic with an emphasis on Process and Communication Skills demonstrated on the tape itself, and Conceptualization Skills demonstrated on the tape and in your self-critique. Ratings will be in one of two categories:

Unsatisfactory

Tapes receiving this rating range from detracting (serious or frequent misapplication of counselor role) to adequate (slightly facilitative). Clear changes in counselor performance would be necessary in subsequent sessions for substantive progress.

Satisfactory

Tapes receiving this rating are effective (productive involvement with client, likely positive outcome).

Because again, as in the other clinical courses, learning in this course is developmental, a tape which earns a satisfactory 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.

DEVELOPMENTAL STATUS AT BEGINNING OF COURSE

If requested, during the beginning of the semester, if tapes are not readily available at site, students will conduct a brief interview with another student. Feedback on current developmental status as a professional counselor will be provided. This feedback will include the instructor's ideas regarding what steps students might need to take in order to successfully complete this last sequence of coursework. If a student desires additional feedback regarding his/her developmental status, please make an appointment. If feedback beyond this is needed, the instructor will inform the student so that a review by the Clinical Instruction Committee can be initiated early in the semester.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Students will be evaluated on their continued development and demonstration of the following skills and competencies. A mid-term & end-of-semester evaluation will be conducted.

Process Skills: These include skills learned in Pre-Practicum and refer to counselor behaviors that can be observed either through two-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. Conceptual skills reflect deliberate thinking and case analysis. There are two kinds of thinking in this area: conceptualization during the session and between the sessions. Kinds of behaviors that represent these skills include:

- understanding what the client is saying;
- identifying themes in the client messages;
- choosing strategies appropriate to client goals;
- recognizing even subtle improvement by the client.

Personalization Skills: These include both easily observable and subtle behaviors. Because 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 one's own issues from those of the client.

Professional Skills: These include ethical behaviors both within, and outside, counseling sessions. Examples include, but are not restricted to, the following:

- completing paper work on time,
- safeguarding confidentiality,
- behaving professionally in field placement,
- dressing appropriately for counseling contacts,
- not being defensive with an accusing client,
- being able to handle a range of personal emotions, and
- being able to accept constructive critique.

End of Course grades will be based on the following:

- 50% Tapes and written critiques.
- 15% Case Study
- 25 % Presentation of a therapeutic intervention with rationale for its use
- 10% Demonstration of appropriate counseling skills during class sessions; consistent demonstrations of professionalism, including adherence to ethical standards, prompt completion of assignments, initiative, attendance (mandatory as absences will affect your grade*),etc; active and 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..

* Excessive absences will activate the Department's Retention Policy.

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

A grade of "S" represents an acceptable level of effectiveness in the use of the process and communication, conceptualization, personalization, and professional skills taught in this course. 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 grade of "U" represents an unacceptable 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 to 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.

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

Term: SPRING 14 Name: COUN 552 Section: 2 Instructor: Linda Ball Location: MAIN CAMPUS



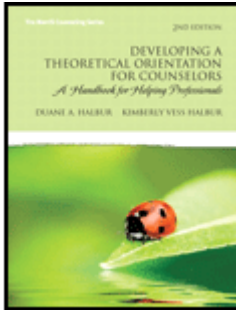
CHILD PSYCHOTHERAPY TREATMENT PLANNER

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|----------------|---------------|
| Author | JONGSMA |
| Edition | 4TH 06 |
| ISBN | 9780471785354 |



COMPLETE ADULT PSYCHO.TREATMENT PLANNER

| | |
|----------------|---------------|
| Author | JONGSMA |
| Edition | 4TH 06 |
| ISBN | 9780471763468 |



DEVELOPING YOUR THEORETICAL ORIENTATION

| | |
|----------------|---------------|
| Author | HALBUR |
| Edition | 2ND 11 |
| ISBN | 9780137152575 |

Selected readings will also be assigned to meet individual student's client population

SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:

I will provide you with an ongoing list of possible resources to aid you in your individual case conceptualization, strategies, and interventions for tracking and measuring your clients' progress

DESIRABLE EXPERIENCES IN COMMUNITY, SCHOOL & STUDENT AFFAIRS SETTINGS.

The specific activities, and broad categories, may vary considerably depending on the particular student placement (See Field Placement Manual for guidelines here.)

ATTENDANCE

The student is expected to attend class regularly. University guidelines regarding attendance policy will be followed.

ACCOMMODATIONS FOR 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

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&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).

| TOPICAL OUTLINE (with flexibility in place) | | |
|--|---|--|
| DATE | TOPIC (may vary) | ASSIGNMENTS |
| 05/19 | Introductions; Syllabus & Expectations & Contracts Theory- Explore & Apply Lab-feedback on current Skills and Clinical Exper | Paperwork Due: Liability protection; Ethics Statement; Crisis Form |
| 06/09 | Ethical & Legal Issues Crisis Intervention Tapes & Analyses | Recorded Site Hours Tape #1 |
| 06/16 | Clinical Interview; Dx. & Treatment Planning; Best Practices | Recorded Site Hours |
| 06/23 | Use of Assessment in Dx. and Treatment Planning Skill development | Recorded Site Hours Tape #2 |
| 06/30 | Assessing Therapeutic Progress Skill development | Mid-Sem.Evals Due-Site Recorded Site Hours |
| 07/07 | Begin presentations of Therapeutic Interventions | |
| 07/14 | Presentations, con't (therapeutic interventions) | Recorded Site Hours |
| 07/21 | Tapes & Analyses #3 (case study format) | Recorded Site Hours; Theory Change (int-II) Case Studies Tape #3 (of your case study) |
| 07/28 | Tapes & Analyses #3 (case study format) | Recorded Site Hours; Theory Change (int-II) Case Studies Tape #3 (of your case study) |
| 08/04 | Semester Wrap-up AMEN!? Schedule Individual Appointment | Record of Hours; Eval (Site & yours) |