**SYLLABUS**
**COUN 552.001 INTERNSHIP**
**FALL 2015 (BINNION 217)**

**DR. M. LAVELLE HENDRICKS: LCDC, ADC, C-ART**
**ASSOCIATE PROFESSOR OF COUNSELING**

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**OFFICE HOURS**

- **Monday**: All Day  
- **Tuesday**: 9-12 noon  
- **Wednesday**: 1-3  
- **Friday**: By appointment

**Required Texts**: (please see me before you purchase text books)  
Smead, R. (current edition). *Skills for living: Group counseling activities for young adolescents.* Champaign, IL: Research Press. (School Programs)  

**COURSE DESCRIPTION**

The purpose of COUN552 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 on-campus class meetings as well as 275 hours at the student's field site.

**COURSE OBJECTIVES** include, but are not limited to, the following.

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 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 summary, the primary emphasis of this culminating practical experience is on the student's ability to: define client problem areas, generate tentative theoretical explanations, plan a program for change, and evaluate the outcome.

**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:
   - understanding what the client is saying
   - identifying themes in client messages
   - choosing strategies appropriate to client goals
   - 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.

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:
   - 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 in the field placement
- 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.

**TExES Competencies for School Counselors that relate to this course include:**

- **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.

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 on-site 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, either hand-deliver this log to my office or mail so that the log arrives in my office by Wednesday. 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: 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. Students should provide evidence of this personal theory early in the semester should they wish to use the theory in the Case Study. A Case Study Guide 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 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 is 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. 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, consent form, and blank tape 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.

**DUE DATES**

1. The Field Contract is due no later than **Week 1, September 3.** Make sure that all information asked for is provided. Many times students forget that we need telephone numbers and zip codes - and that these need to be accurate. Make a copy of the crisis procedures form for your records and staple the original to the Contract.

2. Weekly Activity Logs (WALs) are due **each Thursday.**

3. Field Supervisor Evaluations are due **October 8 and December 3.** These are your responsibility - not mine! So remind your supervisor that the form is due, and do that 'reminding' in a courteous manner. Failure to meet these due dates will jeopardize your final grade.

4. Case Study Paper/presentation: **is December 3.**

**EVALUATION:**

Grades will be assigned on the basis of:

1. **Attendance** (mandatory) and participation in class. Participation includes: Coming to class prepared with a tape for group supervision, constructively offering and receiving feedback from instructor(s) and peers, and responding to questions regarding readings etc.
2. Audiotapes (4).
3. Written audiotape analyses (4) (if tapes can’t be heard).
4. Weekly Activity Logs. (Optional)
5. Demonstration of appropriate counseling skills during class sessions.
6. Case Study - Presentation and Paper.
7. Consistent demonstration of responsibility as a professional trainee. This includes adherence to ethical standards, prompt completion of assignments, initiative, etc. This area also takes into consideration the results of field site supervisor’s midterm and final evaluations of the intern.

Students WILL RECEIVE EITHER A “SATISFACTORY” OR “UNSATISFACTORY” GRADE FOR ASSIGNMENTS AND THE COURSE.

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

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

CONDUCT: 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)

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.
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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>2. 9/10</td>
<td>Tape Analysis Questions Integrating Theory &amp; Practice Video: “Anger”</td>
<td>Weekly Activities Log (WAL)</td>
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<td>4. 9/17</td>
<td>Conceptualizing Clients</td>
<td>WAL (bring theories texts)</td>
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<td>4. 9/24</td>
<td>Drug and Alcohol Issue in Counseling</td>
<td>WAL Audiotape #1 (all students) (LCDC Information)</td>
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<td>5. 10/1</td>
<td>Group A Supervision (tape)</td>
<td>WAL</td>
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<td>6. 10/8</td>
<td>Group B Supervision (tape)</td>
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<td>7. 10/15</td>
<td>Group A Supervision (tape)</td>
<td>WAL Audiotape #2 (Group A) Mid-semester Field Supervisor’s Evaluations due this week</td>
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<td>8. 10/22</td>
<td>Group B Supervision (tape)</td>
<td>WAL Audiotape #2 (Group B)</td>
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<td>9. 10/29</td>
<td>Group A Supervision (tape)</td>
<td>WAL Audiotape #3 (Group A)</td>
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<td>10. 11/5</td>
<td>Group B Supervision (tape)</td>
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<td>11. 11/12</td>
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<td>12. 11/19</td>
<td>Group B Supervision (tape)</td>
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<td>13. 12/3</td>
<td>Group A Supervision (tape)</td>
<td>WAL Audiotape #4</td>
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<td>14. 12/10</td>
<td>Group B Supervision (tape)</td>
<td>WAL Audiotape #4</td>
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<td>15. 12/17</td>
<td>Supervision (full group)</td>
<td>Case Study Presentations Case Study Paper Due Record of Hours (blue) Final Evaluation of Intern Intern Evaluation of Field Site</td>
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INTERNSHIP - INTRODUCTION AND ORIENTATION

Who you are: describe however you wish, how you’d like us to know you.

Kind of work you are now doing (outside internship)

Talk about your field site; the work you are doing there / plan to do there

What are some of your short term goals as a professional?

Some longer term goals?

Past experiences which enrich you as a counselor (these may be professional or personal experiences).

What do you see as your strengths and limitations?

Areas you wish to develop more

What you hope to learn/gain from this course & from our meetings together
COUNSELING 552 FALL--2014

NAME:_______________________________________________

ADDRESS:______________________________________________________________
________________________________________________________________________

TELEPHONE:__________________________________________________________

E-mail:______________________________________________________________

COURSEWORK: Completed:____ Incomplete:____ Graduation Date:___________

WHICH PROGRAM?: COMMUNITY/AGENCY:____
SCHOOL:____
STUDENT AFFAIRS:____
DEFICIENCY/CERTIFICATION:____

IS THIS YOUR FIRST _____ OR 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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