SYLLABUS
COUN 552: INTERNSHIP
Fall 2015
Tuesday (7:20-10:00)

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OFFICE HOURS
By appointment only.

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 551. Students must receive a grade of “B” or better in first semester of 552 to progress to second semester of 552, and a “B” or better 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:
I. Requirements for internship
II. Professional conduct during internship
III. Receiving and using supervision
IV. Crisis intervention: Procedural guidelines
V. Legal and ethical issues
VI. Applying desirable direct services at field sites (see desirable experiences list)
VII. Applying desirable indirect services at field sites (see desirable experiences list)
VIII. 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.
SKILLS DEVELOPMENT FOCUS includes, but not limited to, the following:

1. **Process Skills**: These include the skills learned in COUN 516 and 551 and refer to observable counselor’ attitudes and skills. Process skills range from paraphrasing to more complex skills such as attempts to empathizing, confronting discrepancies, responding to nonverbal behavior, pacing a session, and using silence.

2. **Conceptual Skills**: 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 involve understanding patterns and themes with each client. Conceptualization skills also involve being able to distinguish between important and unimportant client statements and processes.

3. **Personalization Skills**: These skills include contributions that the intern makes as an individual, including her personality, cultural background, sensitivity toward others, and sense of humor. This includes how you use your personality with clients. 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
   - 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 and in class

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 available at [http://www.counseling.org//AM/Template.cfm?Section=Home](http://www.counseling.org//AM/Template.cfm?Section=Home) (Click on resources; click ethics; click ACA code of ethics.)

**COURSE REQUIREMENTS AND GRADING**

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. The Log will also maintain a cumulative record of on-site hours. Turn in the handwritten or typed log and keep a copy. I will not return the copy that you give me. Uses the forms provided, and make 15 copies - one for each week. **Due each class period.**

2. You will negotiate a Field Placement Contract with your on-site supervisor. 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. Make sure that all information asked for is provided. Be sure that telephone numbers and zip codes are accurate. Make a copy of the crisis procedures form for your records and give me the original. Due Sept 1.

3. Group/Class Meetings: Please consult attached schedule of class meetings. Attendance is required - there are no exceptions. Arriving late and leaving early will be treated as an unexcused absence. You may also be required to meet with me 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 consider dropping the course.

4. Case Conceptualizations: Students will develop a comprehensive written case conceptualization utilizing a theoretical interpretation. A sample will be made available.

Informal Case Presentations may be made in class. This presentation will be less formal than the case conceptualization. You will have about 15 minutes to present your case then we will ask you questions. This assignment does not have a separate grade; your grade on these presentations will be a part of your class participation grade.

5. Field Supervision: Weekly interaction with an average of one hour per week of individual supervision by the on-site supervisor is essential. Students are expected to submit tapes to site supervisors and consult about cases during these meetings. Note: Supervisors sitting in on sessions does not constitute appropriate supervision unless followed by discussion of the session between supervisor and intern. Remind your supervisor a week or two before the form is due. Failure to meet these due dates will lower your final grade.

6. Three 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.

Procedures regarding tapes:
- Tapes will not be accepted late. Unclear tapes will be returned to the students
- Tapes will be cued to the 10-minute segment described in the analysis.
- Tapes will have student’s name and tape # on the outside of the tape.

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

Other items to include. Your analysis will be considerably longer than the brief excerpts below. The self-evaluation should focus primarily on you, not the client.
**Demographics:** SB is a 15 year-old Asian American male who is in 9th grade. He is the youngest of four children and lives with both biological parents.

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

**Areas of concern:** SB 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.

**Self-evaluation:** SB seemed more comfortable today with my approach. I think that I was more comfortable as well. I noticed when I transcribed my tape that I asked several closed questions and did too much of the talking. It seems like I did most of the work. I plan to use an activity next session to shift responsibility to him.

You need to be prepared to give and receive constructive feedback. Provide a copy of your written analysis to each of your group members.

Your field supervisor will give you direction on case management; I will be emphasizing your skills, interventions and conceptual understandings of your clients. Erase all tapes before the semester ends.

7. **Professional Readings:** These will be taken from text on the reading list as well as selected journal articles. Students should be prepared to discuss assigned readings.

8. Students will maintain professional liability insurance throughout the internship.

When a student demonstrates personal limitations that impede performance or 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)

**STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

Students will be graded on a satisfactory/unsatisfactory basis for this course. A satisfactory rating “S” represents an expected level of effectiveness or better. Students demonstrate a satisfactory skills level, and have a uniformly beneficial effect on the clients at their field placement. Students are expected to demonstrate an acceptable level of effectiveness in the integrated use of process and communication, conceptualization, personalization, and professional skills. Students who achieve this grade are usually more comfortable with feedback and have a positive view of the opportunities presented in training and supervision.

An unsatisfactory rating “U” represents a minimal 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 consistently demonstrate basic communication and interpersonal skills or are unwilling or unable to incorporate feedback into their work will generally earn this grade.
Students earning an unsatisfactory rating will generally be expected to repeat the course and will work with the faculty member to develop a remediation plan.

When students demonstrate personal limitation that might impede future performance, consciously violate ethical standards, and/or 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)**


**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.
GRADING
This class is pass/fail. You must have a minimum of 192 points to pass the course.
Attendance/class participation 40 points
Tape/Anal 1 50 points
Tape/Anal 2 50 points
Tape/Anal 3 50 points
Case Presentation 50 points
Total 300 points

Grades will be assigned according to the following scale:
A = 90% - 216 points
B = 80% - 192 points
C = 70% - 168 points
D = 60% - 144 points

ATTENDANCE
The student is expected to attend class regularly. University guidelines regarding attendance policy
will be followed. Repeated absences or consistent lateness will result in a lower evaluation of
students and may affect students' ability to pass the course depending on the amount of
supervision time missed. If students must miss class, arrangements must be made with the
instructor in advance (via email). If an emergency arises that prevents the student from getting to
class on time or not at all, call the instructor's cell number above to explain the reason for the
emergency as soon as possible.

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@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).