

SYLLABUS
COUN 552—INTERNSHIP
Fall 2014
Wednesday 7:20-10:00

INSTRUCTOR:

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Office Hrs

Tue. 2:30 - 4:30 (CCHE)
Wed. 6:30 – 7:10 (MPLX)
Thur, 2:30- 4:30 (CCHE)

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. 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 DESCRIPTION:

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.

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 utilizing 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, and supervised application.

COURSE REQUIREMENTS include, but are not limited to:

1. 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.
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 keep a *Weekly Activity Log* 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)
- 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 TBA.
- 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.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Students will submit tapes for review by the instructor. Tapes will be reviewed and evaluated on the student counselor's demonstrated effectiveness in the counseling session.

Evaluation of effectiveness will be on a scale of 1 to 5; an evaluation of 3 or higher is required to pass.

- 1 – poor
- 2 – minimal
- 3 – satisfactory
- 4 – very good
- 5 – excellent

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

An Pass 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 Fail 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)

Suggested Textbooks:

Teyber, E. *Interpersonal Process in Psychotherapy: A Relational Approach*. Pacific Grove: CA. Brooks/Cole

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.

ATTENDANCE

Attendance is mandatory. More than 2 absence will result in you being dropped from the class. The nature of this course demands that all students be present for every class session and actively participate in discussions. Students are responsible for all information disseminated in class (even if the student is absent).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students requesting accommodations for disabilities must go through the Academic Support Committee. For more information, please contact the Director of Disability Resources and Services, Halladay Student Services Building, Room 303D, (903) 886-

5835.

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).

TENTATIVE CLASS SCHEDULE

8/27. Introduction & Orientation

9/3 Tape review & critique

9/10 Tape review & critique

9/17 Tape review & critique

9/24 Tape review & critique

10/1 Tape review & critique

10/8 Tape review & critique

10/15 Tape review & critique

10/22 Tape review & critique

10/29 Tape review & critique

11/5 Tape review & critique

11/12 Tape review & critique

11/19 Tape review & critique

11/26 Thanksgiving Holiday

12/3 Final tape review & critique

