



COUN 552: Internship
Course Syllabus: Spring 2016
Mon. 7:20 – 10:00 CHEC

Instructor: Rochelle Ritzi, Ph.D., LPC-S, NCC, RPT-S
Adjunct Professor, Texas A&M University-Commerce
E-Mail: Rochelle.Ritzi@tamuc.edu
Phone: 214.509.7153 (business cell)

Office Hours: Wed. 4:00 - 7:00 by appointment only

Catalog Description of Course: COUN 552 – Internship. 3 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.

Required reading:

American Counseling Association. (2014) *Code of ethics and standards of practice*. Alexandria, VA:

Author. Retrieved at <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

Practicum & Internship Handbook, School or Community (2012)

Chapter from credible counseling theory text on your theory of choice.

Health and Safety Code. Chapter 611. Mental Health Records. Retrieved at

<http://www.statutes.legis.state.tx.us/Docs/HS/htm/HS.611.htm>

Professional Standards

1. [Multicultural Counseling Competencies](#)
2. [ACA Advocacy Competencies](#)
3. [ALGBTIC Competencies for Counseling LGBTQIA Individuals](#)
4. [ALGBTIC Competencies for Counseling with Transgender Clients](#)
5. [ASERVIC Spiritual Competencies](#)
6. LPC Rules: Title 22, Texas Administrative Code, Chapter, 681, Subchapter C. Code of Ethics
[http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=22&pt=30&ch=681&sch=C&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=22&pt=30&ch=681&sch=C&rl=Y)

For Play Therapists

7. Play Therapy Best Practices:
https://c.ymcdn.com/sites/www.a4pt.org/resource/resmgr/Publications/Play_Therapy_Best_Practices.pdf
8. APT position on touch paper:
https://c.ymcdn.com/sites/www.a4pt.org/resource/resmgr/Publications/Paper_On_Touch.pdf

COURSE OBJECTIVES

1. Apply knowledge and theory to direct work experiences in areas such as counseling, consultation, and coordination.
2. Demonstrate continued growth in the application of counseling intervention skills learned in pre-practicum and practicum. A more advanced level of skill is expected with a variety of clients.
3. Demonstrate continued growth in the application of conceptualization skills.
4. 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. Demonstrate familiarity with the internship site (policy, procedures, program development/evaluation, facility, materials, records, clerical assistance, etc.)
6. Demonstrate knowledge of, and the ability to form, productive relationships with the diversity of clients served at the internship site.
7. Become skilled in the use of a variety of professional resources such as appraisal instruments, records, and computers.
8. Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

METHOD OF INSTRUCTION

Instructional methods include readings, didactic lectures, video analysis, discussion, experiential activities, role plays, case conceptualizations, and supervised application.

CACREP STANDARD FOR INTERNSHIP

- After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- Internship students complete at least 240 clock hours of direct service.
- Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

COURSE REQUIREMENTS

1. Interns will spend, and document, a **minimum of 300 hours** at their field experience site and submit a copy of the Internship Log **weekly**. The Log will also maintain a cumulative record of all on-site hours (see separate instructions for more detail).
2. Class Meetings are **essential** for passing this course. See flexible schedule of class topics/meetings. Students *may* be required to meet for individual supervision with the instructor. If you have plans that will interfere with attendance, consider dropping the course.
3. Four *assignments surrounding growth in the areas of ethics and professionalism. Students select 2 of the below assignments to complete on or before 10/3/16 and the remaining 2 assignments to complete on or before 11/28/16.
 - a. Family court visit. Proof of attendance and reflection paper.
 - b. Prepare/update professional vita.
 - c. Create a bio/profile for future submission on a site such as Psychology Today.
 - d. Interview one individual in your field of interest. Proof of interview and reflection paper.
4. **Case Conceptualization/Growth Reflection:**
 - a. Choose your "most difficult" client currently being seen. At beginning of semester, write a client case conceptualization, and personal reflection regarding your desired growth.

- b. This client must be discussed regularly in group supervision throughout the semester.
 - c. At the end of the semester, write a final reflection regarding your progress.
5. Interns will give and receive meaningful and constructive feedback. Format will be provided.
 6. Interns will erase all recordings at the end of the semester.

Grade Assignment:

Weekly Logs/Paperwork/Attendance	10 points
Assignment 1	10 points
Assignment 2	10 points
Assignment 3	10 points
Assignment 4	10 points
Participation/Feedback (given & received)	20 points
Initial Case Conceptualization w/Reflection:	20 points
<u>Final Growth Reflection</u>	<u>10 points</u>
Total	100

You will know by midterm if you are not passing the course. The most common reason for failing this course is failure to meet the hour requirement minimum at your field site. In addition, some students are not able to demonstrate a level of counselor development expected in this course.

METHOD OF EVALUATION

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

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.

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)

TEXES COMPETENCIES RELATED TO THIS COURSE (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 one unexcused absences 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).

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

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.)

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

DIGITAL DEVICES: It is inappropriate to text, email, check email or texts, use a laptop or go online during this course. Confine your use of digital devices to breaks. **Other distracting behaviors** are not permitted, such as smoking e-cigarettes.

NONDISCRIMINATION NOTICE

Texas A&M University-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.

CAMPUS CONCEALED CARRY STATEMENT

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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

ALL CLASSES	<i>Group supervision including conceptualizing, support, and video reviews.</i>
Week 1: 08/29/16	Introductions, orientation, expectations discussed. Assignments TBA.
Week 2: 09/05/16	Holiday – Labor Day
Week 3: 09/12/16	Class topic and additional assignments TBD to meet class needs. Read #6
Week 4: 09/19/16	Giving/receiving feedback, Progress/Case notes, video reviews
Week 5: 09/26/16	Class topic and additional assignments TBD to meet class needs. Read #1
Week 6: 10/03/16	Diagnosing, privacy, HIPAA discussed. Assignments TBA, treatment plans.
Week 7: 10/10/16	Class topic and additional assignments TBD to meet class needs.
Week 8: 10/17/16	Self-care, difficult clients. Assignments TBA.
Week 9: 10/24/16	Class topic and additional assignments TBD to meet class needs. Read #2 & 3

Week 10: 10/31/16	Class topic and additional assignments TBD to meet class needs.
Week 11: 11/07/16	Class topic and additional assignments TBD to meet class needs. Read #4 & 5
Week 12: 11/14/16	Class topic and additional assignments TBD to meet class needs.
Week 13: 11/21/16	No class meeting, Thanksgiving week
Week 14: 11/28/16	Termination, other class topics and additional assignments TBD to meet class needs.
Week 15: 12/05/16	Closing discussions and activities. TBD
Week 16: 12/12/16	Class topic and additional assignments TBD to meet class needs.

Possible topics to be discussed: Reporting abuse, theory identification, testifying in court, boundaries with clients, etc.

*DUE DATES

Logs:	Weekly
Assignment 1	On or before 10/3/16
Assignment 2	On or before 10/03/16
Assignment 3	On or before 11/28/16
Assignment 4	On or before 11/28/16
Initial Case Conceptualization w/Reflection:	9/19/16
Final Growth Reflection	12/05/16

Separate detailed instructions will be given for each assignment.

The semi-flexible due dates listed are to account for “unforeseeable” problems, such as scheduling issues, becoming ill, and a plethora of other possible issues when working with clients. Make every attempt to finish every assignment before the the due date. Due to the flexibility of being able to turn in these assignments throughout the semester, due date is firm. **It is YOUR responsibility to keep track of assignments due.**