COUN 552 INTERNSHIP
COURSE SYLLABUS: Spring 2017

Instructor: Kevin C. Snow, PhD, M.A., NCC, ACS
Office Location: Binnion 229B
Office Hours: Monday 11:00am-4:30pm; by appointment in Commerce
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Preferred Form of Communication: email
Communication Response Time: Within 24-48 hours M-F
Course Meeting Day/Time: T 4:30p-7:10p   **Location:** Mesquite

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required
Yalom, I. D. (2012). *Love's executioner and other tales of psychotherapy*.
    New York, NY: Basic Books.

And **at least one** of the following, based on the population you might work with:

Jongsma, A. J., & Peterson, L. M. (2014). *The complete adult psychotherapy
    treatment planner* (5th ed). Hoboken, N.J.: John Wiley & Sons.

Jongsma, A. J., Peterson, L. M., McInnis, W.P., & Bruce, T.J. (2014). *The
    complete adolescent psychotherapy treatment planner* (5th ed). Hoboken, N.J.:
    John Wiley & Sons.

Special Topics Readings: additional readings will be assigned throughout the
semester for some classes. These readings will come from current journals and related
sources on topics relevant to weekly topics (including relevant national and international
news items). These readings will be posted in Word or PDF format via eCollege for the

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assigned week. Please check eCollege for each week to locate these readings. All course readings must be done each week prior to class**

Software Required
University eCollege course management system.

Optional Texts and/or Materials

American Psychological Association (2011). Publication manual of the American Psychological Association (6th Ed.). Washington, D.C.: American Psychological Association.

Course Description
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 Information
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.

Student Learning Outcomes
The student will demonstrate understanding and appropriate application of:
1. essential interviewing and counseling skills so that the student is able to develop, maintain, and successfully terminate a therapeutic relationship; (5c)
2. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions; (5d)
3. 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; (5d)
4. an orientation to wellness and prevention as desired counseling goals; (5a)
5. self awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
6. four major areas of competence (Process and Communications skills, Conceptualization skills, Personalization skills, and Professional Skills);
7. self-care strategies essential to the counselor role; (1d)

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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:
At a minimum, this course will cover:
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 exp. list)

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.

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, and related computer skills, etc.

Instructional Methods

Lecture, Discussion, Seminar, In-Class Activities, Assignments, Experiential Activities, and Supervised Application.

Student Responsibilities or Tips for Success in the Course

Do all readings, including any supplemental readings posted to eCollege (under Doc Sharing folder) prior to class. Actively engage in critical thinking and dialogue (i.e., sharing your reactions, opinions, disagreements, questions) in class. Your open participation in class discussions, assignments, and other activities is essential to your learning and final grade. Engage in thoughtful self-reflection and evaluation, as well as offer and receive feedback from others in class. For assignments, contact the instructor well in advance of due dates with any questions- do not expect last minute responses the day assignments are due- prepare ahead of time. Also, use best practices of APA 6 writing style. Many online resources, such as the OWL at Purdue APA website exist to help you craft quality papers- please use them.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% or 180-200 pts
B = 80%-89% or 160-179 pts
C = 70%-79% or 140-159 pts
D = 60%-69% or 120-139 pts
F = 59% or below or 119 pts and below

Final Grade = 200 points

Attendance, readings, participation	20 points
Recordings (review prior to class)	50 points
Case Study	25 points
Two 10 Minute Transcripts	50 points
Presentation of Therapeutic Intervention	25 points
Demonstration of Skills	30 points

Intern 2: Theory of Change Paper	Mandatory to pass & graduate

Assessments

*All written assignments must be uploaded to eCollege by class time on the due date listed on the course calendar, in the appropriate Drop Box, unless otherwise noted below. Late assignments are NOT accepted and will result in a grade of zero

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(extenuating circumstances may apply based on communication <u>in advance</u> with the professor)*

**All papers MUST use headings to organize. **

ASSIGNMENTS
1. Students will spend a minimum of CACREP=300 hours (Approximately 20 hours/week) at the field experience site, with documentation of such on a Record of Hours Form. The 600 clock-hour total (300 split) for supervised experience must include a minimum of 240 hours (120 split) of direct service work with clientele appropriate to the community, school, or student affairs program emphasis area. 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 (depending on size of class). A schedule of these meeting times will be published by the instructor of record (see course calendar- changes could be made depending on the size of the class). Individual supervision sessions will occur at the discretion of the instructor of record.

2. Students will negotiate a Field Experience Contract and an Emergency Contract with their on-site supervisors. This contract constitutes an agreement between the student, field supervisor and instructor of record and specifies the student's activities, hours, and supervision arrangements.

3. **Class Meeting: Attendance is mandatory**. Weekly Participation and Reading in a 1 hour class plus 1.5 hour group supervision (& 1 hour of on-site supervision). 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 or discussion. **Missing more than 1 class will result in a failing grade. If you have an issue with this departmental policy than please drop the course and take it during another semester.**

   Weekly interaction with an average of one hour per week of individual and/or triadic supervision, throughout the internship (performed by the on-site supervisor).

   An average of 1.5 hours per week of group supervision provided on a regular schedule throughout the internship (performed by the faculty member).

4. 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)

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The activity log will also include brief descriptions of the student's on-site activities and reactions. This will be turned in at mid-term and final for review (instructor reserves the right to request this log at any point to verify hours).

5. **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 posted to Doc Sharing on eCollege. Internship I and II will have slightly different expectations reflecting developmental differences. Students will present this case study orally to the class and submit a written copy of the Case Study to the instructor. Use the Jongsma texts as a guideline to construct this.

6. **Theory of Change Paper:** required at the end of semester for Intern 2 students (see guidelines at end of syllabus or in Master's Student Handbook).

7. **Presentation of a Therapeutic Intervention:** with rationale for its use relevant to a case (can be connected to your case study). Outline will be posted to eCollege under Doc Sharing. Utilize Jongsma texts for guidance too.

8. **Two 10 Minute Transcripts**. Following the provided format (on eCollege under Doc Sharing) in detail, twice in the semester students will transcribe a 10-minute section of one of their recorded counseling sessions. For each transcript, students will include a summary of client statements, verbatim counselor response, and alternate counselor response (for each statement), and discussion of counselor self-awareness (what were you thinking or feeling when you made the statement, countertransference issues, etc.). You will be tempted to transcribe your "best work" but you will learn much more if you transcribe a section you are uncertain about, a problem area, etc.

9. **A Selected Number of Audio/Video Recordings with a Typed Analysis**: will be brought to group supervision **(3-5+ per student at instructors discretion; minimum of 3)**. Recordings WILL NOT BE ACCEPTED after the due date. Recordings that are not clear will be returned to the student without credit. BE SURE THE RECORDING IS CLEAR AND AUDIBLE! Each recording will be critiqued in class where possible. 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 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 recordings before the semester ends.

   AUDIO/VIDEO RECORDING RULES
   Recordings will be turned in on time. We will review at least several each week.

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Unclear recordings will be returned to students with no grade. Recordings must be accompanied by a release from signed by client (once per client per semester). Recordings will have student's name and session # labeled clearly; you are responsible for recording in a standard format playable on any PC computer- test your recordings on a PC prior to bringing them to class.

As in the other clinical courses, learning in this course is developmental, a recording 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.

10. 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.

11. 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.

12. The student will maintain professional liability insurance throughout internship.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Students will be evaluated on their continued development and demonstration of the following clinical skills and competencies. A mid-term & end-of-semester evaluation will be conducted. Grading in this course is twofold, and is contingent upon both assignments as well as clinical performance of skills. Poor performance on skills, regardless of grades on written assignments will not lead to a passing grade, but great clinical performance and poor assignments will not either; it is a combination of good performance on both. To pass = A or B, while C or below = fail for the following performance areas:

Process Skills: These include skills learned in Pre-Practicum and refer to counselor behaviors that can be observed either through two-way mirrors, video or audio recording. 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.

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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.

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 and pass the course.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  o 512 MB of RAM, 1 GB or more preferred
  o Broadband connection required courses are heavily video intensive
  o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
  o Sound card, which is usually integrated into your desktop or laptop computer
  o Speakers or headphones.
  o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning

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management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check   http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.
    Pop-ups are allowed.
    JavaScript is enabled.
    Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
    o Adobe Reader https://get.adobe.com/reader/
    o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
    o Adobe Shockwave Player   https://get.adobe.com/shockwave/
    o Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for LearningStudio https://secure.ecollege.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION
Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab.   http://www.tamuc.edu/myleo.aspx

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

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Note: It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site   http://247support.custhelp.com/

The student help desk may be reached in the following ways:

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.

4. I will call the helpdesk to confirm your problem and follow up with you

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PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

Learner Support
The One Stop Shop was created to serve you by providing as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/

The Academic Success Center provides academic resources to help you achieve academic success. http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

FREE MobilE APPS
The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

PEARSON COURSES	App Title:	**iPhone –** Pearson LearningStudio Courses for iPhone **Android** – LearningStudio Courses - Phone
	Operating System:	**iPhone** - OS 6 and above **Android** – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

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• View titles/code/Instructor of all Courses enrolled in online
• View and respond to all discussions in individual Courses
• View Instructor Announcements in individual Courses
• View Graded items, Grades and comments in individual Courses
• Grade to Date
• View Events (assignments) and Calendar in individual Courses
• View Activity Feed for all courses
• View course filters on activities
• View link to Privacy Policy
• Ability to Sign out
• Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement
Good communication is essential to the counseling profession and to getting the most out of your education. If you have any special needs, questions, concerns, or personal issues that impact the class and/or your attendance in class, please let me know. I cannot help unless I am aware. Therefore, if you need to reach me the best way to do so is via email using your official university email (or through eCollege). I teach in various locations- calls to my office may not be immediately returned, but I make every effort to return emails within 24-48 hours, M-F. I check email many times a day. Please be respectful of my free time on weekends and understand any email sent after Fridays at 5pm may not be answered until the following Monday. In particular, do not wait until the last minute or weekends to contact me about assignments with pending deadlines. It is your responsibility to manage your time appropriately and plan ahead for all assignments.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies
Attendance in the course is mandatory and lateness is not acceptable. Tardiness after the first 15 minutes or leaving early more than 15 minutes is considered a full absence. Work is not to be turned in late without prior approval and/or under emergencies. Any missed work is handled on a case-by-case basis, but in general will get a grade of zero. Extra credit may be added at the instructor's discretion, but is not built into the course.

Confidentiality is extremely important to the integrity of this course. Confidentiality cannot be guaranteed in any situation but we are collectively accountable to maintain a safe, trusting environment throughout the course including the recordings and their review, experiential activities, and in-class conversations. While it can be compelling to share personal information about class members with others, all students are bound by the ACA ethical code of confidentiality with respect to any material shared by other members of the class. The disclosure of personal information to anyone outside this class would be considered unethical and you will face consequences for disclosing it to non-class members. Please explore any concerns you have about confidentiality during class time, after class, or via private communication with the instructor.

Personal computers, cell phones, or other electronic devices are a privilege and not needed for regular participation within this class. You will get by just fine with your course text, a notepad, and a writing utensil. Do not do non-class work on these devices during class (no texting, emailing, tweeting, etc.). It is very obvious when you are surfing online, etc., whether you think you are covert or not. If you abuse this policy, the instructor reserves the right to revoke all usage of electronic devices for you and/or the class. Please be respectful of the class and instructor. If you are expecting an emergency call or you are on call for work, you must let the instructor know prior to class.

Syllabus Change Policy
The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures
Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf

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Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette http://www.albion.com/netiquette/corerules.html

TAMUC Attendance
For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

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

ADA Statement
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
Email: Rebecca.Tuerk@tamuc.edu
Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

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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.

COURSE OUTLINE/CALENDAR

Class #	Date	Topic (tentative list)	Readings/Assignments Due
1	1/17/17	Course Introduction; Review syllabi, course requirements, & engage in opening activities; Review of current skills & clinical experience **Discuss use of recording technology & assignment: no banned tech, must follow reasonable confidentiality & privacy standards, must include informed consent	**What recording technology will you use and how does it meet ethics, privacy, & confidentiality standards? (submit a 1 page minimum essay by next class addressing this issue; instructor reserves the right to refuse or modify your plan) **SUBMIT ALL REQUIRED PAPERWORK FOR INTERNSHIP INCLUDING PROOF OF LIABILITY INSURANCE**

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		Recordings & Case Study Sign-up (2 each week)	
2	1/24/17	Ethical & Legal Issues Recordings & Analyses Skill Development	Read Yalom Ch. 1 & Special Topics Reading (if any) Recorded Site Hours
3	1/31/17	Clinical Interview, Diagnosis, & Treatment Planning Recordings & Analyses Skill Development	Read Yalom Ch. 2 & Special Topics Reading (if any) Recorded Site Hours **Case Study**
4	2/7/17	Assessment in Diagnosis & Treatment Planning Recordings & Analyses Skill Development	Read Yalom Ch. 3 & Special Topics Reading (if any) Recorded Site Hours **Case Study**
5	2/14/17	Assessing Therapeutic Progress and Alliance Recordings & Analyses Skill Development	Read Yalom Ch. 4 & Special Topics Reading (if any) **Submit Transcript One** Recorded Site Hours
6	2/21/17	Recordings & Analyses Skill Development Special Topic	Read Yalom Ch. 5 Recorded Site Hours **Case Study**
7	2/28/17	Recordings & Analyses Skill Development Special Topic	Read Yalom Ch. 6 & Special Topics Reading (if any) Recorded Site Hours
8	3/7/17	Recordings & Analyses Skill Development Special Topic	Read Yalom Ch. 7 & Special Topics Reading (if any) **Case Study**
9	3/14/14	**Spring Break: No Class**	
10	3/21/17	Recordings & Analyses Skill Development Special Topic	Read Yalom Ch. 8 & Special Topics Reading (if any) Recorded Site Hours **Case Study**
11	3/28/17	Recordings & Analyses Skill Development Special Topic	Read Yalom Ch. 9 & Special Topics Reading (if any) Recorded Site Hours **Submit Transcript Two**
12	4/4/17	Recordings & Analyses Skill Development Special Topic	Read Yalom Ch. 10 & Special Topics Reading (if any)
13	4/11/17	Recordings & Analyses Skill Development Special Topic	Reading (if any) Recorded Site Hours **Presentations**
14	4/18/17	Recordings & Analyses Skill Development Special Topic	Reading (if any) Recorded Site Hours **Presentations Cont.**
15	4/25/17	Recordings & Analyses Skill Development	Reading (if any) Recorded Site Hours

The *syllabus/schedule are subject to change.*

16	5/2/17	Special Topic	**Presentations Cont.**
		Individual Evaluation Meetings with Instructor During Class to Complete CSCE; Turn in all final course paperwork (site & program)	**Evaluations (site & yours)** **I will complete the Counseling Student Competency Evaluation (CSCE) for each student. 1st come, 1st served or times will be scheduled. You cannot get your grade without this** **Theory of Change Paper (Intern 2)**

THEORY OF CHANGE PAPER GUIDELINES FOR INTERNSHIP 2

In efforts to insure that students are achieving overall program learning objectives and that excellence is maintained in the preparation of counselors, each student's learning of overall program objectives is evaluated in the manner described below.

Counseling Program
During Internship 2 (Weeks 10-13 during 15-week terms; Weeks 8-9 during 10-week terms) students will submit a written project in which they address the following:
1. Identify a theory-of-choice.
2. Thorough discussion of theory including, but not limited to, the following:
   - Founder(s)/developer(s)/advancers (who has added to or modified the theory)
   - Basic belief about human nature
   - Nature of change
   - Descriptions of specific techniques/interventions associated with theory
   - Descriptions of other techniques/interventions from other theories that integrate well with techniques/interventions associated with theory
   - Discussion of how core conditions/response dimensions can be integrated with theory
3. Application of theory in group settings, including how application might differ depending upon stage of group development.
4. Application of theory in working with individuals from diverse groups, including specific groups with which theory might not be particularly viable.
5. Description of investigation/research project in which effectiveness of particular technique/intervention associated with theory of choice.

These written projects will be evaluated using the following rubrics:
Basic knowledge of theory-of-choice
0 – Cannot identify theory of choice
1 – Identifies theory of choice, including founder/developer. Unable to discuss basic human nature or nature of change
2 – Identifies theory of choice, including founder/developer. Discusses basic human nature in light of theory. Unable to discuss nature of change
3 – Identifies theory of choice, including founder/developer. Discusses basic human nature AND nature of change in light of theory.

4 - Identifies theory of choice, including founder/developer. Discusses basic human nature AND nature of change in light of theory. Discusses recent developments with regards to theory, including recent contributors to theory development.

Application knowledge of theory-of-choice
0 – Identifies/lists techniques/interventions associated with theory, but fails to describe/discuss them. Briefly discusses incorporation of core conditions/response dimensions. Fails to discuss incorporation of techniques/interventions from other theories.
1 – Identifies/lists techniques/interventions associated with theory, describing/discussion 1 or 2.
2 – Identifies techniques/interventions associated with theory, describing/discussing 3 or more. Adequately discusses incorporation of core conditions/response dimensions. Identifies/lists and describes/discusses incorporation of 1 or 2 techniques/interventions from other theories.
3 – Identifies techniques/interventions associated with theory, describing/discussing 3 or more. Thoroughly describes/discusses incorporation of core conditions/response dimensions and identifies/lists and describes/discusses 1 or 2 techniques/interventions from other theories; OR adequately describes/discusses incorporation of core conditions/response dimensions and describes/discusses 3 or more techniques/interventions from other theories, and their incorporation into counseling within theory-of-choice.
4 – Identifies techniques/interventions associated with theory, describing/discussing 3 or more. Thoroughly describes/discusses incorporation of core conditions/response dimensions and describes/discusses 3 or more techniques/interventions from other theories, and their incorporation into counseling within theory-of-choice.

Theory-of-choice in group settings
0 – Unable to describe/discuss application of theory-of-choice in group settings.
1 – Describes/discusses basic application of theory in group settings.
2 – Describes/discusses thoroughly application of theory in group settings OR describes/discusses basic application of theory in group settings and how basic application might vary depending upon stage of group development.
3 – Describes/discusses thoroughly application of theory in group settings and how basic application might vary depending upon stage of group development.
4 – Describes/discusses thoroughly application of theory in group settings including how that application might vary based upon stage of group development.

Theory-of-choice with diverse groups
0 –Describes/discusses theory and separately describes/discusses diverse groups. Fails to integrate at all both.
1 – Identifies 1 or 2 diverse groups and describes/discusses working with them within "bounds" of theory.
2 – Identifies all diverse groups with which theory might be viable. Describes/discusses working with 1 or 2 of these groups within "bounds" of theory.

The syllabus/schedule are subject to change.

3 – Identifies all diverse groups with which theory might be viable. Describes/discusses working with them within "bounds" of theory; OR identifies 1 or 2 diverse groups. Describes/discusses working with them within "bounds" of theory AND identifies groups with which theory might not be particularly viable.
4 – Identifies all diverse groups with which theory might be viable. Describes/discusses working with them within "bounds" of theory. Also identifies groups with which theory might not be particularly viable and describes/discusses reasons for inapplicability.

Theory-of-choice effectiveness investigation
0 – Unable to describe/discuss means of assessing effectiveness of technique/intervention associated with theory of choice.
1 – Discusses/describes, generally, means of assessing effectiveness of technique/intervention.
2 – Designs investigation that addresses 2 or 3 of content items described in 4
3 – Designs investigation that addresses 4 or 5 of content items described in 4 OR addresses in detail 2 or 3 of content items described in 4.
4 – Designs investigation that addresses the following in detail: Research question(s), Description of population and sample, Recruitment of participants, Specific means of assessing effectiveness, Description of technique/intervention, Informed consent and maintenance of confidentiality/privacy.