

Texas A&M University – Commerce
College of Education and Human Services
Department of Counseling

COUN 552: Internship
Fall 2018

Course Syllabus

INSTRUCTOR INFORMATION

Instructor: Zaidy MohdZain, PhD.,
Professor and Department Head
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OFFICE HOURS

M, W, Th and F 8:00am to 5:00pm
T 10:00am to 5:00pm

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, grade of "B" or better in Coun 548, and grade of "S" in Coun 551. Students must receive a grade of "S" in first semester of 552 to progress to second semester of 552, and a "S" 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. essential interviewing and counseling skills so that the student is able to develop, maintain, and successfully terminate a therapeutic relationship;
2. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions;
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;
4. an orientation to wellness and prevention as desired counseling goals;
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;
8. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

ADDITIONAL COURSE OBJECTIVES FOR CLINICAL MENTAL HEALTH COUNSELING

STUDENTS include, but are not limited to the following:

Students will demonstrate understanding and appropriate application of:

1. the ability to apply and adhere to ethical and legal standards in clinical mental health counseling;
2. knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health clients.
3. principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling;
4. multicultural competencies in clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders;
5. promoting optimal human development, wellness, and mental health through prevention, education, and advocacy activities;
6. effective strategies to promote client understanding of and access to a variety of community resources
7. culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling;
8. the ability to use procedures for assessing and managing suicide risk;
9. current record-keeping standards related to clinical mental health counseling
10. providing appropriate counseling strategies when working with clients with addiction and co-occurring disorders;
11. the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate;
12. maintaining information regarding community resources to make appropriate referrals;
13. advocating for policies, programs, and services that are equitable and responsive to the unique needs of clients;
14. the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations;
15. selecting appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols;
16. skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management;
17. screening for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders;
18. the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care;
19. relevant research findings to inform the practice of clinical mental health counseling;
20. the development of measurable outcomes for clinical mental health counseling programs, interventions, and treatments;
21. the analysis and use of data to increase the effectiveness of clinical mental health counseling interventions and program;
22. diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments;
23. the ability to conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

ADDITIONAL COURSE OBJECTIVES FOR SCHOOL COUNSELING STUDENTS include, but are not limited to the following:

Students will demonstrate understanding and appropriate application of:

1. the ability to apply and adhere to ethical and legal standards in school counseling;
2. the ability to articulate, model, and advocate for an appropriate school counselor identity and program;
3. self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms;

4. providing individual and group counseling and classroom guidance to promote the academic, career, and personal/ social development of students;
5. designing and implementing prevention and intervention plans related to the effects of a) atypical growth and development, b) health and wellness, c) language, d) ability level, e) multicultural issues, and f) factors of resiliency on student learning and development;
6. the ability to use procedures for assessing and managing suicide risk;
7. the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate;
8. multicultural competencies in relation to diversity, equity, and opportunity in student learning and development;
9. advocating for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students;
10. advocating for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations;
11. engaging parents, guardians, and families to promote the academic, career, and personal/social development of students;
12. assessing and interpreting students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities;
13. selecting appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development;
14. analyzing assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs;
15. making appropriate referrals to school and/or community resources;
16. assessing barriers that impede students' academic, career, and personal/social development;
17. applying relevant research findings to inform the practice of school counseling;
18. the development of measurable outcomes for school counseling programs, activities, interventions, and experiences;
19. the analysis and use of data to enhance school counseling programs;
20. the conducting programs designed to enhance student academic development;
21. the implementation of strategies and activities to prepare students for a full range of postsecondary options and opportunities;
22. the implementation of differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement;
23. to work with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school;
24. locating resources in the community that can be used in the school to improve student achievement and success;
25. consulting with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development;
26. using peer helping strategies in the school counseling program;
27. using referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families;
28. to participate in the design, implementation, management, and evaluation of a comprehensive development school counseling program;
29. to plan and present school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials use in classroom guidance, and advisor/advisee programs for teachers).

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. (See instructor syllabus.)

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.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

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.

“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)

Class Meeting:

Attendance is mandatory. Weekly active and appropriate participation in class. Participation includes constructively 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 then 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).

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 (include rationale for intervention strategies). Students will present this case study orally to the class and submit a written copy of the Case Study to the instructor.

Theory of Change Paper:

Required at the end of semester for Intern 2 students (please refer to Master's Student Handbook).

Two audio/video recordings with transcripts:

Students will transcribe a 8 -10 minute section of two of their best recorded counseling sessions (one in midterm and the other at the end of the semester). 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.)

A selected number of audio/video recordings with a typed analysis:

Students will bring 3-5 audio/video recordings with a typed analysis to group supervision. Recording that are not clear will be returned to the students without credit. Be sure the recording is clear and audible. During group supervision, students 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. Please destroy all recordings before semester ends.

Process skills:

These include skills learned in pre-practicum and refer to counselor behavior that can be observed either through two-way mirror, 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.

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 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 skills include ethical behaviors both within, and outside, counseling sessions. Examples include, but 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 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.

Confidentiality:

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 materials 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 member. Please explore any concerns you have about confidentiality during class time, after class, or via private communication with the instructor.

Etiquette:

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 reading materials, a notepad, and a writing utensil. Do not do non-class work on these devices during class (no texting, emailing, tweeting, etc.,). It is 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 vents 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.

REQUIRED TEXT(S) AND/OR READING(S)

Individual instructors for this course select the text(s) and/or reading(s). See individual instructor syllabus.

- ACA 2014 Code of ethics
- CACREP 2016 Standards
- Practicum and Internship Handbook
- Handbook for Master's Counseling Program
- On-site placement policies and procedures

SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:

Each instructor may supply a resource list of his or her choosing. See individual instructor syllabus for listings particular to that instructor's class.

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

The student is expected to attend class regularly. University guidelines regarding attendance policy will be followed.

ACCOMMODATIONS 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

Fax (903) 468-8148

StudentDisabilityServices@tamuc.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, 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.)

DISCRIMINATION FREE ENVIRONMENT

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.

UNIVERSITY CLOSING DUE TO WEATHER

Check www.tamuc.edu/ regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

Course Outline/Calendar

Week	Dates	Tentative topics	Assignments due
1	August 27, 2018	Course Introduction Review of syllabus, course requirements Discussion: recording issues	Submit all required paperwork for internship including proof of liability insurance
2	September 3, 2018	Labor Day – No class	
3	September 10, 2018	Ethical & Legal issues Recordings & Analyses	ACA 2014 code of ethics CACREP 2016 standards Handbooks
4	September 17, 2018	Recordings & Analyses	Case Study
5	September 24, 2018	Recordings & Analyses	Case Study
6	October 1, 2018	Recordings & Analyses	Case Study
7	October 8, 2018	Recordings & Analyses	Tape 1 due
8	October 15, 2018	Recordings & Analyses	Case Study
9	October 22, 2018	Recordings & Analyses	
10	October 29, 2018	Recordings & Analyses	
11	November 5, 2018	Recordings & Analyses	Presentations
12	November 12, 2018	Recordings & Analyses	Presentations
13	November 19, 2018	Recordings & Analyses	Tape 2 due
14	November 26, 2018	Recordings & Analyses	Presentations
15	December 3, 2018	Recordings & Analyses	Presentations
16	December 10, 2018	Individual Evaluations (meeting with instructor during class)	Evaluations (site & yours) the Counseling Student Competency Evaluation (CSCE) for each student. Theory of Change Paper (intern 2 only)