



**COUN 552.41E INTERNSHIP
COURSE SYLLABUS: FALL 2018**

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Communication Response Time: 24 hours in most cases

COURSE INFORMATION

MATERIALS: textbooks, readings, supplementary readings

REQUIRED TEXTS AND/OR READING(S)

Practicum & Internship Handbook, School or Community. (2016-2017 edition).

American Counseling Association. (2014). *Code of ethics*. Alexandria, VA: Author.

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

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

OPTIONAL TEXTS

Smead, R. (1995). *Skills and techniques for group work with children and adolescents*.

Champaign, IL: Research Press. (School Programs)

Vernon, A. (2002). *What works when with children and adolescents*. Champaign, IL: Research Press.

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

Campbell, C.A. & Dahir, C.A. (1997). *The national standards for school counseling programs*. Alexandria, VA: American School Counselor Association.

Hitchner, K.W. & Tifft-Hitchner, A. (1987). *A survival guide for the secondary school counselor*. West Nyack, NY: The Center for Applied Research in Education.

- Morganett, R. S. (1994). *Skills for Living: Group counseling activities for elementary students*. Champaign, IL: Research Press.
- Nelson, J. Lott, L., & Glenn, H.S. (2000). *Positive discipline in the classroom*. Roseville, CA: Prima Publishing.
- Oaklander, V. (2007). *Windows to our children: A gestalt therapy approach to children and adolescents*. Gouldsboro, Maine. The Gestalt Journal Press.
- Schmidt, J. (2004). *A survival guide for the elementary/middle school counselor (2nd ed.)*. West Nyack, NY: Jossey-Bass.

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 or school counseling setting closely aligned with the student's professional career goals.

This course requires on-campus class meetings as well as 275 hours at the student's field site. **COURSE**

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;
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 STUDENT LEARNING OUTCOMES 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 STUDENT LEARNING OUTCOMES 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).

For interns working in a school setting:

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.

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
- VII. Applying desirable indirect services at field sites
- VIII. Using appropriate professional resources at field sites

COURSE REQUIREMENTS**MINIMAL TECHNICAL SKILLS NEEDED:**

Using Microsoft word; using audio/video recording equipment, including transferring to removable storage device (usb) with functioning playback.

METHOD OF INSTRUCTION

Lecture, discussion, seminar, and supervised application.

COURSE REQUIREMENTS include, but are not limited to:

1. The 600 clock-hour total for supervised experience must include a minimum of 240 hours of direct service work with clientele appropriate to the community or school 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.

GRADING

POINT VALUE

Weekly Logs/Paperwork	20 points
Tapes	180 points
Assessment of skills	50 points
<u>Case Conceptualization paper</u>	<u>50 points</u>
Total	300 points

Pass = 240 points and above

“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= less than 240 points

“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)

In our midterm meeting, I will let you know if you are passing the course. The most common reason for failing this course is failure to meet the 275 hour requirement at your field site. In addition, some students are not able to demonstrate a level of counselor development expected in this course.

STUDENT RESPONSIBILITIES

1. Students will spend a **minimum of 275 hours** at the field experience site and submit a copy of the Internship Log **at midterm** documenting these hours to the instructor. The Log will also maintain a cumulative record of on-site hours. We will review the log requirements in class. Paperwork in this class is very important and will be placed in your permanent file. All files are subject to review and may be audited by CACREP.

2. **Class Meetings: Attendance is mandatory.** Please consult attached schedule of meetings. 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. Students may also be required to meet with the instructor for individual supervision. Interns need to be very clear that there is no substitute for class/supervision. If you have plans which interfere with attendance you should consider dropping the course. **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.**
3. **Three video recordings with a typed case analysis/self-evaluation** will be brought to class for supervision. The case analysis will be discussed in class. Additional taping will be required during the semester and used in supervision.

Rules regarding video recordings submitted for grading:

- Submit videos on a USB drive (not a CD/DVD)
- Tapes/case analysis will not be accepted late.
- Unclear video recordings will be returned to the students (One letter grade will be deducted for unclear recordings).
- Recordings will be of individual counseling sessions accompanied by a typed analysis.
- Taped sessions will be held close to the due date to allow instructor to assess current skill levels.

Case analysis:

- Include client demographics: age, gender, ethnicity, family constellation, etc.
- Description of presenting problem, referral source, areas of concern
- Session specific information
- Theoretical approach ****this is the most important part of the write up**
 - Including: interventions and techniques used in the session and a rationale for choosing these responses.
- Self-evaluation
- Self-awareness
- Time stamp recording table
- **Example format will be provided**

You need to be prepared to give and receive constructive feedback.

If you are in a school setting, your supervisor probably will assume a mentoring role. In most community settings, your field supervisor will give you direction on case management; I will be emphasizing your skills, attitudes, interventions, self-awareness and conceptual understanding of your clients. **Erase all recordings** at the end of the semester.

4. **Assessment of skills:** Students will be assessed by the professor on skills in four areas:

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

5. **Case conceptualization paper:** Students will develop a comprehensive written case study over a current client. Students will detail the presenting case, including background information removing any personally identifying information. The student will then use two theories to provide theoretical interpretations and a plan for helping. Cases will be discussed in class and a paper copy will be turned in to the professor.

Counseling Student Competency Evaluation (CSCE)

The Counseling Program is obligated by professional ethics (see ACA Code of Ethics, 2014) and University procedure to assess students as to their potential for meeting the expectations of the professional counseling field. The Counseling Student Competency Evaluation will be used as a basis for assessment. Copies of the CSCE are available from the Departmental website or by contacting the Department of Counseling Office.

CACREP Standards Addressed in COUN 552

Core Standard	Learning Activity or Assignment	Assessment
2.G.1.b. Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications.	Reading: ACA Code of Ethics; Lectures, in Class Discussions	Discussions
2.G.1.c. Counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event.	Reading: ACA Code of Ethics, ACA fact sheet; Lectures, Videos, in class Discussions	Discussions
2.G.1.d. Self-care strategies appropriate to the counselor role.		
2.G.1.f. Professional organizations, including membership benefits, activities, services to members, and current issues.	Lectures, Videos, in class Discussions	Discussions
2.G.1.g. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	Lectures, Guest Speaker, in class Discussions	Discussions
2.G.1.h. The role and process of the professional counselor advocating on behalf of the profession.	Reading: ACA Code of Ethics; Lectures, in Class Discussions	Discussions
2.G.1.i. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.	Lectures, Videos, in class Discussions	Discussions
2.G.1.j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	Reading: ACA Code of Ethics; Lectures, in Class Discussions	Discussions
2.G.2.a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally.	Reading: Microaggressions; Lectures, in Class Discussions	Discussions
2.G.2.b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients.	Reading: Microaggressions; Lectures, in Class Discussions, Experiential activities	Discussions
2.G.2.d. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.	Reading: Microaggressions; Lectures, in Class Discussions	Discussions
2.G.2.e. Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.	Lectures, Videos, in class Discussions	Discussions

2.G.5.a. An orientation to wellness and prevention as desired counseling goals.	Lectures, Videos, in class Discussions	Discussions
2.G.5.b. Counselor characteristics and behaviors that influence helping processes.	Lectures, Videos, in class Discussions	Discussions
2.G.5.c. Essential interviewing and counseling skills.	Lectures, Videos, in class Discussions, Group Supervision of tapes	Discussions; Tape Analysis & Critique, Group Supervision
2.G.5.d. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling.	Lectures, Videos, in class Discussions, Group Supervision of tapes	Discussions; Theory Quiz/Theory questions; Tape Analysis & Critique, Group Supervision
2.G.5.e. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.	Lectures, Videos, in class Discussions, Group Supervision of tapes	Discussions; Theory Quiz/Theory questions; Tape Analysis & Critique, Group Supervision
2.G.5.f. A general framework for understanding and practicing consultation.	Lectures, in class Discussions,	Discussions
CMHC Standard	Learning Activity or Assignment	Assessment
B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	Reading: ACA Code of Ethics; Lectures, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision
B2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.	Lectures, in Class Discussions	Discussions
D1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	Lectures, Videos, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
D2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	Lectures, Videos, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
D3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	Lectures, Videos, in Class Discussions	Discussions
D4. Applies effective strategies to promote client understanding of and access to a variety of community resources.	Lectures, Videos, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	Lectures, Videos, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)

D6. Demonstrates the ability to use procedures for assessing and managing suicide risk.	Lectures, Videos, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
D7. Applies current record-keeping standards related to clinical mental health counseling.	Lectures, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
D8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	Lectures, Videos, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
D9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	Lectures, Videos, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
F1. Maintains information regarding community resources to make appropriate referrals.	Lectures, in Class Discussions	Discussions
F2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	Reading: ACA Code of Ethics; Lectures, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision
F3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	Reading: ACA Code of Ethics; Lectures, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
H1. Selects 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.	Reading: ACA Code of Ethics; Lectures, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
H2. Demonstrates 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.	Lectures, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
H3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	Lectures, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
H4. Applies 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.	Lectures, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
J1. Applies relevant research findings to inform the practice of clinical mental health counseling.	Lectures, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case

		Conceptualization)
J2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	Lectures, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
J3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	Lectures, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
L1. Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	Lectures, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
SC Standard	Learning Activity or Assignment	Assessment
B1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	Reading: ACA & ASCA Code of Ethics; Lectures, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
B2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	Reading: ASCA Standards, TEA Code; Lectures, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
D1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	Lectures, Videos, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
D2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	Lectures, Videos, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
D3. Designs and implements 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.	Lectures, Videos, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
D5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	Reading: ASCA Standards, TEA Code; Lectures, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
F1. Demonstrates multicultural competencies in relation to diversity, equity and opportunity in student learning and development.	Reading: ASCA Standards, TEA Code; Lectures, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)

F2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	Reading: TEA Code; Lectures, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
F4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.	Lectures, in Class Discussions	Discussions
H1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	Lectures, Videos, in Class Discussions	Discussions; Tape Analysis & Critique, Group Supervision; Assignment (Case Conceptualization)
H2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	Lectures, in Class Discussions	Discussions
H3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	Readings: ASCA Standards, TEA Code; Lectures, in Class Discussions	Discussions
H4. Makes appropriate referrals to school and/or community resources.	Reading: ACA & ASCA Code of Ethics; Lectures, in Class Discussions	Discussions
H5. Assesses barriers that impede students' academic, career, and personal/social development.	Lectures, in Class Discussions	Discussions
J1. Applies relevant research findings to inform the practice of school counseling.	Lectures, Videos, in Class Discussions	Discussions
J2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.	Lectures, Videos, in Class Discussions	Discussions
J3. Analyzes and uses data to enhance school counseling programs.	Lectures, Videos, in Class Discussions	Discussions
L1. Conducts programs designed to enhance student academic development.	Lectures, Videos, in Class Discussions	Discussions
L2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.	Lectures, Videos, in Class Discussions	Discussions
L3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	Lectures, Videos, in Class Discussions	Discussions
N1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	Lectures, Videos, in Class Discussions	Discussions
N2. Locates resources in the community that can be used in the school to improve student achievement and success.	Lectures, in Class Discussions	Discussions
N3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	Lectures, Videos, in Class Discussions	Discussions
N4. Uses peer helping strategies in the school	Lectures, in Class Discussions	Discussions

counseling program.		
N5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.	Lectures, in Class Discussions	Discussions
P1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	Readings: ASCA Standards, TEA Code; Lectures, in Class Discussions	Discussions
P2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	Readings: ASCA Standards, TEA Code; Lectures, in Class Discussions	Discussions

COMMUNICATION AND SUPPORT

INTERACTION WITH INSTRUCTOR STATEMENT

The instructor will answer correspondence (email, phone call, text) within 24 hours M-F, in most cases. Feedback on assignments and paperwork will be returned in 1-2 weeks.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

ATTENDANCE

Students are expected to attend all classes and arrive on time. Attendance in this class is critical and cannot be emphasized enough. Even missing one class may hinder your skill development. If you know that you are going to miss a class, email or call me as soon as you know (before class). More than one absence from class will result in a deduction of 30 points (10%) from your final grade. More than two absences will result in failure of the course. Make every attempt to be on time. Arriving late and/or leaving early will affect your grade.

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>

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)
<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:
[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/>

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.

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).

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.

Flexible Schedule

Date	Topic	Assignments Due
Jan 15	Both Groups Introductions, review syllabus and paperwork, liability insurance, expectations, concerns about site, pet peeves, skills	
Jan 22	Both Groups Weekly logs, concerns about sites, self-awareness, microaggressions, theory conceptualization activity, ethics	
Jan 29	Both Groups Crisis/suicide/NSSI/ACES	
Feb 5	Group A Supervision Log, tapes	Tape 1 Due (A)
Feb 12*	Online class (Professor @ TSCA conference) Participation in the discussion board during normal class time is required. Failure to respond during class time to the discussion question and respond to two classmates will count as an absence.	
Feb 19	Group B Supervision Log, tapes	Tape 1 Due (B)
Feb 26	Group A Supervision Log, tapes	Tape 2 Due (A)
Mar 5	Group B Supervision Log, tapes	Tape 2 Due (B)
Mar 12	Both Groups Supervision Log, tapes	
Mar 19	Spring Break	
Mar 26	Both Groups Individual conferences	Midterm Field Supervisor Evaluation Due
April 2	Group A Supervision Log, tapes	Case Conceptualization Paper Due (A)
April 9	Group B Supervision Log, tapes	Case Conceptualization Paper Due (B)
April 16	Group A Supervision Termination	Tape 3 Due (A)
April 23	Group B Supervision Termination	Tape 3 Due (B)
April 30	Group A Individual conferences	Final Paperwork Due (A)
May 7	Group B	Final Paperwork

	Individual conferences	Due (B)
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COUNSELING 552
Fall 2018

NAME:

ADDRESS:

Cell phone:

E-mail used most frequently:

COMMUNITY:_____ SCHOOL:_____

FIRST _____ SECOND _____ INTERNSHIP?

WHEN DID YOU COMPLETE PRACTICUM?

WHO WAS YOUR PROFESSOR?

IF THIS IS YOUR SECOND INTERNSHIP, WHEN DID YOU COMPLETE YOUR FIRST INTERNSHIP?

WHO WAS YOUR PROFESSOR?

PROFESSIONAL GOAL(S):