



## **COUN 662: Internship**

Course Syllabus: Fall 2023

Mondays 4:30pm-7:10pm

### **INSTRUCTOR INFORMATION**

**Instructor:** Desiree' L. Stephens, PhD, LPC-S, NCC, TLHT LMHC

**Office Location:** Collin Higher Education Center

**Office Hours:** By appointment

**University Email Address:** [desiree.stephens@tamuc.edu](mailto:desiree.stephens@tamuc.edu)

**Preferred Form of Communication:** Email

**Communication Response Time:** 48 hours, excluding weekends

**Mode of instruction and course access:** This course meets face-to-face with assignments and supplemental materials assigned online through D2L.

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**

##### **Required Textbook**

No text required

\*\*\*Note: This course uses D2L as its Learning Management System

##### **Required Supplemental Readings**

American Counseling Association. (2014). *ACA Codes of Ethics*. Alexandria, VA: Author.

[https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c\\_](https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_)

Baltrinic, E. R., Jencius, M., & McGlothlin, J. (2016). Coteaching in counselor education: Preparing doctoral students for future teaching. *Counselor Education and Supervision*, 55(1), 31-45. <https://doi.org/10.1002/ceas.12031>

Farrell, I. C., Minton, C. A. B. (2019). Advocacy among counseling leaders: the three-tiered legislative professional advocacy model. *Journal of Counselor Leadership and Advocacy*, 6(2), 144-159. <https://doi.org/10.1080/2326716X.2019.1644254>

LaGuardia, A. C. (2019). Counselor education and supervision: 2019 annual review. *Counselor Education and Supervision*, 60(1), 2-21. <https://doi.org/10.1002/ceas.12192>

Singh, A. A., Appling, B., & Trepal, H. (2020). Using the multicultural and social justice counseling competencies to decolonize counseling practice: The important roles of theory, power, and action. *Journal of Counseling Development*, 98(3), 261-271. <https://doi.org/10.1002/jcad.12321>

Wester, K. L. (2011). Publishing ethical research: A step-by-step overview. *Journal of Counseling & Development*, 89, 301-307. <https://doi.org/10.1002/j.1556-6678.2011.tb00093.x>

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## COURSE DESCRIPTION

### Catalogue Description of the Course

*COUN 662-663-Advanced Internship (6 hours) Spring Second Year and Fall Third Year*

Students are required to enroll in and complete COUN 660-Advanced Internship in the spring term of the second year into the program. This course follows COUN 661-Advanced Practicum. The student must obtain a site(s) in which the site supervisor possesses a Ph.D. in Counseling or Counselor Education. Requirements for the course include attending and participating in class meeting times. Additionally, students will complete 300 total hours at their respective site(s) which may include the University setting. Students must obtain experience in at least 3 of the 5 CACREP Core Areas (see CACREP 2016 Standards here: <http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf>). The student will supervise master's level students in COUN 551- Practicum. The student will also co-teach with faculty. The student is required to contact a Counseling faculty member and assist that faculty member in teaching a master's level counseling course, preferably face to face. The faculty member will work with the student in developing appropriate teaching duties within the course. Students will also meet with their site supervisor for one hour each week and attend any staffing or group supervision that is required. The prerequisite for this course is COUN 660-Advanced Practicum. The prerequisites for this course are COUN 660, COUN 661, COUN 717, and COUN 610, COUN 650, and COUN 620. The prerequisites for Advanced Internship II (COUN 663) are the same as above with COUN 662 added.

### Student Learning Outcomes (SLOs):

Measurement 2 (Skills):

I. Internship Recording (3 total). Students will present a recording and case write-up of the interaction of their choosing (e.g., teaching, supervision, counseling, research, and/or leadership). In this assignment, students will critically evaluate their own efficacy and receive/provide peer feedback. Additional assignment details can be found in Appendix A.

II. Counseling Student Competency Evaluation (CSCE). Students will be assessed on their progress toward meeting academic and professional counseling requirements, including professionalism, general competency, and ethical conduct.

\*All SLOs address the respective CACREP Standards evident in the syllabus.

### 2016 CACREP Standards Addressed in COUN 662

Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
6.C.7. Doctoral students are required to complete internships that total a minimum of 600 clock hours. The	<ul style="list-style-type: none"> <li>● Lecture (weeks 2-6 &amp; 8-15)</li> <li>● Reading (n/a)</li> <li>● In-class demonstrations (weeks 2-6 &amp; 8-15)</li> <li>● Class discussion (weeks 2-6 &amp; 8-15)</li> </ul>	1. Internship log sheet 2. Skills Recording	1. N/A 2. Skills Recording Rubric	1. 600 hours completed 2. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation

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600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy)				
<b>6.C.8.</b> During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized 2 expertise to advance the student's knowledge and skills	<ul style="list-style-type: none"> <li>● Lecture (n/a)</li> <li>● Reading (n/a)</li> <li>● In-class demonstrations (n/a)</li> <li>● Class discussion (n/a)</li> </ul>	1. Internship log sheet	1. N/A	1. 15 hours of individual/triadic supervision hours completed
<b>6.C.9.</b> Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member.	<ul style="list-style-type: none"> <li>● Lecture (weeks 2-6 &amp; 8-15)</li> <li>● Reading (n/a)</li> <li>● In-class demonstrations (weeks 2-6 &amp; 8-15)</li> <li>● Class discussion (weeks 2-6 &amp; 8-15)</li> </ul>	1. Internship log sheet 2. Skills Recording	1. N/A 2. Skills Recording Rubric	1. 22.5 group supervision hours completed 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

## COURSE REQUIREMENTS

### Clock Hours

Advanced Internship (COUN 662) semester hours will include 300 (600 total) clock hours. The 6 semester hours (over two consecutive semesters) in advanced internship must involve 3 of the 5 CACREP Core Areas including counseling, teaching, supervision, research and scholarship, and leadership and advocacy experiences. There are no direct vs indirect hours in doctoral advanced internship. You need 15 hours of individual supervision and 22.5 of group supervision hours for each semester. The doctoral student's major advisor will conduct weekly individual (or triadic)

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supervision sessions. Failure to complete the required hours will result in an incomplete for the course. It is the student's responsibility to (a) reach out to their advisor to discuss scheduling and (b) come with content for these sessions and should include supervision content from 3 of the 5 CACREP Core Areas. The 662 instructor of record will conduct the group supervision hours for the semester.

Please review CACREP (2016) requirements.

#### Co- Teaching in Advanced Internship.

During the teaching aspect of advanced internship, the doctoral student assists a faculty member teaching a graduate level course within our department for at least one semester. Guidelines for the teaching internship are as follows:

1. The teaching internship begins only after the student has successfully completed COUN 650.
2. A teaching internship will typically be conducted during a Fall or Spring semester within the advanced internship semesters.
3. Any faculty member may decline an invitation to participate.
4. The faculty member selected will meet with the intern prior to the beginning of the semester to develop an internship proposal specifying goals and objectives for co-teaching. The proposal will be signed by the intern, the faculty member, and the Internship Coordinator, and will be placed in the student's internship file. The faculty member will closely monitor the teaching intern's classroom experiences.
5. The faculty member's duty to serve and protect classroom students will supersede responsibilities to the doctoral intern. Faculty members have the option to decide when an intern is capable of independent practice, regardless of the amount of time remaining for the intern to demonstrate competence. This could be a major factor contributing to a performance rated as "unsatisfactory" or "does not meet expectations."
6. Grades of the students within the class taught must be monitored and determined by the instructor of record.
7. Near the beginning of the semester, the teaching intern, in consultation with either the instructor of record or supervising advisor, will construct a student evaluation form for the class members that address the objectives of the internship. This form will be administered in such a way as to provide anonymity to students and useful feedback for interns. Student evaluations for faculty and interns will be conducted separately. Students' evaluations of teaching interns will be turned in to the instructor of record. Copies of student evaluations will be summarized by the intern with both summary and raw data given to faculty member.
8. Teaching interns will describe and explain their learning in an end-of-term report shared with faculty member.

This reflective report will chronicle insights into both process and content—about both pedagogy and course material.



The teaching experience is designed to develop competencies toward autonomous teaching. These are not limited to, but must include, the following:

- Attending all class sessions
- Increasing participation, building gradually toward conducting class sessions
- Giving feedback and grading impressions on student work to the instructor of record
- Writing a reflective paper identifying pedagogical techniques—additions, alternatives, and/or improvements

#### Supervision in Advanced Internship.

The supervision component in advanced internship is designed to provide the intern with a supervised “supervision” experience. For this, the student must have completed Advanced Practicum as well as COUN 620 (Supervision in Counseling). NOTE: The Supervision Internship is not the same as the supervision experience required in COUN 620. Supervision interns are assigned to current COUN 551 sections. Enrollment in the supervision internship will be limited to the availability of sections of COUN 551. The instructor of record for COUN 662 will coordinate requests for supervision internship with the Director of Training and Placement.

#### Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

#### Instructional Methods

This course consists of lecture and didactic learning methods, group discussions, a case conceptualization assignment with recorded demonstration of skills, coupled with a book review. Additionally, experiential learning and practical application will be utilized. When we are not meeting face to face, you will be expected to participate and complete all online tasks via D2L. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

#### Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful to your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all

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activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.

6. All writing assignments must be done according to APA 7<sup>th</sup> edition.
7. Regularly check your University email. My suggestion is to check it at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

## Assignments/Assessments

### 1. Class Participation & Attendance (30 points)

Due to the nature of this class, attendance and participation are essential. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification. **Due to the group supervision hours component of this class, you are only allowed to miss 2 class dates. If you miss more than two, you will be dropped from the course.** The following criteria will be used to determine participation & attendance points:

#### Class Participation Rubric

3 – *Exceeds Expectations* (27-30 points)

Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. No more than one absence/no evident pattern of lateness

2 – *Meets Expectations* (24 – 26 points)

Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Two or less absences/no evident pattern of lateness

1 – *Does Not Meet Expectations* (0-25 points)

Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions.





**2. 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 *professional practice* in the professional counseling field. The competencies outlined in this document (CSCE) are specific to professional counseling and are in addition to academic requirements. The Counseling Program may suspend from the program any students judged incapable of meeting these expectations. Procedures regarding potential dismissal are outlined in the Program’s Retention/Dismissal Procedure.

The CSCE may be used by any faculty member with any student enrolled in a Counseling course to provide that student with feedback regarding their potential for meeting the expectations of the professional counseling field and the Department. Completion of a CSCE is required in the following courses: COUN 551, COUN 552, COUN 620, and COUN 660 (i.e., Clinical Supervision, Advanced Practicum, Advanced Internship, Advanced Supervision, Advanced Teaching). The course instructor in COUN 516 and COUN 548 may choose to implement the CSCE at his/her discretion. Each use of the CSCE must be placed in the student’s Department file along with any remediation plan developed by the faculty in conference with the student.

The Counseling Program has elected to use the CSCE to monitor student’s progress in *professional practice*. As a requirement in this course, a final CSCE evaluation will be completed by the course instructor, in consultation with the student, to assess your professionalism, general competency, social and emotional maturity, integrity and ethical conduct, and clinical competency. Please note that the instructor of the course may choose to administer the CSCE at different time intervals throughout the semester (e.g., initial, mid) at his/her discretion. The CSCE can yield an overall average composite score or an average subscale score for each domain. The Department utilizes both overall average composite score and average subscale scores to monitor students’ *professional practice*. See rubric below.

**Counseling Student Competency Evaluation (CSCE) Rubric**

		1- Does Not Meet Expectations	2 - Meets Expectations	3 - Exceed Expectations
S u b s c a l e	Professionalism subscale (7-items)	Mean score $\geq$ .63 across Professionalism items	Mean score of .33 to .60 across Professionalism items	Mean score of 0 to .30 across Professionalism items
	General Competency subscale (7-items)	Mean score $\geq$ .63 across General Competency items	Mean score of .33 to .60 across General Competency items	Mean score of 0 to .30 across General Competency items
	Social & Emotional Maturity subscale (7-items)	Mean score $\geq$ .63 across Social & Emotional Maturity items	Mean score of .33 to .60 across Social & Emotional Maturity items	Mean score of 0 to .30 across Social & Emotional Maturity items



	Integrity & Ethical Conduct subscale (6-items)	Mean score $\geq$ .63 across Integrity & Ethical Conduct items	Mean score of .33 to .60 across Integrity & Ethical Conduct items	Mean score of 0 to .30 across Integrity & Ethical Conduct items
	Clinical Competency subscale (6-items)	Mean score $\geq$ .63 across Clinical Competency items	Mean score of .33 to .60 across Clinical Competency items	Mean score of 0 to .30 across Clinical Competency items
	<b>Overall average score</b>	Mean score $\geq$ .63 across all CSCE items	Mean score of .33 to .60 across all CSCE items	Mean score of 0 to .30 across all CSCE items

### 3. Faculty Advisor’s Evaluation of Trainee Rubric

The Counseling Program has elected to assess and incorporate site supervisors’ feedback in the evaluation of students’ performance in *professional practice*. Completion of a site supervisor’s evaluation of trainee is required in COUN 662 (i.e., Advanced Internship) courses. Each use of the site supervisor’s evaluation of trainee must be placed in the student’s Department file.

#### Advanced Internship Site Supervisor’s Evaluation of Trainee Rubric Counseling Student Competency Evaluation (CSCE) Rubric

		1 - Does Not Meet Expectations	2 - Meets Expectations	3 - Exceed Expectations
S u b s c a l e	Professionalism subscale (7-items)	Mean score $\geq$ .63 across Professionalism items	Mean score of .33 to .60 across Professionalism items	Mean score of 0 to .30 across Professionalism items
	General Competency subscale (7-items)	Mean score $\geq$ .63 across General Competency items	Mean score of .33 to .60 across General Competency items	Mean score of 0 to .30 across General Competency items
	Social & Emotional Maturity subscale (7-items)	Mean score $\geq$ .63 across Social & Emotional Maturity items	Mean score of .33 to .60 across Social & Emotional Maturity items	Mean score of 0 to .30 across Social & Emotional Maturity items
	Integrity & Ethical Conduct subscale (6-items)	Mean score $\geq$ .63 across Integrity & Ethical Conduct items	Mean score of .33 to .60 across Integrity & Ethical Conduct items	Mean score of 0 to .30 across Integrity & Ethical Conduct items
	Clinical Competency subscale (6-items)	Mean score $\geq$ .63 across Clinical Competency items	Mean score of .33 to .60 across Clinical Competency items	Mean score of 0 to .30 across Clinical Competency items
	<b>Overall average score</b>	Mean score $\geq$ .63 across all CSCE items	Mean score of .33 to .60 across all CSCE items	Mean score of 0 to .30 across all CSCE items





**4. Internship Recording (90 points; 30 points each):**

Students are required to bring a recorded interaction in either of the counselor education pillars (e.g. teaching, supervision, counseling, research and scholarly activities, and leadership and advocacy) they choose to do to three different class meetings as scheduled. The student will present the recordings of his/her choosing along with case presentation write up (see Appendix A). The purpose of this assignment is for students to demonstrate their counselor educator and supervisor skills. Students will have an opportunity to receive feedback from other students of their recorded session.

Sign-up sheet will be provide the first day of class.

**Internship Recording Rubric  
Counseling Skills Recording Rubric**

	1 – Does Not Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
Demonstration of skills in recording (10 points)	Demonstration of skill does not align or only tangentially aligns with counselor basic and advanced skills; presentation does not meet standards of doctoral level coursework (0-7 points)	Demonstration of skill mostly aligns with standards for basic skills and advanced but excludes one or two key considerations; presentation meets standards of doctoral level coursework (8 points)	Demonstration of skill completely aligns with standard for basic and advanced skills; presentation meets standards of doctoral level coursework (9-10 points)
Counselor Educator/ Supervisor Characteristics (10 points)	Student appeared unprepared with poor demonstration of skills; counselor educator/supervisor characteristics does not meet standards of doctoral level coursework (0-7 points)	Student appeared mostly prepared and effective demonstration of skills; counselor educator/supervisor characteristics meets standards of doctoral level coursework (8 points)	Student appeared well-prepared and demonstrated highly effective skills; counselor educator/supervisor characteristics meets standards of doctoral level coursework (9-10 points)
Case Presentation Handout (10 points)	Transcript and handout were not provided; handout was missing significant information (e.g., Case history,	Transcript and handout were provided; handout was not missing significant/critical information (e.g., Case history,	Transcript and handout were provided; handout was not missing significant/critical information (e.g., Case history,



	counseling status, presenting problems, intervention [using theoretical orientation], topic of recorded session, ethical/multicultural considerations, and feedback input); information provided was unrelated to the assignment instructions; handout quality does not meet standards of doctoral level coursework (0-7 points)	counseling status, presenting problems, intervention [using theoretical orientation], topic of recorded session, ethical/multicultural considerations, and feedback input); information provided was directly related to the assignment instructions; handout quality meets standards of doctoral level coursework (8 points)	counseling status, presenting problems, intervention [using theoretical orientation], topic of recorded session, ethical/multicultural considerations, and feedback input) and appeared complete and aesthetically pleasing; information provided was directly related to the assignment instructions; handout quality meets standards of doctoral level coursework (9-10 points)
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**5. Internship Log Sheet (weekly submission)**

You will be required to turn in your internship log sheet every week (Sunday 11:59 pm). The final log sheet should have the advisor's, instructor's, and student's signatures. You need to keep a copy for your records. **Failure to complete the required hours (e.g. group supervision, individual supervision) will lead to an incomplete of the course.**

**GRADING**

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

- 90%-100% A
- 80%-89% B
- 70%-79% C
- 60%-69% D
- < 59% F

<b>Assignment/Assessment</b>	<b>Point Value</b>
Class Participation & Attendance	30
Counseling Skills Recording	90
CSCE	0
Site Supervisor Evaluation	0

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Total points possible = 120 for this course.

Your Final Grade is determined by adding the point values earned from each assignment and then dividing by 120.

**\*\*\*Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due at the beginning of the class period (i.e., 4:29pm). Late assignments will have 10% deduction per day late from the final score, and will not be accepted three days after the due date.**

## TECHNOLOGY REQUIREMENTS

### Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
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Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

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

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- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*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 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.

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:
  - Adobe Reader <https://get.adobe.com/reader/>
  - Adobe Flash Player (*version 17 or later*) <https://get.adobe.com/flashplayer/>
  - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
  - 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.

## ACCESS AND NAVIGATION

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](mailto:helpdesk@tamuc.edu).

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**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.

## **COMMUNICATION AND SUPPORT**

### **Brightspace Support Need Help? Student Support**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



### **System Maintenance**

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

### **Interaction with Instructor Statement**

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

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### **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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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>

*The syllabus/schedule are subject to change*



TEXAS A&M UNIVERSITY

COMMERCE

## **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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@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.

### **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>

*The syllabus/schedule are subject to change*



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.

*The syllabus/schedule are subject to change*

**COURSE OUTLINE / CALENDAR****Course Calendar**

<b>Date</b>	<b>Topic</b>	<b>CACREP Standard(s)</b>	<b>Assignments</b>
Week 1 Aug 28	-Introductions -Course overview and expectations -Discussion of internship sites	6.C.7. 6.C.8. 6.C.9.	-Review Syllabus (available in D2L)
Week 2 Sept 4	<b>NO CLASS</b>	6.C.7. 6.C.8. 6.C.9.	<b>No class, holiday!</b>
Week 3 Sept 12	Discussion of internship sites  Skills presentation-1	6.C.7. 6.C.8. 6.C.9.	
Week 4 Sept 18	Discussion of internship sites  Skills presentation-1	6.C.7. 6.C.8. 6.C.9.	
Week 5 Sept 26	Discussion of internship sites  Skills presentation-1	6.C.7. 6.C.8. 6.C.9.	
Week 6 Oct 2	Discussion of internship sites  Skills presentation-1	6.C.7. 6.C.8. 6.C.9.	<b>First presentation complete</b>
Week 7 Oct 9	Discussion of internship sites  Skills presentation-2	6.C.7. 6.C.8. 6.C.9.	
Week 8 Oct 16	Discussion of internship sites  Skills presentation-2	6.C.7. 6.C.8. 6.C.9.	

*The syllabus/schedule are subject to change*



Week 9 Oct 23	Discussion of internship  Skills presentation-2	6.C.7. 6.C.8.	<b>Second Presentation Complete</b>
Week 10 Oct 30	Discussion of internship sites  Skills presentation-2	6.C.7. 6.C.8. 6.C.9.	
Week 11 Nov 6	Discussion of internship sites  Skills presentation-3	6.C.7. 6.C.8. 6.C.9.	
Week 12 Nov 13	Discussion of internship sites  Skills presentation-3	6.C.7. 6.C.8. 6.C.9.	
Week 13 Nov 20	<b>No Class – Holiday Break</b>	6.C.7. 6.C.8. 6.C.9.	<b>Thanksgiving!</b>
Week 14 Nov 28	Discussion of internship sites  Skills presentation-3	6.C.7. 6.C.8. 6.C.9.	
Week 15 Dec 5	Discussion of internship sites  Skills presentation-3	6.C.7. 6.C.8. 6.C.9.	<b>Third Presentation Complete</b>
Week 16 Dec 11	<b>CSCE (Individual Supervision)</b>		<b>CSCE (Individual Supervision)</b>



**Appendix A**  
**CASE PRESENTATION FORM-Supervision**

Supervisee(s): \_\_\_\_\_ Supervisee: \_\_\_\_\_  
Date: \_\_\_\_\_ Presented Previously: Yes: \_\_\_\_ No: \_\_\_\_

Note: For cases presented previously, only provide information in 1-4 below that is new or revised or otherwise pertinent to this presentation.

1. Supervision history/situation (what has been discussed; what is supervisee working on; supervision dynamics; what are your strengths/areas of growth):

2. Supervision status (# of sessions, frequency of supervision, group/individual):

4. Intervention

- a. Supervision Theoretical Framework
- b. Supervision Goals
- c. Supervision Techniques (applied or planned)
- d. Future Directions

5. Topic of recorded session segment to be presented:

6. Ethical and Multicultural Considerations

7. Specific issues/questions for group feedback:





**Appendix B**  
**CASE PRESENTATION FORM-Teaching**

Course/Subject: \_\_\_\_\_ TA: \_\_\_\_\_  
Date: \_\_\_\_\_ Presented Previously: Yes: \_\_\_\_\_ No: \_\_\_\_\_

Note: For cases presented previously, only provide information in 1-4 below that is new or revised or otherwise pertinent to this presentation.

1. Course information:

2. Role as TA:

3. Lecture/discussion Topic (include your strengths/areas of growth):

4. Intervention

- a. Teaching Philosophy
- b. Objectives
- c. Teaching strategies (applied or planned)
- d. Future plans

5. Topic of recorded session segment to be presented:

6. Ethical and Multicultural Considerations

7. Specific issues/questions for group feedback:



Appendix C  
CASE PRESENTATION FORM-**Leadership and Advocacy**

Leadership Activity: \_\_\_\_\_ Leader: \_\_\_\_\_  
Date: \_\_\_\_\_ Presented Previously: Yes: \_\_\_\_\_ No: \_\_\_\_\_

Note: For cases presented previously, only provide information in 1-4 below that is new or revised or otherwise pertinent to this presentation.

1. Leadership project:

2. Role as Leader:

3. Leadership activity (include your strengths/areas of growth):

4. Intervention

- a. Leadership philosophy/model
- b. Goals/Objectives
- c. Leadership/Skills utilized (applied or planned)
- d. Future Directions

5. Topic of recorded session segment to be presented:

6. Ethical and Multicultural Considerations

7. Specific issues/questions for group feedback:

7. Specific issues/questions for group feedback:



**Appendix D**

**CASE PRESENTATION FORM-Research/Scholarly/Creative Activity**

Research/Scholarly/Creative Activity: \_\_\_\_\_ Presenter: \_\_\_\_\_  
Date: \_\_\_\_\_ Presented Previously: Yes: \_\_\_\_ No: \_\_\_\_

Note: For cases presented previously, only provide information in 1-4 below that is new or revised or otherwise pertinent to this presentation.

1. Research/Scholarly/Creative Topic:

2. Role as researcher/presenter:

3. Research/Scholarly/Creative Activity (include your strengths/areas of growth):

4. Intervention

- a. Research philosophy
- b. Goals/Objectives
- c. Leadership/Skills utilized (applied or planned)
- d. Future Directions

5. Topic of recorded session segment to be presented:

6. Ethical and Multicultural Considerations

7. Specific issues/questions for group feedback:



**Appendix E**  
**CASE PRESENTATION FORM-Clinical**

Client (Pseudonym): \_\_\_\_\_ Counselor: \_\_\_\_\_  
Date: \_\_\_\_\_ Presented Previously: Yes: \_\_\_\_ No: \_\_\_\_

Note: For cases presented previously, only provide information in 1-4 below that is new or revised or otherwise pertinent to this presentation.

1. Case history/situation:

2. Counseling status (# of sessions, frequency of sessions, group/individual, volunteer/resistant, etc.):

3. Presenting Problems:

4. Intervention

- a. Theoretical Framework(s)
- b. Goals
- c. Techniques (applied or planned)
- d. Future Directions

5. Topic of recorded session segment to be presented:

6. Ethical and Multicultural Considerations



**662-Internship Log**

Page \_\_\_ of \_\_\_

Student Name: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Date	University Group Supervision	University Individual Supervision	Supervision	Teaching	Leadership and Advocacy	Research/Scholarly	Clinical	Describe activities for each area
Total Hours	(>22.5)	(>15)						

Individual Supervisor Signature: \_\_\_\_\_ Faculty Supervisor \_\_\_\_\_

Student Supervisor Signature: \_\_\_\_\_

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