



COUN 552-81500~Internship
Course Syllabus: Fall 2024

Dates: August 26th — December 13, 2024
Wednesday's, 7:20 pm—10:10 pm

Collin High Education Center / McKinney Building

AI use in course policy as of May 25, 2023

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being we offer access to Telus Health a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app to explore the resources available to you for guidance and support whenever you need it.

INSTRUCTOR INFORMATION



Instructor: Dr. Kimberley Toynes, LPC, LCDC

University E-mail Address: Kimberley.toynes@tamuc.edu

Preferred Form of Communication: E-mail

Communication Response Time: 24 hours Monday thru Friday

Office Location: Virtual

Office Hours: By appointment

COURSE INFORMATION

Materials—Textbooks, Readings, Supplementary Readings:

Required Textbooks:

Emmerson, G., (2006). *Advanced Skills and Interventions in Therapeutic Counselling*. Crown House Publishing ISBN: 1845900170

Erford, B. (2019). *45 techniques every counselor should know* (3rd ed.). New Jersey: Pearson Education Inc.

McHenry, B., & McHenry, J. (2015). *What therapists say and why they say it. Effective therapeutic responses and techniques*. (2nd ed.). Routledge Taylor & Francis Group.
[eBook ISBN: 97818315764085] **eBook can be accessed from our Library**

McLain, C.M., & Lewis, J. P. (2018). *Professional behaviors and dispositions. Counseling competencies and lifelong growth*. Routledge Taylor & Francis Group.
[eBook ISBN: 9781315108919] **eBook can be accessed from our Library**

Sperry, L., & Sperry, J. (2012). *Case conceptualization. Master this competency with ease and confidence*. Routledge Taylor & Francis Group.
[eBook ISBN: 9780203110010] **eBook can be accessed from our Library**

Required Supplemental Readings

American Counseling Association. (2014). *ACA Codes of Ethics*. Alexandria, VA: Author.
https://www.counseling.org/docs/default-source/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=fde89426_5

TAMUC Practicum and Internship Handbook
<https://inside.tamuc.edu/academics/colleges/educationHumanServices/counseling/clinical.aspx>

TAMUC Handbook for Master's Counseling Program
<https://inside.tamuc.edu/academics/colleges/educationHumanServices/counseling/clinical.aspx>

Selected Articles

Brown, T., Armstrong, S. A., Bore, S., & Simpson, C. (2017). Using an ethical decision-making model to address ethical dilemmas in school counseling. *Journal of School Counseling*, 15.
<http://jsc.montana.edu/articles/v15n13.pdf>

- Carrola, P., & Corbin-Burdick, M. F. (2015). Counseling military veterans: Advocating for culturally competent and holistic interventions. *Journal of Mental Health Counseling, 37*, 1-14.
- Freeman, J., & Simonsen, B. (2015). Examining the impact of policy and practice interventions on high school dropout and school completion rates: A systematic review of the literature. *Review of Educational Research, 85*, 205-248. doi: 10.3102/0034654314554431
- Fulton, C. L. (2016). Mindfulness, self-compassion, and counselor characteristics and session variables. *Journal of Mental Health Counseling, 38*, 360-374.
<https://doi.org/10.17744/mehc.38.4.06>
- Gilfillan, B. H. (2018). School counselors and college readiness counseling. *Professional School Counseling, 21*, 1-10. doi: 10.1177/2156759X18784297
- Grimes, L. E., Bright, S., & Whitley, N. (2017). Why we work: School counselors and their role in helping P-12 students learn about the world of work. *Career Planning and Adult Development Journal, 33*, 26-31.
- Lenz, A. S., & Roscoe, L. J. Personal wellness card sort: A strategy for promoting relational healing. *Journal of Creativity in Mental Health, 6*, 69-83.
doi:10.1080/15401383.2011.652755
- Lutton, S. S., & Swank, J. M. (2018). The importance of intentionality in untangling trauma from severe mental illness. *Journal of Mental Health Counseling, 40*, 113-128.
doi: 10/17744/mehc.40.2.02
- Myers, J. E., Sweeney, T. J., & Witmer, J. M. (2000). The Wheel of Wellness Counseling for Wellness: A holistic model for treatment planning. *Journal of Counseling and Development, 78*, 251-266.
- Ray, D. C., Armstrong, S. A., Balkin, R. S., & Jayne, K. M. (2015). Child centered play therapy in the schools: Review and meta-analysis. *Psychology in the Schools, 52*, 107-123.
- Richards, K., Campenni, C., & Muse-Burke, J. (2010). Self-care and well-being in mental health professionals: The mediating effects of self-awareness and mindfulness. *Journal of Mental Health Counseling, 32*(3), 247-264.
<https://doi.org/10.17744/mehc.32.3.0n31v88304423806>
- Schmit, M., Schmit, E., Henesy, R., Klassen, S., & Oliver, M. (2015). Constructing an integrated model of ethical decision making in counselor education and supervision: A case conceptualization. In *Ideas and Research You Can Use: VISTAS 2015*.
<http://www.counseling.org/knowledge-center/vistas>

Optional Texts and/or Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7th ed.). <https://doi.org/10.1037/0000165-000>

COURSE DESCRIPTION

COUN 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. The 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 COUN 552 to graduate.

General Course Information

Internship provides extensive supervised on-the-job experience in a community counseling, school counseling, or student affairs setting closely aligned with the student's professional career goals.

Student Learning Outcomes (SLOs):

Measurement 1 (Knowledge):

- I. Taping Role Play & Session Analysis. Through the session analysis paper students will integrate course content and readings into their evaluation of themselves as counselors and identify and discuss skills utilized in role play session.
- II. Course Reflection Paper. Students will reflect on their clinical work and demonstrate knowledge of counseling skills and strategies for developing an effective therapeutic relationship.

Measurement 2 (Skills):

- I. Taping Role Play & Session Analysis. During the role play, students will apply clinical skills learned during this course and other skills coursework. Role play tapes will also evidence students' ability apply client conceptualization in session.
- II. Counseling Student Competency Evaluation (CSCE). The CSCE will be used to evaluate students' clinical abilities, professionalism, and ethical conduct.
- III. Course Reflection Paper. Students will demonstrate their ability to critically evaluate their clinical approach and efficacy and identify strategies to address areas of growth.

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

2016 CACREP Standards Addressed in COUN 552 PLOs

Core Standard	Learning Activities Lecture Readings:	Assignment	Assessment Rubric	Benchmark
2.F.1.j. technology's impact on the counseling profession	ACA Code of Ethics, section H; Remley & Herlihy, 2020, Ch. 10 Discussion & Guided Practice Site-based Clinical Practice	Class Participation in Discussions and Demonstrations Taping & Session Analysis Taping & Session Analysis	Class Participation in Discussions and Demonstrations Rubric Taping & Session Analysis Rubric	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
2.F.1.k. strategies for personal and professional self-evaluation and implication for practice	ACA Code of Ethics, 2014; Richards, Campenni, & Muse-Burke, 2010 Discussion	Class Participation in Discussions and Demonstrations Taping & Session Analysis CSCE Self Eval.	Class Participation in Discussion and Demonstrations Rubric	≥ 80% of average rubric scores with either meet (2)
2.F.1.l. self-care strategies appropriate to the counselor role	ACA Code of Ethics, Yalom 2013; Discussion Session Recording Site-based Clinical Practice	Class Participation in Discussions and Demonstrations Taping & Session Analysis	Class Participation in Discussions and Demonstrations Rubric Taping & Session Analysis Rubric	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	ACA Code of Ethics 2014; Corsini & Wedding, 2005; Remley & Herlihy, 2020 Chs. 3 & 10, Yalom, 2013 Discussion Session Recording Site-based Clinical Practice	Class Participation in Discussions and Demonstrations Taping & Session Analysis	Class Participation in Discussions and Demonstrations Rubric Taping & Session Analysis Rubric	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
2.F.5.e. the impact of technology on the counseling process	ACA Code of Ethics, section H; Remley & Herlihy, 2020, Ch. 10 Discussion & Guided Practice	Class Participation in Discussions and Demonstrations Taping & Session Analysis	Class Participation in Discussions and Demonstrations Rubric Taping & Session Analysis Rubric	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation

	Site-based Clinical Practice			
5.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	ACA Code of Ethics, 2014; Sperry & Sperry; 2020; Lutton Swank, 2018 Site-based Clinical Practice	Class Participation in Discussions and Demonstrations Taping & Session Analysis	Class Participation in Discussions and Demonstrations Rubric Taping & Session Analysis Rubric	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues	ACA Code of Ethics, 2014; Yalom, 2013; Sperry & Sperry, 2020, Ch. 4; Lutton & Swank, 2018 Discussion Site-based Clinical Practice	Class Participation in Discussions and Demonstrations Taping & Session Analysis	Class Participation in Discussions and Demonstrations Rubric Taping & Session Analysis Rubric	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
5.C.3.c. strategies for interfacing with the legal system regarding court-referred clients	ACA Code of Ethics, 2014; Remley & Herlihy, 2020 Chs. 6 & 8; Sperry & Sperry, 2020	Class Participation in Discussions and Demonstrations Taping & Session Analysis Site-based Clinical Practice Reflection Paper	Class Participation in Discussions and Demonstrations Rubric Taping & Session Analysis Rubric Reflection Paper Rubric	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
5.C.3.d. strategies for interfacing with integrated behavioral health care professionals	ACA Code of Ethics, 2014; Sperry & Sperry, 2020	Class Participation in Discussions and Demonstrations Taping & Session Analysis Site-based Clinical Practice Reflection Paper	Class Participation in Discussions and Demonstrations Rubric Taping & Session Analysis Rubric Reflection Paper Rubric	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
5.C.3.e. strategies to advocate for persons with mental health issues	ACA Code of Ethics, 2014; Sperry & Sperry, 2020	Class Participation in Discussions and Demonstrations	Class participation in Discussions and Demonstrations Rubric	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation

		Taping & Session Analysis Site-based Clinical Practice Reflection Paper	Taping & Session Analysis Rubric Reflection Paper Rubric	
5.G.3.f. techniques of personal/social counseling in school settings	ACA Code of Ethics 2014, Ray et al., 2015 Discussion Site-based Clinical Practice	Class Participation in Discussions and Demonstrations Taping & Session Analysis	Class Participation in Discussions and Demonstrations Rubric Taping & Session Analysis Rubric	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
5.G.3.g. strategies to facilitate school and postsecondary transitions	ACA Code of Ethics, 2014; McLain & Lewis, 2018; McHenry & McHenry, 2015; Sperry & Sperry, 2020	Class Participation in Discussions and Demonstrations Taping & Session Analysis Site-based Clinical Practice Reflection Paper	Class Participation in Discussions and Demonstrations Rubric Taping & Session Analysis Rubric Reflection Paper Rubric	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
5.G.3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	ACA Code of Ethics, 2014; Lowenstein, 2011; Discussion Site-based Clinical Practice	Class Participation in Discussions and Demonstrations Taping & Session Analysis Site-based Clinical Practice Reflection Paper	Class Participation in Discussions and Demonstrations Rubric Taping & Session Analysis Reflection Paper Rubric	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
5.G.3.j. interventions to promote college and career readiness	ACA Code of Ethics, 2014; McLain & Lewis, 2018; McHenry & McHenry, 2015; Sperry & Sperry, 2020	Class Participation in Discussions and Demonstrations Taping & Session Analysis Site-based Clinical Practice Reflection Paper	Class Participation in Discussions and Demonstrations Rubric Taping & Session Analysis Rubric Reflection Paper Rubric	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation

<p>5.G.3.l. techniques to foster collaboration and teamwork within schools</p>	<p>Readings: Parikh- Foxx et al. (2020); Waldon et al. (2010) Discussion Site-based Clinical Practice</p>	<p>Class Participation in Discussions and Demonstrations Taping & Session Analysis</p>	<p>Class Participation in Discussions and Demonstrations Rubric Taping & Session Analysis Rubric</p>	<p>≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation</p>
<p>5.G.3.m. strategies for implementing and coordinating peer intervention programs</p>	<p>Readings: Aviles (2018) ACA Code of Ethics, 2014; Site-based Clinical Practice</p>	<p>Class Participation in Discussions and Demonstrations Taping & Session Analysis</p>	<p>Class Participation in Discussions and Demonstrations Rubric Taping & Session Analysis Rubric</p>	<p>≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation</p>

Content Areas include, but are not limited to, the following:

At a minimum, this course will cover:

1. Requirements for Internship
2. Professional Conduct During Internship
3. Receiving and Using Supervision
4. Crisis Intervention: Procedural Guidelines
5. Legal and Ethical Issues
6. Applying desirable direct services at field sites (see desirable experiences list)
7. Applying desirable indirect services at field sites (see desirable experiences list)
8. Using appropriate professional resources at field sites (see desirable experiences list)

TExES COMPETENCIES THAT RELATE TO THIS COURSE

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.

COURSE REQUIREMENTS

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 also need to download the Zoom application to your personal computer or smart phone in order to access office hours and other virtual meetings. To complete assignments, 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

Lecture, discussion, seminar, and supervised application. (See instructor syllabus.)

This course consists of lectures and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application.

Supervised application at approved field sites is integral to this course. 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.

Confidentiality and Ethics

In this course, as in all clinical experiences, the importance of adhering to ethical practice is **paramount**, and confidentiality is one component of ethical practice to which you must adhere.

It is your duty to maintain the confidentiality of the clients discussed in this course (yours and your classmates) as well as any personal information shared about class members.

Confidentiality cannot be guaranteed in any situation, but we are collectively accountable to maintain a safe, trusting environment throughout the course, including during clinical supervision, experiential activities, and in-class conversations. The disclosure of personal information to anyone outside this class would be considered unethical and you will face consequences for disclosing to non-class members. Please explore any concerns you have about confidentiality during class time, after class, or via private communication with the instructor.

When students demonstrate personal limitation 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).

CSCE Statement

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 competencies outlined in this document (CSCE) are specific to professional counseling and are in addition to academic requirements. The Department of Counseling may suspend from the Counseling 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 516, COUN 548, COUN 551, COUN 552, COUN 620, and COUN 660. **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.**

Student Responsibilities and 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 always display professionalism. 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 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 7th 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.

INTERNSHIP CLINICAL HOUR REQUIREMENTS

1. A minimum total of 600 (for both Internship I and II) clock-hour total for supervised experience must include a minimum of 240 (120 for Internship I and 120 for Internship II) 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 1.5 hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member; a total of 24 hours of group supervision will be completed before the end of the semester.
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 onsite (excluding supervision)

The activity log will also include brief descriptions of the student's on-site activities and reactions. This log will be submitted through D2L each week.

7. The student will submit taped counseling sessions for use in supervision which demonstrate 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.
Helpful Tip: ACA Student Memberships come with free liability insurance for counseling students through HPSO.

Personal Counseling Requirements

All students are required to participate as a client in personal counseling (see Student Handbook).

- For students admitted to the program before Fall 2017, six personal counseling sessions must be completed prior to enrollment in COUN 551: Practicum.
- For students admitted in FALL 2017 or later, ten personal counseling sessions must be completed as a requirement in **your 516 course**. Failure to do so may result in a grade of “F” Failure or “X” Incomplete.

This personal counseling requirement may be completed at no cost to the student at one of the department-operated clinics (CHEC, Mesquite). Students may, at their own expense, complete this requirement with a counselor not associated with A&M-Commerce. Evidence of completion of this requirement is achieved by providing a signed letter from the counselor, preferably on letterhead, stating simply that the student has completed the required number of sessions.

COURSE HOURS REQUIREMENTS include, but are not limited to:

Assignments/Assessments

1. **Class Participation and Attendance (40 points)**
 - The nature of this class requires attendance and participation—participation is credited to all course related activities. Consistent class lateness can constitute an absence, particularly when there is a late pattern without justification.
 - Students will demonstrate knowledge and understanding of key concepts through class discussions and in-class activities. Regular attendance, arriving to class on time, and reading materials before class are expected.
 - You are encouraged to actively participate in and out of class. Do not rely solely on class lecture for your learning. This class requires you to:
 - be an active and critical thinker

- share your thoughts respectfully
- engage with the material honestly and openly
- participate in role-play and skills practice inside and outside of class.
- This course is foundational for facilitating your counseling skills. Attendance, participation, and experiential learning within and outside the classroom are crucial. You will have many opportunities to contribute to the total learning experience through attendance, discussion, and assigned activities.

The following criteria will be used to determine participation and attendance points:

Class Participation and Discussion Rubric

3–Exceeds Expectations (36 - 40 points)	Proactive Participation: initiating, asking significant and meaningful questions and responding to the instructor/supervisor and other students insightfully. This does not mean dominating discussion. No more than two absences from internship class.
2–Meets Expectations (32 – 35 points)	Reactive Participation: supportive, relevant follow-up contributions, 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, with the completion of course hours requirement.
1–Does Not Meet Expectations (0-31 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. More than two absences/pattern of lateness evident.

2. **Video Recording and Session Analysis (80 points/tape—160 points total:** Each student is required to meet weekly with clients at their field site to practice their counseling skills (see Appendix B) and record video sessions (no audio recording will be accepted). From these weekly sessions as counselor, students are to bring two video recorded counseling sessions (minimum 40 minutes in length), to class.

Along with each of the two recorded sessions as counselor you are to complete a Session Analysis using **Appendix A** as a guide. Content of the session analysis must correspond to the recorded video tape played in class. Turn in the Session Analysis the day you are signed up to show the session in class.

Counseling skills of process, conceptualization, personalization, and professionalism are the focus of practicum and should be evidenced in your role-play tapes and session analyses. See **Appendix B** for more detail regarding counseling skills

Your second recording (**Tape2**) will also require a case conceptualization that utilizes the structure found in your Sperry and Sperry (2020) text. The assignment must

adhere to the APA 7th edition standards, utilize headings provided in the outline (see **Appendix A**), be a minimum of three (3) pages—with a maximum of five (5) pages in length (double-spaced, excluding title page), and include a title page.

Taping Role Play & Session Analysis Rubric

	1 – Does Not Meet Expectations (0 –7.9 points)	2 – Meets Expectations (8 – 8.9 points)	3 – Exceeds Expectations (9 - 10 points)
Process Skills (10 points)	Process Skills were not evidenced in session or severely inconsistent throughout session; intern does not possess developmentally appropriate skills.	Process skills were evidenced in session and utilized with fair consistency; intern possess developmentally appropriate skills.	Process skills were evident in session and were employed at an above-average rate. Student is advanced in developmentally appropriate skills
Conceptualization Skills (10 points)	Conceptualization Skills were not evidenced in session or were severely inconsistent throughout session; intern does not possess developmentally appropriate skills; Ethical standards not adhered to or addressed effectively; does not meet standards of graduate level work.	Conceptualization Skills were evidenced in session and fairly consistent; intern possesses developmentally appropriate skills; Ethical standards adhered to or addressed effectively; meets standards of graduate level coursework	Conceptualization Skills were evidenced in session and consistent; developmentally appropriate skills; Ethical standards adhered to or addressed effectively; meets standards of graduate level coursework
Personalization Skills (10 points)	Personalization Skills were not evidenced in session or severely inconsistent throughout session; not developmentally appropriate skills; Ethical standards not adhered to or addressed effectively; does not meet standards of graduate level coursework	Personalization Skills were evidenced in session and fairly consistent; developmentally appropriate skills; Ethical standards adhered to or addressed effectively; meets standards of graduate level coursework	Personalization Skills were evidenced in session and consistent; developmentally appropriate skills; Ethical standards adhered to or addressed effectively; meets standards of graduate level coursework
Professionalism Skills (10 points)	Professionalism Skills were not evidenced in session or severely	Professionalism Skills were evidenced in session and fairly	Personalization Skills were evidenced in session and consistent;

	inconsistent throughout session; not developmentally appropriate skills; Ethical standards not adhered to or addressed effectively; does not meet standards of graduate level coursework	consistent; developmentally appropriate skills; Ethical standards adhered to or addressed effectively; meets standards of graduate level coursework	developmentally appropriate skills; Ethical standards adhered to or addressed effectively; meets standards of graduate level coursework
Counseling Content (demographics, presenting problem, area(s) of concern, summary of session) (10 points)	A summary of what occurred in session with absent or more than half incomplete; client and counselor goals not addressed. Demographics, presenting problem, and area of concern not addressed. Does not meet standards of graduate level work.	A summary of the session as well as client and counselor goals were evident, but may have excluded one or two key considerations from Appendix A. Demographics, presenting problems, or areas of concern were addressed. Meets standards of graduate level work.	A thorough, yet concise summary of the session as well as client/counselor goals were evident . Every component from Appendix A was thoroughly addressed, including demographics, presenting problem, and areas of concern. Meets or exceeds standards of graduate level work
Interventions/ Techniques (10 points)	Intervention/techniques were not described, inaccurate, or was only tangentially mentioned; no rationale for skills used was provided; does not meet standards of graduate level coursework	Intervention/techniques were described and accurate but may be missing one or two key points; rationale for skills used was provided; meet standards of graduate level coursework	Intervention/techniques were described and accurate with missing detail; rationale for skills used was provided; meet standards of graduate level coursework
Session Analysis (10 points)	Relevant areas identified in Appendix A under the heading of “Session Analysis” were missing or severely under addressed; does not meet standards of graduate level coursework	Relevant areas identified in Appendix A under the heading of “Session Analysis” were sufficiently addressed, but excluded one or two key considerations; meets standards of graduate level coursework	All relevant areas identified in Appendix A under the heading of “Session Analysis” were thoroughly addressed; meets standards of graduate level coursework
Self-awareness (10 points)	Information assessment of self does not match the video	Intern showed adequate self-awareness in video and	Intern showed excellent self-awareness in video and

	segments that were used for evaluation. Intern appears to be unaware of counselor-client dynamics.	in session analysis. Intern's self-evaluation appeared to be accurate and honest.	throughout session analysis. Intern's self-evaluation was perceptive, accurate, and honest.
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3. **Reflection Paper (10 points/tape—40 points total):** Students will be given four reading assignments (articles and other resources) that address program specific standards. Upon finishing each reading, you will write a 3-to-4 page reflection paper (APA 7th edition style and formatting required) summarizing the important concepts in the reading and writing a reflection that includes a) your personal reaction to the material and b) its applicability to your clinical placement practice.

Reflection Paper Rubric

	1 – Does Not Meet Expectations (0 – 7.9 points)	2 – Meets Expectations (8 – 8.9 points)	3 – Exceeds Expectations (9 - 10 points)
Understanding of Article and Personal Reaction to Reading (10 points)	Missed key concepts, inadequate explanation of reading or misunderstood key aspects of article. Failed to provide personal reaction to reading or reaction lacked depth and/or curiosity.	Included key concepts and provided adequate explanation of reading. Personal reaction to reading indicated adequate reflection, understanding and awareness.	Clear grasp of key concepts and perceptive grasp of reading. Personal reaction displayed insight and indicated a high level of understanding and awareness.

4. **Client Hour Requirement (Satisfactory or Unsatisfactory)**

In addition to regular class meetings (**university group supervision**), the student will complete **at least one hour per week**, outside of class time, **of individual or triadic supervision with their field site supervisor**. The student is required to submit recordings of counseling sessions with clients from their field site supervision as well as in our class supervision.

- The student will complete 300 clock hours of supervised field practice per semester (600 hours required between Internship I and II). At least 120 of these hours will be **direct service work** with clientele appropriate to the student's field setting, including experience in individual and group work.
- The student will maintain professional liability insurance throughout internship.
- Students will negotiate a Field Experience Contract and an Emergency Contract with their on-site supervisors. This contract constitutes an agreement between the student, field supervisor and instructor of record and specifies the student's activities, hours, and supervision arrangement.

- The student will keep a Weekly Activity Log that will document a cumulative record of hours including:
 - Direct on-site contact hours
 - On-site individual or triadic supervision
 - On-site group supervision with other interns
 - On-campus group supervision
 - Indirect on-site hours (excluding supervision)

- 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.

Clinical Hours Rubric

	1 – Does Not Meet Expectation (Unsatisfactory)	2/3 – Meets Expectation (Satisfactory)
Completion of Hours (S/U)	Less than 100% completion of hours. Ethical, legal, and multicultural considerations or standards were not adhered to or addressed effectively.	100% of hour requirements were met. The counseling intern understands and complies with ethical, legal, and professional standards relevant to clinical practice.

5. Theory of Change Paper (S/U; Required for Internship II Students ONLY):

The purpose of the Theory of Change Paper is to ensure that students are able to conceptualize their clientele from their own personal theoretical orientation, as well as conceptually demonstrate it in clinical practice. The paper must adhere to the APA 7th edition guidelines, between 6-8 page in length, excluding title page and references, and include between 6-8 peer-reviewed sources. Non-peer-reviewed sources may be used, but will not count towards your 6-8 peer-reviewed sources. Be descriptive and utilize personal examples and the literature to ground your position. Below are helpful general guidelines in constructing this paper (see Master’s Student Handbook for more detail):

1. Identify a theory of choice.
2. Thorough discussion of theory including, but not limited to, the following:
 - Founder(s)/developer(s)/advancers (who has added to or modified the theory)
 - Basic belief about human nature
 - Nature of change
 - Descriptions of specific techniques/interventions associated with theory

- Descriptions of other techniques/interventions from other theories that integrate well with techniques/interventions associated with theory
 - Discussion of how core conditions/response dimensions can be integrated with theory
3. Application of theory in group settings, including how application might differ depending upon stage of group development.
 4. Application of theory in working with individuals from diverse groups, including specific groups with which theory might not be particularly viable.
 5. Description of investigation/research project in which effectiveness of particular technique/intervention associated with theory of choice.

Theory of Change Paper Rubric

1 - Does Not Meet Expectations (Unsatisfactory)	2/3 - Meets Expectations (Satisfactory)
Paper does not address any particular theory or does not clearly articulate a particular theory; no evidence of theory personalization; topics provided in the outline were not addressed, severely under addressed, or more 2/3 was not address; numerous APA errors noted throughout; citation requirement not met; paper did not demonstrate a level of mastery and not indicative of graduate level work	Paper does address a particular theory and clearly articulate most elements of the theory but may be missing one or two key elements; evidence of theory personalization; topics provided in the outline were addressed; few APA errors noted throughout; citation requirement met; paper demonstrated a level of mastery and was indicative of graduate level work.

6. Counseling Student Competency Evaluation (CSCE)

The Counseling Program is obligated by professional ethics (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 their discretion. The CSCE can yield an overall average composite score or an average composite score and average subscale scores to monitor students’ professional practice. See rubric below:

CSCE Rubric

		1 – Does Not Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
Subscales	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 Competency items	Mean score of .33 to .60 across Competency items	Mean score of 0 to .30 across Competency items
	Social and Emotional Maturity Subscale (7 items)	Mean score \geq .63 across Emotional Maturity items	Mean score of .33 to .60 across and Emotional Maturity items	Mean score of 0 to .30 across Emotional Maturity items
	Integrity and Ethical Conduct (6 items)	Mean score \geq .63 across Ethical Conduct items	Mean score of .33 to .60 across Professionalism items	Mean score of 0 to .30 across Professionalism items
	Clinical Competency Subscale (6 items)	Mean score \geq .63 across Competency items	Mean score of .33 to .60 across Competency items	Mean score of 0 to .30 across Professionalism items
Composite	Overall average composite score	Mean score \geq .63 across all CSCE items	Mean score .33 to .60 across all CSCE items	Mean score of 0 to .30 across all CSCE items

7. Internship Site Supervisor’s Evaluation of Trainee (CMHC, Appendix C; SC, Appendix D).

The Counseling Program has elected to assess and incorporate site supervisor’s feedback in the evaluation of student’s performance in professional practice. Completion of a site supervisor’s evaluation of a trainee is required in COUN 552. Each use of the site supervisor’s evaluation of trainee must be placed in the student’s Department file.

As a requirement in this course, a final site supervisor evaluation of trainee will be completed by the site supervisor in consultation with the student to evaluate the intern’s professional practice across various domains. Please note that the instructor of the course may require a site supervisor’s evaluation of trainees at different time intervals throughout the semester (e.g. midway through the course) at his or her discretion. The site supervisor’s evaluation of trainee can yield an overall average composite score or an average subscale score for each domain. The Department utilizes both overall average composite scores and average subscale scores to monitor student’s professional practice.

NOTE FOR INSTRUCTORS: Please be aware that the site supervisor’s evaluation of trainee is program-specific (CMHC or School Counseling) and exist in two different versions (Practicum or Internship). Therefore, please use the SC rubric for school counseling students and the CMHC rubric for clinical mental health counseling students. See rubrics below.

Internship Site Supervisor’s Evaluation of SC Trainee

Subscales		1-Does Not Meet Expectations	2 – Meets Expectations	3 - Meets Expectations
	Familiarity with the School Environment (3 items)	Mean score ≤ 2.5 across Familiarity with the School Environment items	Mean score ≥ 2.6 but ≤ 3.4 across Familiarity with the School Environment items	Mean score ≥ 3.5 across Familiarity with the School Environment items
	Supervision (5 items)	Mean score ≤ 2.5 across Supervision items	Mean score ≥ 2.6 but ≤ 3.4 across Supervision items	Mean score ≥ 3.5 across Supervision items



	Program Planning, Implementation, and Evaluation (4 Items)	Mean score ≤ 2.5 across Program, Planning, Implementation, and Evaluation items	Mean score ≥ 2.6 but ≤ 3.4 across Planning, Implementation, and Evaluation items	Mean score ≥ 3.5 across Planning, Implementation, and Evaluation items
	Classroom Guidance (2 items)	Mean score ≤ 2.5 across Classroom Guidance items	Mean score ≥ 2.6 but ≤ 3.4 across Classroom Guidance items	Mean score ≥ 3.5 across Classroom Guidance items
	Counseling (8 Items)	Mean score ≤ 2.5 across Counseling items	Mean score ≥ 2.6 but ≤ 3.4 across Counseling items	Mean score ≥ 3.5 across Counseling items
	Consultation (2 Items)	Mean score ≤ 2.5 across Consultation items	Mean score ≥ 2.6 but ≤ 3.4 across Consultation items	Mean score ≥ 3.5 across Consultation items
	Coordination (2 Items)	Mean score ≤ 2.5 across Coordination items	Mean score ≥ 2.6 but ≤ 3.4 across Coordination items	Mean score ≥ 3.5 across Coordination items
	Assessment (3 Items)	Mean score ≤ 2.5 across Assessment items	Mean score ≥ 2.6 but ≤ 3.4 across Assessment items	Mean score ≥ 3.5 across Assessment items
	Professionalism (7 Items)	Mean score ≤ 2.5 across Professionalism items	Mean score ≥ 2.6 but ≤ 3.4 across Professionalism items	Mean score ≥ 3.5 across Professionalism items
Composite	Average scores across all items on the Site Supervisor's Evaluation of Trainee	Mean score ≤ 2.5 across all items	Mean score ≥ 2.6 but ≤ 3.4 across all items	Mean score ≥ 3.5 across all items

Internship Site Supervisor's Evaluation of CMHC Trainee

Subscales		1-Does Not Meet Expectations	2 – Meets Expectations	3 - Meets Expectations
	Administrative Responsibilities (4 items)	Mean score ≤ 2.5 across Administrative Responsibilities items	Mean score ≥ 2.6 but ≤ 3.4 across Administrative Responsibilities items	Mean score ≥ 3.5 across Administrative Responsibilities items
	Supervision (5 items)	Mean score ≤ 2.5 across Supervision items	Mean score ≥ 2.6 but ≤ 3.4 across Supervision items	Mean score ≥ 3.5 across Supervision items
	Counseling (14 Items)	Mean score ≤ 2.5 across Counseling items	Mean score ≥ 2.6 but ≤ 3.4 across Counseling items	Mean score ≥ 3.5 across Counseling items
	Professional Relationships and Staff Development (items)	Mean score ≤ 2.5 across Professional Relationships and Staff Development items	Mean score ≥ 2.6 but ≤ 3.4 across Professional Relationships and Staff Development items	Mean score ≥ 3.5 across Professional Relationships and Staff Development items
Composite	Average scores across all items on Site Supervisor's Evaluation of Trainee	Mean score ≥ 2.5 across all items	Mean score ≥ 2.6 but ≤ 3.4 across all items	Mean score ≥ 3.5 across all items

LATE ASSIGNMENTS

It is imperative that you turn all work in at the designated time as noted in the syllabus and/or on D2L. Late assignments will NOT be accepted in clinical courses (551, 552) except in extenuating circumstances; please communicate with me as soon as possible upon learning of such a circumstance so that I can help you determine what your best course of action moving forward may be.

GRADING

Although this is a Satisfactory/Unsatisfactory (Pass/Fail) class, you will receive a numerical grade. To achieve a Satisfactory/Pass in this course, you must earn a minimal final grade of 80%. Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assignment/Assessment	Point Value
Attendance and Class Participation/Discussion	40
Video Recordings/Session Analysis (2 at 80 points each)	160
Case Conceptualization Paper (submitted w/ VR/SA #2)	30
Reflection Papers (4 at 10points/each)	40
Theory of Change Paper (Intern II ONLY)	Satisfactory/Unsatisfactory
Clinical Hour Requirement	Satisfactory/Unsatisfactory
KAA: CSCE	
KAC & KAD: Site Supervisor's Evaluation	
Total Points Possible = 270	

Your final grade can be calculated by adding the point values earned for each assignment and then dividing by 270. The resulting value, when multiplied by 100, will yield your percentage score in this course. (e.g., $220/270 = .814 \times 100 = 81.4\%$)

COMMUNICATION AND SUPPORT

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 reach out if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I strive to answer all emails within 24 hours, Monday-Friday. When emailing, please use your university email. Also, I will be more than happy to meet with you if needed. Please reach out to me so we can set up a convenient time to get together via Zoom.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements:

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

You SeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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.

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.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

University-Specific Procedures

Academic Integrity

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

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

Students in this course are expected to attend class and be active participants in class activities. Participation is required, and those who actively participate in class almost always receive higher grades than those who do not. Attendance is required. Students are expected to demonstrate consistent attendance. For face-to-face classes, attendance is defined as being present at the start of class, being in class during class time, and staying until the end of class. Students cannot miss more than 10% of the course meetings. This policy allows for two (2) absences. Any absence missed after two (2) absences will result in loss of credit for the course. Students who anticipate frequently missing class, arriving late, or leaving early should consider dropping the class.

Students are expected to have completed assigned readings prior to the class period in which they will be discussed. You are also strongly encouraged to ask questions at any point during the class, as discussion generally allows students to learn better (and tends to make the class a lot more fun, too).

If you must miss class on a night when you are due to take an examination or give a presentation, you must provide your instructor with university approved documentation reflecting the purpose of your absence. This documentation will be used as a tool to evaluate whether your instructor can provide an exception to the absence policy (e.g., hospital admittance/discharge paperwork, funeral announcements, etc.). For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

Students with Disabilities-ADA Statement

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

Velma K. Waters Library Rm162

Phone (903) 886-5150 or (903) 886-5835 Fax (903)468-8148

Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and **Services**

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



Student Counseling Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

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

Web url:

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

Pursuant to PC46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE/CALENDAR
Fall 2024

Week/Date	Topic	Reading	Assignment
Week 1 Aug 26-30	Introduction Course Overview and Expectations		Review Syllabus
Week 2 Sept 2-6	Internship Orientation Clinical Files/Documentation Discuss use of Technology in Counseling	McLain, C.M., & Lewis, J.P. (2019) McHenry, B., & McHenry, J. (2015) Review Internship Handbook w/Site Supervisor	Class Participation and Discussion Be sure to submit all required paperwork for internship. Please include proof of insurance.
Week 3 Sept 9-13	Site Concerns Self-Care Strategies Developmentally Appropriate Interventions	McLain, C.M., & Lewis, J.P. (2018) McHenry, B., & McHenry, J. (2015)	Class Participation and Discussion Videos and Session Analysis
Week 4 Sept 16-20	Ethical/Legal Concerns in Mental Health and School Counseling Group Supervision: Selected students will provide tapes for group supervision	ACA Code of Ethics (2014) ASCA Code of Ethics (2016)	Class Participation and Discussion Videos and Session Analysis Reflection Paper 1 Due (D2L)
Week 5 Sept 23- 27	Confidentiality, Privileged Communication; Records Keeping, & Subpoenas Group/Triadic Supervision: Selected students will provide tapes for group supervision		Class Participation and Discussion Videos and session Analysis

<p>Week 6 Sept 30-Oct 4</p>	<p>Assessment Treatment Planning</p>	<p>Sperry & Sperry (2020) 5.c.3a CACREP Standards</p>	<p>Videos and Session Analysis Reflection Paper 2 DUE (D2L)</p>
<p>Week 7 Oct 7-11</p>	<p>Case Conceptualization</p>		<p>Class Participation and Discussion Videos and Session Analysis</p>
<p>Week 8 Oct 14-18</p>	<p>Impact social/familial roles and overall functioning</p>		<p>Class Participation and Discussion Videos and Session Analysis</p>
<p>Week 9 Oct 21-25</p>	<p>Group Supervision: Selected students will provide tapes for group supervision</p>		<p>Tape 1 and session Analysis DUE. Videos & Session Analysis</p>
<p>Week 10 Oct 28-Nov 1</p>	<p>Group Supervision: Selected students will provide tapes for group supervision</p>		<p>Class Participation and Discussion Video and Session Analysis</p>
<p>Week 11 Nov 4-8</p>	<p>Group Supervision: Selected students will provide tapes for group supervision</p>		<p>Class Participation and Discussion Video and Session Analysis</p>
<p>Week 12 Nov 11-15</p>	<p>Group Supervision: Selected students will provide tapes for group supervision</p>		<p>Class Participation and Discussion Videos and Session Analysis Reflection Paper 3 DUE (D2L)</p>
<p>Week 13 Nov 18-22</p>	<p>Group Supervision: Selected students will provide tapes for group supervision</p>		<p>Class Participation and Discussion Videos and Session Analysis</p>

<p>Week 14 Nov 25-28 Thanksgiving Break</p>			<p>Class Participation and Discussion</p> <p>Videos and Session Analysis</p> <p>Reflection Paper 4 Due (D2L)</p>
<p>Week 15 Dec 2-6</p>	<p>Individual meeting with Dr. Toyne</p>		<p>Class Participation and Discussion</p> <p>Videos and Session Analysis</p> <p>Tape 2 and Session Analysis + Case Conceptualization DUE</p>
<p>Week 16 Dec 9-13</p>	<p>Individual meeting with Dr. Toyne</p>	<p>***All paperwork must be completed, correct, and prior to individual meeting</p>	<p>End-of-Course Paperwork (Complete on own, with site supervisor and with Dr. Toyne)</p> <p>Theory Paper DUE in D2L (Intern II only)</p>

Appendix A: Video Recording/Session Analysis Tapes 1 & 2

Note: Tape 2 requires an additional Case Conceptualization paper—handouts will be distributed.

- **Client Demographics**
 - Age
 - Gender
 - Ethnicity
 - Year in school (if applicable)
 - Occupation (if applicable—do NOT name specific workplaces)
 - Family constellation
 - Spiritual or religious identification (if applicable)

- **Description of Presenting Problem**
 - What brought the client in for counseling?
 - Who referred the client for services?
 - What primary areas of concern have been identified?
 - What cognitive factors may be impacting the client’s functioning?
 - Are there any behavioral concerns at play?
 - What emotional issues have been noted?
 - What goals have you and the client or important others in the client’s world set?

- **Brief Summary of Session Content and Process**
 - Which session is this? (e.g., first meeting, fourth session, etc.)
 - Describe the flow of your session. What happened at the beginning of session? The middle? How did the session end?
 - What major themes were present in your discussion?
 - What shifts in the session occurred? How did this happen?
 - What contributed to portions of the session where you felt “stuck” in some way?
 - What ethical and culturally relevant strategies did you use to establish and maintain the therapeutic relationship?

- **Interventions and Techniques Utilized**
 - What counseling process skills do you note in this session?
 - Which change techniques or interventions did you employ?
 - What theoretical approach(es) do you note yourself using during this session?

- **Session Analysis:** Evaluation your performance and during the session, focusing on *you* and *not* on your client.
 - What skills/processes did you do well?
 - What do you need to improve on?
 - What did you miss?
 - When were you aware of what was missed?
 - How did you handle any misconceptions or other issues that arose in session?
 - How would you define the quality of the counselor-client relationship?

- What are the considerations surrounding multicultural factors?
 - What were you experiencing as the counselor during the session?
 - What might be going on that was left unspoken?
 - What might you tell a clinical supervisor when asked what you might not have addressed with your client?
 - What hypotheses can you develop about what was occurring for your client?
- **Plans for Next Session**
 - Process goals
 - Homework assignments
 - Referral
 - Termination

Partial Example

Note: Your analysis will be considerably longer than the brief excerpts given below.

Demographics: BC is a 12-year-old Hispanic male who is in 7th grade. He is the youngest of four children and lives with both biological parent.

Presenting Problem: BC was referred by his teacher. He is currently failing math and language arts and has been referred to the principal for disruptive behavior.

Areas of Concern: BC appears to have low self-esteem and few friends. He does not appear to have support for his schoolwork at home. His parents do not speak English well and are not very involved with his school responsibilities.

Summary of Session Content: Identify client and counselor goals. What was the objective of the objective of the session? Include here what were the major themes/topics explored?

Interventions/Techniques (along with rationale): The counselor used reflective listening, open questions, paraphrasing, clarifying, and summarizing. Goal setting was also utilized. A homework assignment was given. Client agreed to “act as if” the next time he is embarrassed to go to tutoring for math.

Theoretical Approach(es) Used This Session: At this stage you will incorporate your use of theory into the process and include in your analysis your intention and rationale for doing what you did in session. You will document this with a(n) excerpt(s) from your session.

Session Analysis: Evaluation of your performance and the session.

- Transcription of five consecutive interactions with self-critique of your responses.
 - What was the rationale for your response?
 - How effective was the timing and the delivery of your response?
 - Was the client’s response what you anticipated?
 - How if at all, would you have liked to have changed your response?

Plans for Next Session

Appendix B: Counseling Skills to be Demonstrated in Internship

Process Skills: These include skills learned in Basic Skills (516) and refer to counselor behaviors that can be observed either through two-way mirrors, video or audio recording. These skills enhance the process of counseling and will be evaluated in their execution rather than their choice. Process skills are observable counselor attitudes and skills. Process skills range from paraphrasing to more complex skills such as attempts to empathizing, confronting discrepancies, responding to nonverbal behavior, pacing a session, and using silence.

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 message
- Choosing strategies appropriate to client goals
- Recognizing even subtle improvement by the client

Conceptualization skills involve understanding patterns and themes with each client *and* being able to distinguish between important and unimportant client statements and processes.

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
- Being able to handle a range of personal emotions
- Being able to accept constructive criticism

Professional Skills: These include ethical behaviors both within, and outside, counseling sessions. Examples include, but are not restricted to, the following:

- Completing paperwork on time
- Safeguarding confidentiality
- Behaving professionally in field placement
- Dressing appropriately for counseling contacts
- Not being defensive with an accusing or angry client
- Being able to handle a range of personal emotions
- Being able to accept constructive critique

When students demonstrate personal limitations that might impede future performance, or consciously violate ethical standards, and are ineffective and harmful to clients, they will NOT receive the instructor's endorsement to continue with the program or pass the course.

Appendix C: Internship Student Checklist

Student Name: _____ Semester: _____

Preparation for the FIRST Internship Class Meeting:

Counseling trainees must provide the following **documentation** at the first-class meeting:

- Field Placement Contract:** completed and signed by site supervisor and student
- Field Site Plan** (community): completed and signed by site supervisor and student
- Field Site Supervisor Registration:** completed by the site supervisor
- Emergency/Crisis Management Form:** completed and signed as indicated
- Practicum/Internship Ethics Agreement:** completed and signed by student
- Proof of Liability Insurance:** certificate of coverage or letter verifying coverage

Paperwork Due at LAST Internship Class Meeting:

- Internship Log:** completed and signed by trainee and site supervisor
- Practicum/Internship Summary:** completed and signed by student
- End of Semester Field Site Supervisor's Evaluation:** completed and signed by the site supervisor
- Trainee Evaluation of Field Placement Site:** completed and signed by student
- Additional documentation as required by Internship Instructor (TBD)