



COUN 552.31E: INTERNSHIP

Course Syllabus: Spring 2026
January 12th – May 8th – 2026 Tuesdays 7:20 pm-10:10 pm
Plano-Sockwell Center

INSTRUCTOR INFORMATION

Instructor: Azadeh Mansour, Ph.D., M.A., LPC (TX)
Office Location: Dallas
Office Hours: By Appointment
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Preferred Form of Communication: Email to Schedule an Appointment
Communication Response Time: 24-48 hours, Monday – Friday

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbooks:

- Erford, B. (2019). *45 techniques every counselor should know* (3rd ed.). New Jersey: Pearson Education Inc.
- McLain, C.M., & Lewis, J. P. (2018). *Professional behaviors and dispositions. Counseling competencies and lifelong growth*. New York: Routledge Taylor & Francis Group.
[eBook ISBN: 9781315108919]
- McHenry, B., & McHenry, J. (2015). *What therapists say and why they say it. Effective therapeutic responses and techniques*. (2nd ed.). New York: Routledge Taylor & Francis Group.
[eBook ISBN: 97818315764085]
- Sperry, L., & Sperry, J. (2020). *Case conceptualization. Master this competency with ease and confidence* (2nd edition). New York. Routledge Taylor & Francis Group.
- Emmerson, G. (2006). *Advanced Skills and Interventions in Therapeutic Counseling*. Crown House Publishing. [ISBN: 1845900170]

Note - This course used 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_2
- Department of Counseling Practicum and Internship Handbook. ***Obtain Most Current Version– Check with the Department of Counseling.**
<http://www.etamu.edu/academics/colleges/educationHumanServices/counseling/Forms.aspx>
- Handbook for Master’s Counseling Program. ***Obtain Most Current Version – Check with the Department of Counseling.** <http://www.etamu.edu/academics/colleges/educationHumanServices/counseling/Forms.aspx>
- Remley, T.P., & Herlihy, B. (2020). *Ethical, legal, and professional issues in counseling*. New Jersey: Pearson Education Inc.

*** On-site placement policies and procedures.

*** *Other readings as assigned.*

Recommended Suggested Readings:

Students are not required to purchase the following but are encouraged to read them:

1. Seligman, L. (2004). *Technical and conceptual skills for mental health professionals*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
2. *Counseling Today* – a monthly magazine published by the American Counseling Association (free with membership)
3. *Journal of Counseling and Development* (free with ACA membership)
4. *The Family Journal: Counseling and Therapy for Couples and Families* – (free with membership in IAMFC, a division of ACA)

Additional Supplemental Readings – Selected References:

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed, text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
- Aviles, J.A. (2018). Peer mentorship in schools: a comprehensive guide and workbook for implementing and sustaining a peer mentorship program in your school (3rd edition). Scotts Valley, CA: Create Space Independent Publishing Platform
- 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: .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.
- Jongsma, A.E., Peterson, L.M. & Bruce, T.J. (2014). The complete adult psychotherapy treatment planner, 5th edition. Hoboken, NJ: Wiley.
- 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
- Lowerstein, L. (ed.). (2011). Assessment and treatment activities for children, adolescents, and families. Toronto, Ontario: Champion Press. doi:10.1080/1047441090353364
- 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.

- Neukrug, E. (2020, May, 2). Stories of the great therapists. Old Dominion University.
<https://ww2.odu.edu/~eneukrug/therapists/booksurvey.html>
- Parikh-Foxx, S., Martinez, R., Baker, S.B. and Olsen, J. (2020), Self-Efficacy for Enhancing Students' Career and College Readiness: A Survey of Professional School Counselors. *Journal of Counseling & Development*, 98: 183-192. doi:[10.1002/jcad.12312](https://doi.org/10.1002/jcad.12312)
- 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., Hensy, 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>
- Waldron, N. L., & McLeskey, J. (2010). Establishing a collaborative school culture through comprehensive school reform. *Journal of Education and Psychological Consultation*, 20(1), 58-74.
- Watson, J.C., & Schmit, M.K. (2020). *Introduction to Clinical Mental Health Counseling*. Los Angeles: SAGE Publications, Inc.
- Yalom, I. D. (2013). *The gift of therapy: An open letter to a new generation of therapists and their patients*. Harper Perennial.
- Zimmerman, M. (2013). Interview guide for evaluating DSM-5 psychiatric disorders and the mental status examination. East Greenwich, RI: Psych Products Press
- ** Other readings as assigned**

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

Catalogue Description of the Course

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. 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 Outcome
2016 CACREP Standards Addressed in COUN 552

Masters Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
2.F.1.j. technology's impact on the counseling profession	Lecture, Readings: 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	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	Lecture, Readings: ACA Code of Ethics, 2014; Richards, Campenni, & Muse-Burke, 2010 Discussion	Class Participation in Discussions and Demonstrations Taping & Session Analysis CSCE Self-Evaluation	Class Participation in Discussions and Demonstrations Rubric	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
2.F.1.l. self-care strategies appropriate to the counselor role	Lecture, Readings: 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



<p>2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</p>	<p>Lecture, Readings: ACA Code of Ethics 2014; Corsini & Wedding, 2005; Remley & Herlihy, 2020 Chs. 3 & 10, Yalom, 2013</p> <p>Discussion</p> <p>Session Recording</p> <p>Site-based Clinical Practice</p>	<p>Class Participation in Discussions and Demonstrations</p> <p>Taping & Session Analysis</p>	<p>Class Participation in Discussions and Demonstrations Rubric</p> <p>Taping & Session Analysis Rubric</p>	<p>≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation</p>
<p>2.F.5.e. the impact of technology on the counseling process</p>	<p>Lecture, Readings: ACA Code of Ethics, section H; Remley & Herlihy, 2020, Ch. 10</p> <p>Discussion and Guided Practice</p> <p>Site-based Clinical Practice</p>	<p>Class Participation in Discussions and Demonstrations</p> <p>Taping & Session Analysis</p>	<p>Class Participation in Discussions and Demonstrations Rubric</p> <p>Taping & Session Analysis Rubric</p>	<p>≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation</p>
<p>5.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</p>	<p>Lecture, Readings: ACA Code of Ethics, 2014; Sperry & Sperry, 2020; Lutton & Swank, 2018</p> <p>Site-based Clinical Practice</p>	<p>Class Participation in Discussions and Demonstrations</p> <p>Taping & Session Analysis</p>	<p>Class Participation in Discussions and Demonstrations Rubric</p> <p>Taping & Session Analysis Rubric</p>	<p>≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation</p>



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

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



<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</p> <p>Discussion</p> <p>Site-based Clinical Practice</p>	<p>Class Participation in Discussions and Demonstrations</p> <p>Taping & Session Analysis</p>	<p>Class Participation in Discussions and Demonstrations Rubric</p> <p>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)</p> <p>Discussion</p> <p>Site-based Clinical Practice</p>	<p>Class Participation in Discussions and Demonstrations</p> <p>Taping & Session Analysis</p>	<p>Class Participation in Discussions and Demonstrations Rubric</p> <p>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:

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 Site (see Desirable Experiences list)



TE_xES COMPETENCIES

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. You will also need to download the Zoom application to your personal computer in order to access any scheduled virtual course relevant 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

This course consists of lecture 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. In the event that 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 limitations that might impede future performance, or consciously violate ethical standards, and are ineffective and harmful to clients, **then these students will not receive the instructor's endorsement to continue with the program** (ACA Ethical Standards).

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 being active in your learning process. Expectations of this course include the following:

1. You are expected to always display professionalism. Be respectful of 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's 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 this 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.

COURSE REQUIREMENTS includes, but are not limited to:

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 on site (excluding supervision)

The activity log will also include brief descriptions of the student's on-site activities and reactions.

7. The student will submit audio and/or video tapes, for use in supervision, of the student's interaction with clientele appropriate to the student's field setting. The number and specific requirements for these tapes will be noted 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.

COUSE ASSIGNMENTS/ASSESSMENTS

1. Class Participation & Discussion (40 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. 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 the materials before class are expected. You are encouraged to actively participate in and out of class. Do not expect/rely on class lecture for your learning. This class requires you to be an active and critical thinker, to share your thoughts respectfully, to engage with the material honestly and openly, and to participate in role-playing and skills practice both inside and outside of class. This course is the foundational course for facilitating your counseling skills; thus, attending, participating, and experiential learning within and outside of the classroom are crucial. You will have many opportunities to contribute to the total learning experience through attendance, discussion, and assigned activities.

Again, regular attendance and active participation in internship class is paramount to your success in this course; not only because open, honest, and active engagement is necessary for your clinical development, but also because you are required a **minimum of 24 hours of group supervision** during each semester of internship in order to comply with CACREP standards and to meet the hourly requirements for this class.

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

Class Participation and Discussion Rubric

	1 – Does Not Meet Expectation (0-31 points)	2 – Meets Expectation (32-35 points)	3 – Exceeds Expectations (36-40 points)
Participation and Discussion (40 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.	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. Less than 2 absences / no evident pattern of lateness with the completion of course hours requirements. Student attended to another department equivalent learning to meet course requirements due to the excused absence.	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 one absences from internship class.

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 recordings will be accepted). From these weekly sessions, students are to submit **two (2) video recorded counseling sessions and session analyses** (a minimum of 40 minutes in length) for grading and may be required to bring additional recordings to group supervision. For tape 1: the student will briefly address the following-demographic information, presenting complaints, session summary and play 20 minutes of the tape for group supervision.

For tape 3 Along with the video recordings, the student will prepare a PowerPoint presentation including **Session Analysis** and skills conceptualization (see **Appendix A and Appendix B**). Content of the session analysis must correspond to the recorded video tape played in class. Please submit the session analysis the day the assignment is due. *These taped sessions must be from the current semester with a current signed consent from the client or parent/guardian if client is a minor.*

Tape 3 will also require a **case conceptualization** that utilizes the structure found in your Sperry and Sperry (2020) text. When you present your this tape and analysis, you also will turn in a case conceptualization **(30 points)**.

Video Tape Recording & Session Analysis Rubric is provided below for grading details.

Video Recording & Session Analysis Rubric

	1 – Does Not Meet Expectation (0-7.9 points)	2 – Meets Expectation (8-8.9 points)	3 – Exceeds Expectation (9-10 points)
Process Skills (10 points)	Process skills were not evidenced in session or were severely inconsistent throughout session; intern does not possess developmentally appropriate skills.	Process skills were evidence 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.

<p>Conceptualization Skills (10 points)</p>	<p>Conceptualization skills were not evidenced in session or were severely inconsistent throughout session; intern does not possess developmentally appropriate skills. Ethical standards were not adhered to or address effectively; student does not meet the standards of graduate level work.</p>	<p>Conceptualization skills were evidenced in session and utilized with fair consistency; intern possesses developmentally appropriate skills. Ethical standards were adhered to loosely addressed; student meets the standards of graduate level work.</p>	<p>Conceptualization skills were evident in session and were employed at an above-average rate. Student is advanced in developmentally appropriate skills. Ethical standards were adhered to and/or addressed effectively. Student meets the standards of graduate level work.</p>
<p>Personalization Skills (10 points)</p>	<p>Personalization skills were not evidenced in session or were severely inconsistent throughout session; intern does not possess developmentally appropriate skills. Ethical standards were not adhered to or address effectively; student does not meet the standards of graduate level work.</p>	<p>Personalization skills were evidenced in session and utilized with fair consistency; intern possesses developmentally appropriate skills. Ethical standards were adhered to loosely addressed; student meets the standards of graduate level work.</p>	<p>Personalization skills were evident in session and were employed at an above-average rate. Student is advanced in developmentally appropriate skills. Ethical standards were adhered to and/or addressed effectively. Student meets the standards of graduate level work.</p>

<p>Professionalism Skills (10 points)</p>	<p>Professionalism skills were not evidenced in session or were severely inconsistent throughout session; intern does not possess developmentally appropriate skills. Ethical standards were not adhered to or address effectively; student does not meet the standards of graduate level work.</p>	<p>Professionalism skills were evidenced in session and utilized with fair consistency; intern possesses developmentally appropriate skills. Ethical standards were adhered to loosely addressed; student meets the standards of graduate level work.</p>	<p>Professionalism skills were evident in session and were employed at an above-average rate. Student is advanced in developmentally appropriate skills. Ethical standards were adhered to and/or addressed effectively. Student meets the standards of graduate level work.</p>
<p>Counseling Content (demographics, presenting problem, area(s) of concern, summary of session) (10 points)</p>	<p>A summary of what occurred in session was absent or more than halfway incomplete; client and counselor goals were not addressed. Major factors from Appendix A are missing. Demographics, presenting problem(s), or area(s) of concern were not addressed. Does not meet the standards of graduate level work.</p>	<p>A summary of the session as well as counselor and client goals were evident but may have excluded one or two key considerations from Appendix A. Demographics, presenting problem(s), or area(s) of concern were addressed. Meets the standards of graduate level work.</p>	<p>A thorough yet concise summary of the session as well as counselor/client goals were evident. Every component from Appendix A was thoroughly addressed, including demographics, presenting problem(s), and area(s) of concern. Meets or exceeds standards of graduate level coursework.</p>
<p>Interventions/Techniques (10 points)</p>	<p>Interventions or techniques utilized were not described, were inaccurately labeled, or only tangentially mentioned; no rationale for skills used was provided; does not meet the standards of graduate level work.</p>	<p>Interventions/techniques were described and accurate but may be missing one or two key points; rationale for skill usage was described; meets standards of graduate level coursework.</p>	<p>Interventions/techniques were described and accurate with no missing detail. Rationale for skill usage was provided; meets or exceeds the standards for graduate level work.</p>

<p>Session Analysis (10 points)</p>	<p>Relevant areas identified in Appendix A (Session Analysis) were missing or severely under-addressed; does not meet the standards of graduate level work.</p>	<p>Relevant areas identified in Appendix A (Session Analysis) were sufficiently addressed, but excluded one or two key considerations; meets the standards of graduate level work.</p>	<p>All relevant areas identified in Appendix A (Session Analysis) were thoroughly addressed; meets or exceeds standards of graduate level work.</p>
<p>Self-Awareness (10 points)</p>	<p>Intern's assessment of self does not match the video segments that were used for evaluation. Intern appears to be unaware of counselor-client dynamics.</p>	<p>Intern showed adequate self-awareness in video and in session analysis. Intern's self-evaluation appeared to be accurate and honest.</p>	<p>Intern showed excellent self-awareness in video and throughout session analysis. Intern's self-evaluation was perceptive, accurate, and honest.</p>

Along with each of the two video recorded sessions as counselor-in-training, you are to complete a session analysis (using handout with content described in **Appendix A** as a guide). Content of the session analysis must correspond to the recorded videotape portion played in class. Please turn the session analysis the day the assignment is due.

Counseling skills of process, conceptualization, personalization, and professionalism are the focus of internship and should be evidenced in your tapes and session analyses. See **Appendix B** for more detail in regard to counseling skills. Tape 3 will also require a case conceptualization that utilizes the structure form page 15 in Sperry & Sperry (2020).

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. See **Rubric** [Taping & Session Analysis Rubric] below for grading details.

3. Video Recording and Session Analysis: Tape 2 peer review (40 points)

The assignment information details will be discussed accordingly in-class.

- 4. Reflection Papers (10 points/assignment – 40 points total):** Some of the CACREP standards in this course are program specific. For instance, one School Counseling CACREP standard on relates to college readiness. By contrast, one of the Clinical Mental Health standards relates to treatment planning. All students will be given **four (4) reading assignments** (articles and other resources) that address **program-specific standards**. Upon finishing each reading, you will write up to a 3 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 and practice.

Course Reflection Papers Rubric

	1 – Does Not Meet Expectation (0-7.9 points)	2 – Meets Expectation (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.

5. Clinical Hour Requirement (Satisfactory of 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 for site supervision as well as in-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 arrangements.

* The student will keep a *Weekly Activity Log* that will document a cumulative record of hours including:

1. Direct on-site contact hours
2. On-site individual or triadic supervision
3. On-site group supervision with other interns
4. On-campus group supervision
5. 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 (U)	2/3 – Meets or Exceeds Expectation (S)
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 understand and complies with all relevant ethical, legal, and professional standards for clinical practice.

6. *** 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 general guidelines that may help you in constructing this paper (please refer to 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.

1 - Does Not Meet Expectations (un satisfactory)	2 - Meets Expectations (Satisfactory)	3 – Exceeds 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 two-thirds 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 work and was indicative of graduate level work	Paper thoroughly addresses a particular theory and clearly articulate all elements of the theory; detailed evidence of theory personalization; topics provided in the outline were thoroughly addressed; only one or two APA errors noted throughout; citation requirement met; paper demonstrated a level of mastery and was indicative of graduate level work

7. **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 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
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 General Competency items	Mean score of .33 to .60 across General Competency items	Mean score of 0 to .30 across General Competency items
	Social and Emotional Maturity Subscale (7 items)	Mean score \geq .63 across Social and Emotional Maturity items	Mean score of .33 to .60 across Social and Emotional Maturity items	Mean score of 0 to .30 across Social and Emotional Maturity items
	Integrity and Ethical Conduct Subscale (6 items)	Mean score \geq .63 across Ethical Conduct items	Mean score of .33 to .60 across Ethical Conduct items	Mean score of 0 to .30 across 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
Composite	Overall average composite score	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

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

		1 – Does Not Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
Subscales	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 Program Planning, Implementation, and Evaluation items	Mean score ≥ 3.5 across Program 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

		1 – Does Not Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
Subscales	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 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

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. Late assignments will have 10% deducted per day late from final score if and when accepted in extenuating circumstances with an excuse. **Assignments are due on the day noted and as noted on the syllabus and D2L. Late paper work will NOT be accepted.**

GRADING

This is a Satisfactory/Unsatisfactory (Pass/Fail) course, you will receive a numerical grade for the paper assignment toward course completion requirements. To achieve a **Satisfactory/Pass** in this course, you must earn a minimal final grade of 80% and successfully meeting clinical course relevant requirements as noted and also outlined in Department of Counseling Handbooks.

This course will include the following scale and course requirements for Course Final Grade:

90%-100%	= S
80%-89%	= S
<79%	= U

Assignment/Assessment	Point Value
- Class Participation & Discussion	40
- Video Tape Recordings & Session Analysis for tapes 1 and 3 (2 @ 80 points/each)	160
Please note that the third recording is a more in-depth case study/conceptualization and thus a demonstrated culmination of your developed approach and skill in working with clients	
- Case Conceptualization Paper (submitted w/ VR/SA #3)	30
- Tape 2	40
- Reflection Papers (4 @ 10 points/each)	40
- Theory of Change Paper (Internship II ONLY)	Satisfactory (Pass) / Unsatisfactory (Fail)
- Clinical Hour Requirement	Satisfactory (Pass) / Unsatisfactory (Fail)
- KAA: CSCE	0
- KAC & KAD: Site Supervisor's Evaluation	0

Total Points Possible: **310** for the Assignment Portion

*Please Also Note the Additional Highlighted Key Course Relevant Requirements
Total Points Possible = 310

Points converted to percentages by adding the point values earned from each assignment and then dividing by 310. The resulting value is multiplied by 100 to yield a percentage. For example: $(290 \text{ [points earned]} / 310) \times 100 = 93.54\%$.

Please note this is a Pass (Satisfactory) /Fail (Unsatisfactory) course.

For accreditation, instructors do calculate grades on the assignments.

*****Assignments are due on the day noted and as noted on the syllabus and D2L. Late paper work will NOT be accepted.** Unless noted otherwise, all assignment are due in D2L by 11:59pm on the day noted on syllabus and D2L. Late assignments will have 10% deducted per day late from final score if and when accepted in extenuating circumstances with an excuse.



TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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

YouSeeU 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@etamu.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 ETAMU 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. 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

Course Specific Procedures/Policies

Written assignments are due as highlighted on the course syllabus and as noted on D2L. Assignments due on the day of class must be submitted before the start of class. Late paperwork will NOT be accepted. Unless noted otherwise in-class, assignments that are due in D2L are due by 11:59pm on the day noted. Late assignments will have 10% deducted per day late from the final score if and when accepted with a documented excuse. In the event of an excused absent and with instructor approval, you must then provide your instructor with university approved documentation reflecting the purpose of your absence. After three days being late, assignments may not be accepted.

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 reach out and make an appointment if you have any concerns or questions. Since I teach at various locations, email is the best way to reach me to then schedule a meeting appointment time if and when needed. I will attempt to answer all emails within 48 hours, Monday through Friday, but may need up to 72 hours to do so at times. Emails transmitted on Fridays after 4 p.m. will be responded to the following week. When emailing, please use your university email and address me with courtesy and respect.

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 in-class and/or noted in D2L.

Classroom Recording in Practicum/Internship Policy

To protect client confidentiality, uphold ethical and legal standards, and foster a safe learning environment, audio or video recording of any portion of university group supervision, class discussion, or peer case presentation is strictly prohibited in practicum (COUN 551) and internship (COUN 552) courses. An unauthorized recording constitutes a breach of confidentiality and jeopardizes clients' right to privacy, which is a clear violation of the ACA Code of Ethics, the CACREP Standards, and the department's policy regarding professional conduct. Students found in violation may face disciplinary action, which may include removal from the course, formal remediation, referral to the Departmental Retention and Dismissal Committee, or dismissal from the program.

By enrolling in this course, students acknowledge the following:

- I will not record, photograph, or capture any supervision session, client-related discussions, or classroom activities in any format.
- I understand that all supervision and clinical discussion are confidential and must remain within the professional training context (e.g., classroom, field site).
- I agree to maintain confidentiality and uphold the privacy of clients, peers, and supervisors in accordance with the ACA Code of Ethics, the CACREP Standards, and the department's policy regarding professional conduct.
- Lastly, if I am found to have recorded, or have had recorded, any portion of group supervision, class discussion, or peer case presentation, I will immediately delete all recordings and provide the instructor, site supervisor, and/or administrator access for verification of permanent deletion from any device platform, or backup system to ensure full compliance with department's policy.



University Specific Procedures/Policies

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.

<https://inside.etamu.edu/admissions/registrar/documents/studentGuidebook.pdf>

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

ETAMU 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](#)

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

Academic Integrity

Students at East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

AI use policy [Draft 2, May 25, 2023]

East Texas A&M University 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

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

East Texas A&M University Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Resources and Services](#)

<https://www.etamu.edu/student-disability-services/>

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, 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.etamu.edu/counsel

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 and explore the resources available to you for guidance and support whenever you need it.



FLEXIBLE COURSE OUTLINE / CALENDAR

Spring 2026 Semester: January 12th – May 8th – 2026

The schedule/syllabus are subject to change at the discretion of instructor.

Week	Dates	Tentative topics	CACREP Standard(s)	Readings	Assignments due
1	1/15	Course Introduction; Review Syllabi; Internship Orientation and Course Requirements & engage in opening activities. Review of Current Skills & Clinical Experience, Discuss use of Technology in Counseling, ** Discussion use of Recording Technology, Parameters of Confidentiality & Privacy Standards Must Include Informed Consent.	2.F.1.j. 2.F.5.e.	Department of Counseling: * Handbook for Master’s Counseling Program * Clinical Handbook/s Code of Ethics: * ACA 2014 Code of Ethics * ASCA 2022 Ethical Standards * CACREP 2016 Standards * Review Internship Handbook with site supervisor.	Course Introductions, Participation & Discussion *What recording technology is used and how does it meet ethics, privacy, & confidentiality standards? PLEASE BE SURE TO TIMELY SUBMIT ALL REQUIRED PAPERWORK FOR INTERNSHIP INCLUDING PROOF OF LIABILITY INSURANCE LIABILITY INSURANCE: DUE TODAY OR YOU CANNOT SEE ANY CLIENTS!!!
2	1/20	Self-Care Strategies; Onsite Experience Intake Interview, Developmentally Appropriate Interventions, Biopsychosocial History, Mental Health History, and Assessment/s	2.F.1.i. 5.C.3.b. 5.G.3.f 5.C.3.a.	Read: McLain & Lewis, (2018) Yalom Chapters 4-12 McHenry & McHenry (2015) - Read Zimmerman (2013) Video and Taping Session Analysis (by sign- up) - * Scheduling depends on class size Record of Site Hours	Class Participation and Discussion Recorded Site Hours University Group Supervision COURSE REQUIREMENTS & DOCUMENTATIONS REVISITED

3	1/27	Evidenced-Based Practice-Mental Status Evaluations Ethical & Legal issues Recordings & Analyses	5.C.3.a.	ACA 2014 Code of Ethics ASCA Code of Ethics CACREP 2016 Standards Handbooks Tape Session Analysis (by sign-up) Record of Site Hours	Class Participation and Discussion Recorded Site Hours University Group Supervision Assignment Parameters for Upcoming Video and Session Analysis will be reviewed in-class
4	2/3	Confidentiality, Privilege Communication; Record Keeping, & Subpoenas Assessment Treatment Planning		Sperry and Sperry (2020) 5.C.3.a (CACREP Standard) ACA 2014 Code of Ethics ASCA Code of Ethics CACREP 2016 Standards Handbooks Tape Session Analysis (by sign-up) Record of Site Hours	Class Participation and Discussion Recorded Site Hours University Group Supervision Assignment Parameters for Upcoming Video and Session Analysis will be reviewed in-class <u>Reflection Paper 1 DUE (D2L)</u>
5	2/10	Impact Social/Familial Roles and Overall Functioning; University Group Supervision: Selected students will provide tapes for university group supervision.	5.G.3.h. 5.G.3.f	Read: Lowenstein (2011) Parikh-Foxx, et al. (2020) S.Waldon, et al. (2010) Record of Site Hours	Class Participation and Discussion Recorded Site Hours Case Presentations University Group Supervision <u>Video Recording Tape 1 & Session Analysis DUE</u>
6	2/17	Treatment Planning Revisited Use of Technology in Counseling University Group Supervision: Selected students will provide tapes for university group supervision.	5.C.3.b. 5.G.3.f. 2.F.5.d.	Jongsma, et al. (2014) Remley & Herlihy (2020) Ch 3 & 10 2014 ACA Code of Ethics Record of Site Hours	Class Participation and Discussion Recorded Site Hours Case Presentations University Group Supervision <u>Reflection Paper 2 DUE (D2L)</u>
7	2/24			Taping & Session Analysis (by sign-up) Record of Site Hours	Class Participation and Discussion Recorded Site Hours University Group Supervision
8	3/3			Taping & Session Analysis (by sign-up) Record of Site Hours	Class Participation and Discussion Recorded Site Hours University Group Supervision

9	3/10	Spring Break		Spring Break	
10	3/17	Video Tape Recordings & Analyses University Group Supervision: Selected students will provide tapes for university group supervision.	5.G.3.G. 5.G.3.m. 5.G.3.l.	Read: Aviles (2018); Parikh-Foxx et al. (2020); Waldron et al. (2010) SC Students-Topic Discussion Tape Recordings & Session Analysis (by sign-up) Record of Site Hours	Class Participation and Discussion Recorded Site Hours Case Presentations University Group Supervision <u>Video Recording Tape 2 & Session Analysis DUE</u>
11	3/24	Video Tape Recordings & Session Analyses; University Group Supervision: Selected students will provide tapes for university group supervision.		Tape Recordings & Session Analysis (by sign-up) Record of Site Hours	Class Participation and Discussion Recorded Site Hours Case Presentations University Group Supervision <u>Reflection Paper 3 DUE (D2L)</u>
12	3/31	Video Tape Recordings & Analyses University Group Supervision: Selected students will provide tapes for university group supervision.		Tape Recordings & Session Analysis (by sign-up) Record of Site Hours	Class Participation and Discussion Recorded Site Hours Case Presentations University Group Supervision
13	4/7	Video Tape Recordings & Analyses University Group Supervision: Selected students will provide tapes for university group supervision.		Tape Recordings & Session Analysis (by sign-up) Record of Site Hours	Class Participation and Discussion Recorded Site Hours Case Presentations University Group Supervision <u>Video Recording Tape 3 & Session Analysis & Case Conceptualization DUE</u>
14	4/14	Video Tape Recordings & Analyses University Group Supervision: Selected students will provide tapes for university group supervision.		Record of Site Hours	Class Participation and Discussion Recorded Site Hours Case Presentations University Group Supervision <u>Reflection Paper 4 DUE (D2L)</u>

15	4/21	<p>Individual Evaluation - Meetings with University Course Instructor to Complete CSCE</p> <p>Start working on and discussing the process of end of semester course required meetings toward course completion and turning-in all required upcoming final course paperwork (site & program) – Review Department of Counseling Relevant Handbooks</p> <p>** End-of-Course Paperwork- Meet with site supervisor to review and finish completing course paperwork.</p>			<p>End of Course paperwork (complete on your own, with site supervisor and with the University Course Instructor</p> <p>University Group Supervision Evaluations (Site supervisor Evaluations; theirs & yours) ** Completion of the Counseling student competency Evaluation (CSCE)</p> <p><u>& Theory of Change Paper DUE (Internship II Students ONLY) (D2L)</u></p>
	4/28	<p>Scheduled In-Person Individual Evaluation - Meetings with University Course Instructor to Complete CSCE & TURN IN ALL FINAL COURSE PAPERWORK (SITE & PROGRAM)</p>		<p>** ALL PAPERWORK MUST BE COMPLETED, CORRECT, AND NEAT PRIOR TO INDIVIDUAL MEETINGS.</p>	<p>End of Course Paperwork (complete on your own, with site supervisor and with Course Instructor)</p> <p>University Instructor Meeting and Site Supervisor Evaluations (Site supervisor Evaluations; site & yours) ** Completion of the Counseling student Competency Evaluation (CSCE)</p>
17	5/5	Course-Wrap Up			

Appendix A - Session Analysis Tapes 1 & 2

Note: Tape 3 will also include a Case Conceptualization Paper

- **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 and/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:** Evaluate your performance and during the session, focusing on *you* and *not* on your client.
 - What did you like best and least about your use of process, personalization, professional, and conceptual skills (see Appendix B for list of skills)
 - 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 parents.

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 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 **5 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- (process goals, homework assignments, referral, termination, etc.)

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 messages
- 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
- Trainee Consent for Audio/Video Taping:** completed and signed by the counselor trainee
- 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)