



Counseling

EAST TEXAS A&M

COUN 689.1SW: Advanced Internship

Course Syllabus: Spring 2026

Synchronous, Web-Based Course

<https://tamuc.zoom.us/j/7666822944>

INSTRUCTOR INFORMATION

Instructor: Michael K. Schmit, PhD, LPC (TX & MS)

Office Location: Henderson 323J & Virtual Office at <https://tamuc.zoom.us/j/7666822944>

Office Hours: By appointment only

University Email Address: Michael.Schmit@tamuc.edu

Preferred Method of Communication: Email

Communication Response Time: 24-48 hours, Monday-Friday; emails sent on Friday after 4:00pm Central Time will be answered on the following workday

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

No text required

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

Required Supplemental Readings

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

https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_

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



Counseling

EAST TEXAS A&M

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

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

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

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

COURSE DESCRIPTION

Catalogue Description of the Course

COUN 689-Advanced Internship (3 hours) Students are required to enroll in and complete COUN 660-Advanced Internship in the spring term of the second year into the program. This course follows COUN 661-Advanced Practicum. The student must obtain a site(s) in which the site supervisor possesses a Ph.D. in Counseling or Counselor Education. Requirements for the course include attending and participating in class meeting times. Additionally, students will complete 300 total hours at their respective site(s) which may include the University setting. Students must obtain experience in 3 of the 5 CACREP Core Areas (see CACREP 2016 Standards here: <http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf>). The student will supervise master's level students in COUN 551- Practicum. The student will also co-teach with faculty. The student is required to contact a Counseling faculty member and assist that faculty member in teaching a master's level counseling course, preferably face to face. The faculty member will work with the student in developing appropriate teaching duties within the course. Students will also meet with their site supervisor for one hour each week and attend any staffing or group supervision that is required. The prerequisite for this course is COUN 660-Advanced Practicum. The prerequisites for this course are COUN 660, COUN 661, COUN 717, and COUN 610, COUN 650, and COUN 620. The prerequisites for Advanced Internship II (COUN 663) are the same as above with COUN 662 added.



Counseling

EAST TEXAS A&M

Student Learning Outcomes (SLOs):

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

II. Manuscript Preparation and Submission. The student will be assessed through the successful preparation and submission of a manuscript suitable for publication. Evaluation will include a review of the manuscript's clarity, organization, and adherence to disciplinary conventions; the rigor and originality of the research; appropriate citation and ethical standards; and evidence of revision based on faculty or peer feedback. Additional assessment may include documentation of the submission process (e.g., target journal selection, cover letter, and response to reviewer comments, if applicable) and a brief reflective statement describing the student's learning and challenges encountered during the publication process.

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

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

2016 CACREP Standards Addressed in COUN 689

Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
6.C.7. Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy)	<ul style="list-style-type: none">• Lecture (weeks 2-6 & 8-15)• Reading (n/a)• In-class demonstrations (weeks 2-6 & 8-15)• Class discussion (weeks 2-6 & 8-15)	1. Internship log sheet 2. Skills Recording	1. N/A 2. Skills Recording Rubric	1. 600 hours completed 2. \geq 80% of average rubric scores will either meet (2) or exceed (3) expectation



Counseling

EAST TEXAS A&M

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

COURSE REQUIREMENTS

Clock Hours

Advanced Internship (COUN 689) semester hours will include 300 (600 total) clock hours. The 6 semester hours (over two consecutive semesters) in advanced internship must involve 3 of the 5 CACREP Core Areas including **counseling, teaching, supervision, research and scholarship, and leadership and advocacy experiences**. There are no direct vs indirect hours in doctoral advanced internship. You need 15 hours of individual supervision and 22.5 of group supervision hours for each semester. The doctoral student's major advisor will conduct weekly individual (or triadic) supervision sessions. Failure to complete the required hours will result in an incomplete for the course. It is the student's responsibility to (a) reach out to their advisor to discuss scheduling and (b) come with content for these sessions and should include supervision content



Counseling

EAST TEXAS A&M

from 3 of the 5 CACREP Core Areas. The 689 instructor of record will conduct the group supervision hours for the semester.

Please review CACREP (2016) requirements.

Co- Teaching in Advanced Internship.

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

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



Counseling

EAST TEXAS A&M

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

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

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

Supervision in Advanced Internship.

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

Minimal Technical Skills Needed

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

Instructional Methods

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



Counseling

EAST TEXAS A&M

Student Responsibilities or Tips for Success in the Course

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

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

Assignments/Assessments

1. Internship Recording (30 points; 10 points each):

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



Counseling

EAST TEXAS A&M

Internship Recording Rubric Counseling Skills Recording Rubric

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

The *syllabus/schedule* are subject to change



Counseling

EAST TEXAS A&M

	counseling status, presenting problems, intervention [using theoretical orientation], topic of recorded session, ethical/multicultural considerations, and feedback input); information provided was unrelated to the assignment instructions; handout quality does not meet standards of doctoral level coursework (0-7 points)	counseling status, presenting problems, intervention [using theoretical orientation], topic of recorded session, ethical/multicultural considerations, and feedback input); information provided was directly related to the assignment instructions; handout quality meets standards of doctoral level coursework (8 points)	counseling status, presenting problems, intervention [using theoretical orientation], topic of recorded session, ethical/multicultural considerations, and feedback input) and appeared complete and aesthetically pleasing; information provided was directly related to the assignment instructions; handout quality meets standards of doctoral level coursework (9-10 points)
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2. Manuscript Preparation and Submission (90 points)

Students will prepare and submit a manuscript suitable for publication. Evaluation will include a review of the manuscript's clarity, organization, and adherence to disciplinary conventions; the rigor and originality of the research; appropriate citation and ethical standards; and evidence of revision based on faculty feedback.

Additional assessment may include documentation of the submission process (e.g., target journal selection, cover letter, and response to reviewer comments, if applicable) and a brief reflective statement describing the student's learning and challenges encountered during the publication process.



Counseling

EAST TEXAS A&M

Manuscript Preparation and Submission Rubric

	1 – Does Not Meet Expectations (0-17.9 points)	2 – Meets Expectations (18-18.9 points)	3 – Exceeds Expectations (19-20 points)
Contribution to Counselor Education and Supervision (20 points)	Manuscript does not meaningfully contribute to CES or lacks relevance to the field.	Contribution to CES is evident and relevant; implications are present but may lack depth.	Manuscript demonstrates a clear, original, and meaningful contribution to CES (e.g., counseling practice, supervision, pedagogy, advocacy, or research); implications are well-articulated.
Theoretical and Empirical Grounding (20 points)	Inadequate or inappropriate theoretical or empirical grounding.	Theoretical and empirical grounding is appropriate with minor gaps.	Manuscript is strongly grounded in counseling theories, supervision models, and/or empirical literature; integration is critical and sophisticated.
Research Design and Methodology (20 points)	Methodology is flawed, unethical, or inappropriate for CES scholarship.	Methodology is appropriate and ethical; minor limitations noted.	Methodology (quantitative, qualitative, mixed methods, conceptual, or pedagogical) is rigorous, ethical, and well-justified within CES standards.

The syllabus/schedule are subject to change



Counseling

EAST TEXAS A&M

Manuscript Organization & APA Style (10 points)	Disorganized and/or noncompliant with APA standards.	Organization is clear; minor APA or formatting errors present.	Manuscript is well-organized, coherent, and fully compliant with current APA style; tables and figures are publication-ready.
Scholarly Writing and Professional Voice (10 points)	Writing is unclear, unprofessional, or not appropriate for doctoral-level work.	Writing is generally clear; minor issues with clarity or tone.	Writing is clear, precise, and reflective of a professional counselor educator identity; tone is scholarly and accessible.
Alignment with Target CES Journal (10 points)	No clear target journal or failure to follow journal guidelines.	Journal selection is appropriate; minor alignment issues present.	Manuscript is expertly tailored to an appropriate CES-related journal (e.g., <i>Counselor Education and Supervision</i> , <i>Journal of Counseling & Development</i>); guidelines followed precisely.

3. Counseling Student Competency Evaluation (CSCE)

The Counseling Program is obligated by professional ethics (see ACA Code of Ethics, 2014) and University procedure to assess students as to their potential for meeting the expectations of *professional practice* in the professional counseling field. The competencies outlined in this document (CSCE) are specific to professional counseling and are in addition to academic requirements. The Counseling Program may suspend from the program any students judged incapable of meeting these expectations.

Procedures regarding potential dismissal are outlined in the Program's Retention/Dismissal Procedure.



Counseling

EAST TEXAS A&M

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*.



Counseling

EAST TEXAS A&M

Counseling Student Competency Evaluation (CSCE) Rubric

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

4. Internship Log Sheet (weekly submission)

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



Counseling

EAST TEXAS A&M

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

80%-100% S
79%-60% U

Assignment/Assessment	Point Value
Internship Recordings	30
Manuscript Preparation and Submission	90
CSCE	0
Internship Log Sheet	0

Total points possible for this course: 120.

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

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

TECHNOLOGY REQUIREMENTS

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



Counseling

EAST TEXAS A&M

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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 coursework 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, an ETAMU campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor at Michael.Schmit@etamu.edu.

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>

Interaction with Instructor Statement

Effective communication with your professors is crucial to your professional growth. I am here to support and guide you along your academic journey. I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Since I teach at various locations and online, email is the most effective way to reach me. 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 Monday. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedure/Policies

The syllabus/schedule are subject to change



Counseling

EAST TEXAS A&M

Late Assignments

Written assignments are due on the day noted in the syllabus. Assignments due on the day of class must be submitted before the start of class. Late papers will have 10% deduction per day late from the final score. After three days being late, assignments may not be accepted.

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.

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 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 sessions, client-related discussions, or classroom activities in any format.
- I understand that all supervision and clinical discussions 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.
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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>.



Counseling

EAST TEXAS A&M

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

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

<https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

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: [Student Disability 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,



Counseling

EAST TEXAS A&M

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.



<http://telusproduction.com/app/5108.html>



Counseling

EAST TEXAS A&M

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 have 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



Counseling

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COURSE OUTLINE / CALENDAR

Course Calendar

Date	Topic	CACREP Standard(s)	Assignments
Week 1	Course overview and expectations; identify manuscript topic	6.F.1.a	-Review Syllabus (available in D2L) Topic idea
Week 2	Define research questions and contributions to CES	6. F.1.b	Refined topic statement
Week 3	Select target journal, review submission guidelines	6.F.1. c.	Target journal rationale Skills presentation 1
Week 4	Conduct comprehensive literature review	6.F.1.b.	Literature review outline
Week 5	Develop theoretical/conceptual framework with multicultural lens	6.F.1.g.	Framework draft
Week 6	Plan research design or scholarly methodology	6.F.1.d.	Methodology outline

The syllabus/schedule are subject to change



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Week 7	Draft methods or scholarly approach; receive feedback	6.F.1.d.	Methods draft Skills presentation 2
Week 8	Draft results or core argument section	6.F.1.d.	Section draft
Week 9	Draft discussion; link to CES practice	6.F.1.e	Discussion draft
Week 10	Integrate multicultural, social justice, and ethical considerations	6.F.1.g	Revised sections
Week 11	Revise writing for scholarly voice and APA	6.F.1.c	APA compliant draft Skills presentation 3
Week 12	Submit manuscript draft	6.F.1.c	Full draft submitted
Week 13	Revise manuscript based on feedback	6.F.1.c	Revised manuscript
Week 14	Prepare submission materials: cover letter, authorship	6.F.1.c	Cover letter draft
Week 15	Final proofreading; faculty consultation	6.F.1.c, 6.F.1.d	Final manuscript
Week 16	Submit manuscript; reflect on learning and professional growth	6.F.1.f	Proof of submission and reflection

The syllabus/schedule are subject to change

CASE PRESENTATION FORM-Supervision

Supervisee(s): _____ Supervisee: _____
Date: _____ Presented Previously: Yes: No:

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

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

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

4. Intervention

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

5. Topic of recorded session segment to be presented:

6. Ethical and Multicultural Considerations

7. Specific issues/questions for group feedback:

CASE PRESENTATION FORM-Teaching

Course/Subject: _____ TA: _____
Date: _____ Presented Previously: Yes: _____ No: _____

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

1. Course information:

2. Role as TA:

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

4. Intervention

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

5. Topic of recorded session segment to be presented:

6. Ethical and Multicultural Considerations

7. Specific issues/questions for group feedback:

CASE PRESENTATION FORM-Leadership and Advocacy

Leadership Activity: _____ Leader: _____
Date: _____ Presented Previously: Yes: _____ No: _____

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

1. Leadership project:

2. Role as Leader:

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

4. Intervention

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

5. Topic of recorded session segment to be presented:

6. Ethical and Multicultural Considerations

7. Specific issues/questions for group feedback:

CASE PRESENTATION FORM-Research/Scholarly/Creative Activity

Research/Scholarly/Creative Activity: _Presenter: __ Date: _____
Presented Previously: Yes: No:

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

1. Research/Scholarly/Creative Topic:

2. Role as researcher/presenter:

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

4. Intervention

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

5. Topic of recorded session segment to be presented:

6. Ethical and Multicultural Considerations

7. Specific issues/questions for group feedback:

CASE PRESENTATION FORM-Clinical

Client (Pseudonym): _____ Counselor: _____
Date: _____ Presented Previously: Yes: _____ No: _____

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

1. Case history/situation:

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

3. Presenting Problems:

4. Intervention

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

5. Topic of recorded session segment to be presented:

6. Ethical and Multicultural Considerations

662-Internship Log

Page ____ of ____

Student Name: _____

Semester/Year: _____