

University of Texas at Tyler
Department of Psychology and Counseling
Summer 2018 Course Syllabus
COUN 5396/5397: Clinical Mental Health Counseling Internship I & II
Meeting Times: Tuesday 5:30-8:15 pm
Room: HPR 262

Jessica M. Holm, Ph.D., LPC

Office Location: HPR 207

Office Hours: TBD. Appointments are also available via video conferencing.

Phone: (903) 566-7298

Email: jholm@uttyler.edu (preferred method of contact)

Cell: (352) 266-4983 NOTE: Use my cell phone to contact me in the event of an emergency.

I. Course Description

COUN 5396: Internship I (3 hours)

A minimum of 300 clock hours of supervised experiences in which counseling services are provided, including 120 client contact hours. Required supervision on-site and in-class. The semester prior to enrollment, the student must complete the internship application process. CR/NC only.

COUN 5397: Internship II (3 hours)

A minimum of 300 clock hours of supervised experiences in which counseling services are provided, including 120 client contact hours. Required supervision on-site and in-class. The semester prior to enrollment, the student must complete the internship application process. CR/NC only.

II. Rationale

This course is designed to provide a supportive, structured learning environment for acquiring clinical experience and on-the-job training. Internship builds on the foundation provided by academic and experiential coursework, life experiences, and personal values. It allows students to develop a meaningful framework for the application of counseling skills.

III. Student Learning Outcomes

The student learning outcomes from this course are derived from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards and are as follows:

2.0 Counseling Appraisal and Assessment: Students will describe, explain, discuss, and competently apply the use of assessment methods in counseling, including individual appraisal and diagnosis of emotional and psychological disorders.

2.2 Students will conduct and prepare a written psychological assessment in COUN 5396/5397: Internship I and Internship II classes. During the final week of the course,

the site supervisor will conduct a cumulative evaluation of students' knowledge and skills in assessment based on the written report, and the skills evaluation form. 90% of students will achieve an average rating of 3 (Meets Expectations) or higher on the Assessment items with no rating lower than 2 (Not Yet Meeting Expectations).

3.0 Counseling Helping Relationship Skills: Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.

3.2 During their final semester prior to graduation, students will conduct live/videotaped counseling/psychotherapy sessions in COUN 5396/5397: Internship I/II classes. During the final week of the course, Internship site supervisors will conduct a cumulative evaluation of students' psychological therapy skills, based on video and written reports, using the evaluation form. 100% of students will achieve an average of 3 (Meets Expectations) or higher on both the "Clinical Skills" and "Use of Therapeutic Skills" items with no rating lower than 2 (Not Yet Meeting Expectations).

4.0 Professional Orientation and Ethics: Students will demonstrate an understanding of the counseling profession, counselors' professional identity and roles, and the functions of professional organizations and credentialing bodies. This includes the relationship between and application of national and state ethical and legal standards and the effects of public policy on these issues.

4.2 During their final semester in COUN 5396/5397: Internship I and Internship II classes, site supervisors will conduct a cumulative evaluation of students' ethical and professional skills and dispositions, based on their experiences with that student, using the evaluation form. 100% of students will achieve an average rating of 3 (Meets Expectations) or higher on both the "Professional Skills and Dispositions" items with no rating lower than 2 (Not Yet Meeting Expectations).

5.0 Social/Cultural Diversity Issues and Skills: Students will demonstrate an understanding of the nature and impact of human and cultural diversity on clinical assessment and intervention, theories of multicultural counseling competencies, identity development, and social justice, individual, couple, family, group, and community strategies for working with and advocating for diverse populations, and roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.

5.1 During their final semester in COUN 5396/5397: Internship I and Internship II classes, site supervisors will conduct a cumulative evaluation of students' sensitivity to diversity issues, based on their experiences with that student, using the evaluation form. 100% of students will achieve an average rating of 3 (Meets Expectations) or higher on the "Sensitivity to Diversity" items with no rating lower than 2 (Not Yet Meeting Expectations).

6.0 Group Counseling Skills: Students will demonstrate an understanding of both theoretical and experiential aspects of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society, including principles of group dynamics, group process components, group leadership or facilitation styles and approaches, and theories and methods of group counseling.

6.2 During their final semester credit hours prior to graduation, students will conduct live/videotaped clinical psychotherapy sessions in COUN 5396/5397: Internship I and Internship II. During the final week of the course, site supervisors will conduct a cumulative evaluation of students' group counseling skills if applicable, based on video and written reports, using the evaluation form. 100% of students will achieve an average rating of 3 (Meets Expectations) or higher on both the "Clinical Skills" and "Use of Therapeutic Skills" items with no ratings lower than 2 (Not Yet Meeting Expectations).

IV. Proficiencies for Counselors

In addition, the Clinical Mental Health Counseling (CMHC) program is designed to align with the national counseling standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

CACREP Common Core Standards III.G.

The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

1. At least 240 clock hours of direct service, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.

6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

CACREP Common Core Standards II.G.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- d. self-care strategies appropriate to the counselor role;

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;

Clinical Mental Health Counseling

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. (III.B.1)
2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling. (III.B.2)
3. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. (III.D.1)
4. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (III.D.2)
5. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities. (III.D.3)
6. Applies effective strategies to promote client understanding of and access to a variety of community resources. (III.D.4)
7. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (III.D.5)
8. Demonstrates the ability to use procedures for assessing and managing suicide risk. (III.D.6)
9. Applies current record-keeping standards related to clinical mental health counseling. (III.D.7)
10. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. (III.D.8)

11. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. (III.D.9)
12. Maintains information regarding community resources to make appropriate referrals. (III.F.1)
13. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients. (III.F.2)
14. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (III.F.3)
15. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. (III.H.1)
16. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. (III.H.2)
17. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. (III.H.3)
18. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. (III.H.4)
19. Applies relevant research finds to inform the practice of clinical mental health counseling. (III.J.1)
20. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments. (III.J.2)
21. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs. (III.J.3)
22. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. (III.L.1)
23. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. (III.L.2)
24. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. (III.L.3)

In addition, the student will be able to:

1. Assess and discuss practical approaches to specific counseling problems usually encountered by the novice counselor
2. Evaluate personal philosophical and theoretical basis for counseling
3. Discuss current issues in the field of counseling
4. Participate in frequent self-evaluation in order to be constantly aware of areas in which improvement is necessary
5. Be aware of the need to maintain confidentiality and to protect the rights of clients at all times
6. Be aware of the need for constant value clarification in order to better serve clients
7. Understand the need for constant evaluation of personal counseling skills and techniques
8. Understand the need for self-exploration for the enhancement of personal congruence

V. Topical Outline of Content

Major topics for this course include, but are not limited to:

1. Supervision
2. Record keeping
3. Legal and ethical issues
4. Collaboration techniques
5. Designing, implementing, and evaluating programs for clients

VI. Instructional Methods

Instructional methods for this course include:

Clinical experience (simulation, video exercises, and case studies)

Field experience (on-the-job training)

Traditional experiences (group discussion, demonstrations, research activities)

Supervision (individual, triadic, and group)

VII. Texts

Recommended

Kottler, J. (2010). *On being a therapist* (4th ed.). San Francisco, CA: John Wiley & Sons.

Yalom, I. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York, NY: HarperCollins.

VIII. Course Requirements and Grading

A. Course Requirements

1. Students **MUST** attend all scheduled class meetings, including the group seminar meetings to equal 1 ½ hours per week. **Please note that this is an accreditation requirement and that making up group hours is not possible.** Please plan accordingly.
2. Attend one (1) hour of clinical supervision with the site supervisor each week.
3. Complete a minimum of **300 clock hours** in a clinical mental health counseling setting under the supervision of a licensed professional counselor, including a minimum of **120 hours of direct** client contact.
4. Complete a minimum of **10 clock hours** (included in the total 120 direct hours) of **group counseling** between your two semesters of internship.

5. Maintain an internship log for weekly review and signature by the site supervisor and by the University supervisor.
6. Obtain and provide proof of professional liability insurance for counselors.
7. Present two either coping skill activities or psychoeducation activities for your peers to engage in.
8. Prepare and present at least two (recorded) case presentations for discussion at designated class sessions. One case presentation will be presented in a formal format using the worksheet provided. A copy of consent for Audio/Video Recording should be obtained and placed in the client's on-site file. The other case presentation will be conducted via sandtray and does not require a formal write-up. If you are unable to record the sessions, your on-site supervisor must observe two counseling sessions.
9. Write two assigned reflection papers.
10. Complete evaluation forms at the end of the semester.

B. Grade assignments

Final grades for this course are Credit (CR) or No Credit (NC). Evaluation is based on timely completion of assignments, adequate class preparation, class attendance, supervision session attendance, and quality of work. To receive credit for the course, students must:

- a. Accumulate a minimum of 300 hours, at least 120 of which must be direct contact with clients, and 10 of which must be group counseling.
- b. Accumulate a minimum of 20 hours of group supervision.
- c. Accumulate a minimum of 12 hours of on-site supervision.
- d. Submit weekly activity logs signed by the site supervisor and semester summary logs.
- e. Receive ratings that average at least "Meets Expectations" on each skill sets, with no rating of "Does Not At All Meet Expectations" on the Collaborative Evaluation of Clinical Skills Assessment. If a student receives a "Partially Meets Expectations" on any skill set, this may be grounds for class remediation.
- f. Receive an overall recommendation for a CR grade from both the site and university supervisors.
- g. Take the CPCE exam (COUN 5397: Internship I).
- h. Complete the department exit survey.
- i. Successfully complete class assignments and paperwork as assigned.

Sources for evaluation are:

Written and oral activities	33%
Weekly and final logs, documenting direct, indirect, and supervision hours	
Proof of professional liability insurance for counselors	

Reflection I	
Reflection II	
Case Presentations	
Coping Skill	
On-site supervisor evaluation	33%
Faculty supervisor evaluation including in-class engagement	33%
This portion will be based in part upon:	
Individual/triadic supervision (as needed)	
Group supervision	
Class discussion	
Free point (You're welcome ☺)	1%

IX. Transitions from COUN 5396 Internship I to COUN 5397 Internship II

Students in COUN 5396 Internship I may be given a grade of In Progress (IP) and allowed to continue into COUN 5397 Internship II provided they have accrued at least 75% of their direct hours (75% of 120 direct hours = 90 direct hours) and have met all other requirements, including a total of at least 270 hours and all supervision and paperwork requirements. The remaining 30 direct hours will be added to the requirements for COUN 5397 Internship II (120+30 = 150 direct hours).

Students in COUN 5396 Internship I who do not accumulate at least 90 direct hours during the semester will not be allowed to continue into COUN 5397 Internship II. They may either earn a grade of In Progress (IP) or No Credit (NC), depending on the nature and magnitude of the shortfall and the status of other course requirements. Exceptional circumstances may be considered by the instructor in consultation with the Clinical Mental Health Internship Coordinator and Department Chair.

Students in COUN 5396 Internship I may continue to accrue hours for one week beyond the end of the semester with the permission of the university instructor and site supervisor. Students in COUN 5397 Internship II may begin to accrue hours for one week before the beginning of the semester with the permission of the university instructor and site supervisor. In both cases, the site supervisor must continue to provide the 1 hour per week of site supervision. Due to CACREP group supervision requirements, these timeframes may only be extended if university group supervision is provided. The university is under no obligation to provide such supervision outside the regular course structure.

Students in COUN 5397 Internship II must meet all CACREP, departmental, and course requirements for internships, including but not limited to 600 total hours with at least 240 direct hours, individual/triadic site supervision, and group university supervision mandates before credit will be awarded.

X. University, Departmental, and Classroom Policies

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Student Accessibility and Resources

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by SafeAssign™, available on Canvas.

Patriot E-Mail

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord with university policy your instructor will respond only to student correspondence sent via Patriot E-mail.

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Course Requirements and Policies

A. Diversity

Case studies and other examples inherent in this course will approach counseling from a cultural perspective. This course examines many sensitive areas. Because our student population is very diverse, sensitivity to gender/race/age/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

B. Attendance

Attendance is required for both class and supervision. CACREP requires particular clock hour standards for each of these settings. Failure to meet these requirements will result in a grade of no credit (NC).

C. Late Work

All assignments are due according to the timeline established by the syllabus, unless otherwise noted by the instructor. Late submissions will not be accepted.

D. Professional Liability Insurance Coverage

Professional liability insurance is a requirement of all field experiences. You may choose any insurance provider you wish for your liability coverage.

- As a student member of the American Counseling Association (ACA) enrolled in Master's-level coursework, you are eligible for free coverage. The website is www.counseling.org. Click on the "Student" tab.
- You may also obtain discounted coverage as a student member of the Texas Counseling Association (TCA). The website is www.txca.org.
- As a student member of the American School Counselor Association (ASCA), you may obtain free insurance. The website is www.schoolcounselor.org. Be sure to select student membership.
- Students have also found CPH & Associates and the Healthcare Providers Service Organization to be reliable providers of coverage. If you wish to purchase your insurance from CPH & Associates, go to www.cphins.com. HPSO can be found at www.hpsso.com. You may also purchase from other appropriate providers if you wish as long as they provide coverage for you as a *counselor*, not a generic educator.

Again, you must provide proof of current coverage in order to see clients in COUN 5396/5397 and any other clinical course.

E. Informed Consent Statement for Counseling Courses

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into

- therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
 - At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
 - Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2014).
 - Students often experience personal growth as they progress through the program. However, the courses are *not* meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
 - Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
 - It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

F. Psychology and Counseling Retention Policy

Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related

program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004. (2012-2014 Graduate Catalog)

Evaluating Student Fitness and Performance

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics. Students are formally evaluated at least annually by the program faculty. Detailed information about procedures for student evaluations, progress review, retention, and for addressing concerns about student progress are available at the department website: <http://www.uttyler.edu/psychology/>.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards.

G. Other

Students are strongly encouraged to read The University of Texas at Tyler's Graduate Catalog especially regarding issues such as academic grievance, plagiarism and cheating, etc. The policies stipulated in the catalog will be strictly enforced.

Please turn all cell phones, pagers, and other electronic equipment to off, silent, or vibrate when you enter class. To create a respectful class environment, please refrain from

texting, checking messages, etc. In the case of an emergency, please alert the instructor prior to class.

XI. Tentative Schedule

<u>Date</u>	<u>Scheduled Topic</u>
8/28	Syllabus overview; ACA Code of Ethics (Please read prior to class)
9/4	Ethics; Copy of Insurance due; Reflection 1 due; Skills; Activity Logs due
9/18	Case Presentations; Skills Activity; Logs due
10/2	Case Presentations; Skills Activity; Logs due; Observation 1 due
10/16	Case Presentations; Skills Activity; Logs due
10/30	Case Presentations; Skills Activity; Logs due
11/13	Case presentations; Skills Activity; Logs due
12/4	Case presentations; Skills Activity; Logs due; Observation 2 due
12/11	Case presentations; Skills Activity; Reflection 2 due; Logs due

The instructor reserves the right to make adjustments in the syllabus, assignments, activities, and the grading schedule as needed to meet course objectives and needs.

COUN 5396/5397
Course Syllabus Addenda
Internship I / Internship II

Internship Services Distribution

Direct Services

Direct hours are comprised of time spent in direct contact with clients in a counseling situation. This includes family sessions, group sessions, individual sessions, etc. Specific examples of direct hours include face-to-face:

- Work with individuals (IND)
 - Individual counseling
 - Intake interviews with clients – intake interview, psychosocial history, etc. with client and/or family
 - Marriage, family, couples counseling
 - Sessions with parents on a student's behalf
 - Career counseling
 - Shadowing and co-counseling
 - Crisis/hotline counseling
 - Face-to-face student scheduling
 - Psychological testing – suicide assessments, etc., but not academic/placement testing
- Work with groups (GRP)
 - Group counseling – counseling interaction with two or more clients with a specific goal or mutual direction
 - Any of the IND activities conducted in group settings
- Work in group guidance (GG)
 - Classroom guidance, character development, and psychoeducation
- Consultation with other professionals (CON)
 - Case consultation with appropriate professionals related to the review of or progress towards goal achievement
- Other activities as approved by your University supervisor prior to the activity taking place

Indirect Services

Indirect hours consist of time spent preparing for or processing after delivery of clinical services, as well as supervision. Indirect contact includes:

- Case Notes – Preparation of case notes for client files
- Staffing – Staffing cases with other staff at your on-site facility
- Session Preparation – Session preparation may include creating activities for clients, locating credible resources, preparing homework assignments, etc.
- Workshops/trainings related to clinical work
- Testing/Assessment – all non-psychological testing
- Phone contact with a client or related to client services
- On the job training
- Research and readings as it relates to internship duties
- Professional presentations

- Other activities related to client services that are relevant to internship duties
- Other activities as approved by your University supervisor prior to the activity taking place

Remember: Time that is spent engaging in work typical of a professional counselor while ‘on the clock’ is considered allowable. As professionals, you are expected to be honest and uphold a strong philosophy of integrity when including your hours of service delivery. All time spent acting in the role of a counselor should be counted. When in doubt, check with your site or university supervisor.

Supervision

Supervision hours consist of time spent processing cases with a supervisor. Supervision includes:

- The required one hour each week with your site supervisor
- The three hours of class time each week, not counting guest presentations
- Individual conferences with your university supervisor or university faculty regarding a client-related situation

Hours That Do Not Count as Direct or Indirect Hours

While potentially related to your educational experience and preparation as a counselor, these activities are not directly related to your practicum and/or internship duties, and therefore do not count as direct or indirect services, nor towards your required hours.

- Travel to and from your site
- Time spent engaged in class work
- Time spent in any class other than COUN 5396/COUN 5397

COUN 5396/5397
Course Syllabus Addenda
Internship I / Internship II

ReflectionsReflection 1 – COUN 5396

Reflect upon your experiences in the counseling program to date. In what ways do you feel well prepared for this internship? In what areas do you feel you need more training or more experience? How do you intend to apply your theoretical orientation in this setting? What are your personal strengths and weaknesses? What are your impressions, thoughts, and emotions as you prepare to see clients in this setting? What do you hope to gain from this internship?

The assignment should take between 1½ and 2 pages of content. Feel free to write more, but do not write less than 1½ pages of content in proper APA 6 style. Please also include a title page.

Reflection 1 – COUN 5397

Reflect upon your experiences in the counseling program to date. What professional goals do you have for yourself this semester? What concrete steps will you put in place to accomplish these goals? How will you identify your own strengths and weaknesses? How do you plan to build on your existing strengths and improve upon your weaker areas? What do you hope to gain from this internship?

The assignment should take between 1½ and 2 pages of content. Feel free to write more, but do not write less than 1½ pages of content in proper APA 6 style. Please also include a title page.

Reflection 2

As the semester draws to a close, reflect upon your experiences at your site. What did you gain this semester? What did you discover about yourself? How was this experience like what you expected, and how was it different? How will you take this experience and apply it as you move forward into the professional world? What will you leave behind?

The assignment should take between 1½ and 2 pages of content. Feel free to write more, but do not write less than 1½ pages of content in proper APA 6 style. Please also include a title page.

COUN 5396/5397
Course Syllabus Addenda
Internship I / Internship II

Case Presentation Format

Client: (“name”; use a pseudonym)

Age:

Gender:

Race:

Session #:

Anticipated Sessions:

Presenting Problem: Describe why the client is seeking or referred for counseling. Briefly describe your initial assessment including client presentation (affect, mood, level of functioning, etc.), complaints, and clinical impressions. This should include symptoms (what they are, frequency, and duration). Is the client currently taking medication; if so, what is it and what is it for? Be sure and address level of intellectual functioning or alcohol and drug history if applicable.

Family History: Describe family of origin and family of creation (where appropriate) including current living situation. Describe client resources and support systems.

Assessment Instruments: Include a list (3 minimum) of assessment instruments that you would like to use with this client or the clients family. Remember you can use the Mental Measurements Yearbook to help you decide on assessments. Describe why you might consider this assessment, are there any cultural considerations around this assessment, and what impressions that you may confirm or discard as a result of using the assessment. If you have an opportunity to use an assessment with the permission and supervision of your site supervisor, include the assessment and your interpretation of it. Remember that you cannot ask a client to do an assessment without giving the client feedback.

Diagnostic Impression: What is this client’s diagnosis or what is your impression of a diagnosis that is appropriate for this client? Why is this diagnosis appropriate? If more than one diagnosis should be ruled in or out explain what they are and how you will know if the criteria are met.

Clinical Focus: Describe your focus of clinical attention, what will you treat first, including specific interventions and rationale. Will this client be on any psychotropic medications? If so, what are they? What are your treatment goals?

Professional Consultation: Discuss this case with at least two professionals outside of your faculty. Describe who you consulted with and how these consults have affected your treatment plan. What were the suggestions and why are you choosing to implement them?

Anticipated Results: Describe what you reasonably expect from your treatment interventions (What are you looking for to know if this client is improving?)

Note: Remember that you are directing this case presentation and will be evaluated on the following:

- Preparation for case study
- Presentation materials (completeness)
- Group facilitation skills

General Notes Related to Case Studies

- A case study is a synopsis of a client and your treatment of that client. Include only information which has bearing on the case or is consistent with established reporting procedures (i.e. family history, behavioral observations).
- Be as thorough as possible while being succinct. Often, you will have only a few minutes to paint a picture of the client for the staffing team. What you present and how you choose to present it will affect their understanding of the client.
- Consider what points need to be emphasized in your oral presentation. Placing an emphasis on one area (family) while underemphasizing something that was equally important during the clinical interview (medical history) will skew the treatment team's interpretation of the case.
- For the purposes of this course, seek professional consultation outside of your faculty supervisor. Include in your presentation how these consults affected your decisions about treatment.

COUN 5396/5397
Course Syllabus Addenda
Internship I / Internship II

Confidentiality Agreement

Students are expected to maintain confidentiality of all information related to clients, as well as all information related to cases presented in practicum/internship classes. This is the student's responsibility regardless of procedures in place at the site. Students are responsible to know and follow legal and ethical confidentiality practices of the field placement site, as well as applicable codes of ethics. Knowledge of HIPAA and/or FERPA is expected. In addition, students shall not use any client identifying information in any practicum/internship documentation, including tapes. Students shall secure tapes and other client information that may be necessary for class in a way that is secure, legal, and ethical. Tapes, transcripts, case studies, or other client information used for class shall be destroyed in an appropriate manner (i.e., shredding) as soon as they have been evaluated unless it is the policy of the site to maintain and secure all tapes. Any questions regarding confidentiality must be discussed with the university instructor as well as the site supervisor.

As a practicum/internship student at The University of Texas at Tyler, I understand the importance of confidentiality and agree to uphold its practice. This includes work with clients, records, class case discussions, and related material. In the event that I feel confidentiality must be breached for the safety of the client or others, I will consult with my site supervisor, university instructor, or both. I understand that breaches of confidentiality may result in dismissal from my site.

Signature

Date

Printed Name

University Instructor

COUN 5396/5397
Course Syllabus Addenda
Internship I / Internship II

Ethics Agreement

Student is to complete this form in duplicate and submit a copy of this agreement to the university practicum/internship instructor before the beginning of each semester of field experience.

1. I hereby attest that I have read and understood the American Counseling Association ethical standards and will practice my counseling in accordance with these standards. Any breach of these ethical standards or any unethical behavior on my part may result in my removal from practicum/internship and a failing grade, and documentation of such behavior will become part of my permanent record. These ethical standards can be located at <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>
2. I agree to adhere to the administrative policies, rules, standards, and practices of the practicum/internship site.
3. I understand that my responsibilities include keeping my practicum/internship instructor(s) and supervisor(s) informed regarding my practicum/internship experiences.
4. I understand that I will not be issued a passing grade in practicum/internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as required.

Signature

Date

Department of Psychology and Counseling
The University of Texas at Tyler
Clinical Mental Health Counseling Internship
Consent for Audio-Visual Recording

I hereby agree to allow taping of my (or my child's) session with _____.
(name of counselor)

This taping will take place at _____
(location)

during the _____ semester of 20_____.

This agreement will remain in effect until _____.
(month, day, year)

I understand that these tapes are reviewed during in-class group supervision directed by my counselor's instructor. I understand that counselor trainee responses may be used for purposes of research; however, under no circumstances will my (or my child's) responses or information be used for research or any other purpose except supervision without specific written permission from me. These recordings will be treated with professional respect and courtesy, and they will be erased at the end of the semester.

SIGNATURES:

Client (or Parent/guardian if client is under 18 years of age)

Date

Practicum Student/Intern

Date

Note: A copy must be signed by each person participating for the counseling session to be recorded. The parent or legal guardian must sign a copy for each participating minor. Form is to be used if supervision site does not have release form. **Completed form should be placed in client's file at the supervision site. This form is not to be placed in counselor intern's university file.**

The University of Texas at Tyler
COUN 5396/5397
Clinical Mental Health Internship
Live Supervision Form

This form is for use at internship sites where audio/ visual recording of counselors-in-training working with clients is not allowed. In effort to help our students grow in their counseling skills and practices, we ask that site supervisors observe and provide feedback for at least **two** one hour counseling sessions of the student intern working with a group, family, couple, or individual each semester. Please fill in the following information and return to the student intern following the live supervision session.

Internship Site:
Student Intern:
Site Supervisor:
Date and Time of Live Supervision:
Type of Session Observed: (group, family, couple, or individual)
Student Intern Signature:
Site Supervisor Signature:

**COUN 5396/5397
Course Syllabus Addenda
Internship I / Internship II**

Student Name: _____

Site Name: _____

Site Address: _____

Supervisor Name: _____

Is this Supervisor On-site? **Yes** **No**

If no, please explain _____

Supervisor Contact Info

Phone Number: _____

Email: _____

Preferred Method of Contact – Phone Email