

COUN 5386
Course Syllabus
Supervised Internship in School Counseling
Spring 2021

CLASS INFORMATION**Instructor:** Leigh Anne Barber, LPC-S**Time:** W 6:00 p.m. – 8:45 p.m.**Location:** Synchronous Online**Office Hours:** By appointment**Phone:** 903.721.4313**Email:** lbarber@uttyler.edu

Note: A student at UT Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

I. Course Description**COUN 5386: Supervised Internship in School Counseling (3 hours)**

A minimum of 200 hours of supervised experience in performing the role of a school counselor in an accredited public or private school, with 100 hours of direct services. Supervision on-site and in-class. The semester prior to enrollment, the student must complete the internship application process. CR/NC only. Prerequisites: Grade of B or better in COUN 5312 and COUN 5334; concurrent enrollment or successful completion of COUN 5344; Departmental consent. May be repeated for up to 6 credits.

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. 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

IV. Student Learning Outcomes and Assessment

The student learning outcomes from this course are derived from the Texas Examinations of Educator Standards (TExES) School Counselor Test Framework and are as follows:

Domain I – Understanding Students

- 1.0 Human Development: School Counseling students will demonstrate knowledge and understanding of processes of human development and apply this knowledge to provide a comprehensive, developmental school counseling program (including counseling services) that meets the needs of all students.
- 2.0 Student Diversity: School Counseling students will demonstrate knowledge and understanding of human diversity and how to apply this knowledge to ensure that the comprehensive, developmental school counseling program is responsive to all students.

- 3.0 Factors Affecting Students: School Counseling students will demonstrate knowledge and understanding of factors that may affect students' development and school achievement and apply this knowledge to promote students' ability to achieve their potential.

Domain II – Planning and Implementing the Developmental School Counseling Program

- 4.0 School Counseling Program Management: School Counseling students will demonstrate knowledge and understanding of how to provide a comprehensive developmental school counseling program that promotes all students' personal growth and development by providing services to individuals, small groups, and families.
- 5.0 Counseling Skills: School Counseling students will demonstrate knowledge, understanding, and competence in fundamental and advanced counseling skills.
- 6.0 Assessment: School Counseling students will demonstrate knowledge and understanding of principles of assessment and are able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote student success.

Domain III – Collaboration, Consultation, and Professionalism

- 7.0 Collaboration with Others in the School and Community: School Counseling students will demonstrate knowledge and understanding of how to work collaboratively with families, faculty, and professionals in the community to promote positive change and facilitate learning.
- 8.0 Professional Ethics and Issues: School Counseling students will demonstrate knowledge and understanding of ethical, legal, and professional standards as outlined by the State of Texas and the American School Counseling Association (ASCA).

Students in COUN 5386: Supervised Internship in School Counseling will perform the role of a school counselor under the supervision of a site supervisor at a school. At the end of the semester, the site supervisor will assess the student's compliance with the standards set forth as evidenced in their work in the schools using a School Counselor Appraisal Form. 100% of students will achieve a rating of "Meets Expectations" or higher for each of the *Professional Ethics and Issues, Collaboration, Assessment, Counseling Skills, Program Management, Factors Affecting Students, Student Diversity, and Human Development* items.

V. Proficiencies for Counselors

In addition, much of the core of the school counseling program is designed to align with the national counseling standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). *The University of Texas at Tyler does not currently require the 600 total clock hours with 240 hours of direct service espoused by 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;

School Counseling

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. (III.B.1)
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program. (III.B.2)
3. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (III.D.1)
4. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. (III.D.2)
5. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. (III.D.3)
6. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. (III.D.5)
7. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (III.F.1)
8. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. (III.F.2)
9. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (III.F.3)
10. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. (III.F.4)
11. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (III.H.1)
12. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development. (III.H.2)
13. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. (III.H.3)

14. Makes appropriate referrals to school and/or community resources. (III.H.4)
15. Assesses barriers that impede students' academic, career, and personal/social development. (III.H.5)
16. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. (III.N.1)
17. Locates resources in the community that can be used in the school to improve student achievement and success. (III.N.2)
18. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. (III.N.3)
19. Uses peer helping strategies in the school counseling program. (III.N.4)
20. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. (III.P.1)
21. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). (III.P.2)

In addition, the student will be able to:

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

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

American School Counselor Association. (2012). *The ASCA National Model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

VIII. Course Requirements and Grading

A. Course Requirements

1. Timely successful completion and approval of internship application, including site, confidentiality, and ethics agreements; proof of professional liability insurance for counselors; and evidence of site supervisor licensure/certification and qualifications.
2. Attend all scheduled class meetings, specifically the group seminar meetings to equal 1 ½

hours per week. The class will generally meet every other week for three (3) hours of group supervision. Students should be fully present, e.g. child care should be provided for young children, other electronic distractors should be turned off, family members should not be in the room, etc.

3. Attend one (1) hour of clinical supervision with the site supervisor each week.
4. Complete a minimum of 200 clock hours in a school setting under the supervision of a certified/licensed school counselor with appropriate credentials and experience, including a minimum of 100 hours of direct client contact.
5. Maintain an internship log for weekly review and signature by the site supervisor and by the university supervisor and upload the log to Canvas.
6. Give an oral presentation describing your site to the class. Information for the presentation should include the school demographics and classification (A, 2A, etc.); Title I and Free/Reduced Lunch status, special programs, challenges, and opportunities in the school; and an overview of what the counselor's office does, such as how tasks are divided, etc.
7. Participate in at least three (3) counseling observations. A copy of consent should be placed in the student's file.
8. Prepare and present at least three (3) case studies for discussion at designated class sessions. Provide a written copy for the instructor using the format provided.
9. Complete assigned readings and exercises from required texts.
10. Write two assigned reflection papers.
11. Complete evaluation forms.
10. Provide valid professional liability insurance approved by UT Tyler's Department of Psychology and Counseling as part of this agreement
11. Participate in all aspects of the school's counseling program as a part-time staff member
12. Provide counseling services to individual and group clients
13. Participate in staff meetings, workshops, and in-service meetings
14. Participate in and conduct various community and/or educational programs
15. Assist in the design, data collection, and evaluation of research in areas of concern to the school
16. Keep accurate case notes and other relevant records concerning clients
17. Maintain client files and related paperwork of acceptable quality in a timely manner
18. Formally meet face-to-face with the on-site supervisor for a minimum of 1 hour per week, in either a single 1 hour session or 2 30-minute sessions, for individual supervision
19. Meet in real-time with the university supervisor for an average of 1 ½ hours per week of group supervision
20. Accrue a minimum of 40 direct service clock-hours and 100 total clock-hours for practicum and 100 direct service clock-hours and 200 total clock-hours for each semester of internship
21. Maintain a daily log of activities for evaluation by supervisors
22. Organize activities (individual or group counseling sessions, group guidance) for observation by the university supervisor, and on request, the on-site supervisor
23. Participate in the required real-time observations of counseling work with the university supervisor
24. Participate in the evaluation process at the end of the semester
25. Complete other activities as directed by supervisors
26. Consult with the on-site and university supervisors, as required and as needed

27. Adhere to the 2014 American Counseling Association Code of Ethics and Texas Educator Ethics, as applicable
28. Complete the TExES 152 School Counselor (all Texas students) or Praxis II 2541 School Counseling (all others) exams. The university must receive official results directly from the testing company. These usually arrive about a month after the actual exam, so please plan accordingly.

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. 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	
Site presentation	
Reflections I & II	
Observations I, II, & III	
Case studies I, II, & III	
Evaluation forms	
On-site supervisor evaluation	33%
Faculty supervisor evaluation	33%
This portion will be based in part upon:	
Individual/triadic supervision (as needed)	
Group supervision	
Class discussion	
Free point	1%

IX. Departmental and Classroom 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

Regular attendance is expected for both class and supervision. CACREP requires particular clock hour standards for each of these settings, and failure to meet them will result in a grade of no credit (NC). Students should be fully present, e.g. child care should be provided for young children, other electronic distractors should be turned off, family members should not be in the room, etc. In addition, federal policy states: "For purposes of financial aid and enrollment, a student will be considered to be in attendance in an online class when the individual 1) participates in online discussions about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance." Please contact your instructor if you need to miss.

C. Late Work

All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor. The maximum number of points awarded will decrease by ten percent for each business day that the assignment is late. Assignments will be accepted up to two days late. In face-to-face and

synchronous courses, this policy includes in-class quizzes and exams; if you must miss on test day, schedule an appointment to take the exam the next day. Please note that certain assignments such as quizzes, journals, and the final exam may not be attempted aside from the initial offering.

D. Professional Liability Insurance Coverage

Professional *counseling* liability insurance is a requirement of all field experiences. The insurance must cover students acting in the role of a counseling intern, so general educator coverage may not apply. Students may choose any appropriate, approved insurance provider for liability coverage. Some possible options are listed below.

Student members of the American Counseling Association (ACA) may obtain free insurance through ACA Trust, which is available through their website: www.counseling.org. Student members of the American School Counselor Association (ASCA) are also eligible for free coverage: www.schoolcounselor.org.

Other options include purchasing insurance through the Texas Counseling Association (www.txca.org), CPH & Associates (www.cphins.com), and the Healthcare Providers Service Organization (HPSO; www.hpso.com).

Because rates vary, it may be possible that directly purchasing insurance from a provider will be less expensive than free coverage included with a professional membership. ***Proof of professional counseling liability insurance must be provided to the instructor before any activities take place on the internship site.***

Again, you must provide proof of current coverage in order to see clients in COUN 5386 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.utt Tyler.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 during face- to-face and synchronous classes. 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.

Papers and presentations are expected to follow APA format. Please see Canvas course content or the *APA Publication Manual, 6th edition*, for more information. If you do not have a copy of the APA Manual, *purchase one*.

Many assignments for this course will be electronically submitted through a plagiarism checker. It is strongly suggested that students check their papers for plagiarism and grammatical errors and make any necessary adjustments before submitting them. For help writing papers without plagiarism, please consult the *APA Publication Manual, 6th edition*, or visit the Writing Center.

X. Tentative Schedule

<u>Date</u>	<u>Scheduled Topic</u>	<u>DUE TODAY</u>	<u>Class Section</u>
01.13	Introduction; Syllabus and Overview; Discussion of Semester; Legal and Ethical Topics	Give a 2 minute update on 2 personal goals you have for the semester; Logs	Both Sections
01.20	Introduction; Syllabus and Overview Programs/Presenter on Trafficking	Logs; First Observation Begins	Both Sections
01.27	Student Demographics and School/Community Resources	Reflection 1 Logs	068
02.03	Student Demographics and School/Community Resources	Reflection 1 Logs	069
02.10	Empowering Students and Strengths-Based Approaches	Presentation Logs	068
02.17	Empowering Students and Strengths-Based Approaches	Presentation; Second Observation Begins; Logs	069
02.24	Goals Setting	Case Study 1; Logs	068
03.03	Goal Setting	Case Study 1; Logs	069
03.10	SPRING BREAK; NO CLASS		
03.17	Communication and Consultation	Case Study 2 Logs	068
03.24	Communication and Consultation	Second Observation; Case Study 2; Logs	069
03.31	Intervention and Referral	Case Study 3 Logs	068
04.07	Intervention and Referral	Case Study 3 Logs	069
04.14	Engaging Parents, Teachers, and Community Members	Reflection 2 Logs	068
04.21	Technology, Research, and Professional Development	Reflection 2; Logs	069
04.28	Evaluations/Finals Week; No class		

Each class meeting will consist of three hours of supervision. There will also be one hour of individual or

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.

XI. University Policies

A. 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.

B. Student 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>

C. 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>

D. 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.

E. Grade Replacement/Forgiveness and Census Date Policies

Census Date for Spring 2019: January 28, 2019

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

F. 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 the 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.

G. Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA), and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including non-visible disabilities such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, #3150, or call 903.566.7079.

H. 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.

I. 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.

J. 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 email) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

K. 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.

L. Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonest, 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.

a. “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 instructor 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, homework 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.

b. “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.

c. “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.

d. All written work that is submitted will be subject to review by plagiarism software.

M. UT Tyler Resources for Students

- [UT Tyler Writing Center](http://writingcenter@uttyler.edu) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](http://tutoring@uttyler.edu) (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](http://counselingcenter@uttyler.edu) (903.566.7254)

XII. CEP Vision and Mission and Program Standards**Vision**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares

leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

COUN 5386
Course Syllabus Addenda
Supervised Internship in School Counseling
Spring 2021

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
 - Co-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
- 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
- On the job training
- Shadowing
- 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 engaged in the role of a professional counselor is allowable and should be recorded on both the weekly log and the semester summary log. For the purposes of internship logs, time is recorded in 15-minute increments (quarter-hours). Thus, each activity takes a minimum of .25 hours, though the total time recorded for a day should not exceed the actual number of clock-hours spent in a counseling role.

Students are expected to demonstrate honesty and integrity when reporting their hours. Both students and their site supervisors sign the weekly logs verifying the hours accrued for the week. These logs are then submitted to the university supervisor and are placed in students' files. All time spent acting in the role of a counselor should be counted. When in doubt, check with your site or university supervisor. Students who fulfill their clock-hour requirements before the end of the semester are obligated to remain at their internship site and to continue recording clock-hours until the end of the university semester.

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 hour and a half of class time each week
- Individual conferences with your university supervisor or university faculty regarding a client-related situation

n.b. The time spent toward with your site supervisor and in group supervision (class) counts toward your indirect hour totals and your overall 200 hours.

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 5386

COUN 5386
Course Syllabus Addenda
Supervised Internship in School Counseling
Spring 2021

Reflections

Reflection 1

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 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 5386
Course Syllabus Addenda
Supervised Internship in School Counseling
Spring 2021

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 counseling-related professionals. 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.

Department of Psychology and Counseling
The University of Texas at Tyler
Supervised Internship in School Counseling
Consent for Electronic Observation

Dear Student and Parent(s)/Guardian(s):

Thank you for working with a counselor-in-training from The University of Texas at Tyler. These counselors-in-training are supervised by both an experienced counselor employed by the school district and an appropriately qualified, credentialed counseling faculty member employed by the university.

In Texas, state law requires the observation of each trainee by an appropriately qualified, credentialed university employee. To facilitate this process, the university employee (faculty member) observes counseling sessions in real-time via webcam transmission, using a secure program licensed by the university. *This is not a recording, and there is no audio- or video-taping of the activity.* The university faculty member watches the session as it takes place.

To protect the confidentiality of the students participating in these observed sessions, the webcam is focused on the counselor-in-training. *No student is shown on the webcam.* Students are heard but not seen.

I hereby agree to allow electronic observation of my child's activity

with _____ at _____
(name of counselor-in-training) (location)

during the _____ semester of 20_____.

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

Student Name

Grade

Parent/Guardian Printed Name and Signature

Date

Counselor-in-Training Printed Name and Signature

Date

I would like to participate in this activity.

Student Signature

Note: A copy must be signed by each person participating for the counseling activity to be observed. The parent or legal guardian must sign a copy for each participating student. The completed form should be placed in the school counselor's file at the supervision site. This form is not to be placed in counselor-in-training's university file.

Departamento de Psicología y Consejería
The University of Texas at Tyler
Practica Supervisada de Consejería/Asesoramiento Escolar
Consentimiento para Observación Electrónica en Vivo

Estimado alumno y padre(s)/tutor(es):

Gracias por trabajar con un consejero-en-formación de la University of Texas at Tyler. Estos consejeros-en-formación son supervisados por ambos: un consejero certificado y empleado por el distrito escolar, y un miembro de la facultad de asesoramiento con credenciales debidamente calificado y empleado por la universidad.

En Texas, la ley estatal requiere la observación de cada estudiante consejero-en-formación por parte de un empleado de la universidad debidamente calificado y con credenciales. Para facilitar este proceso, el empleado de la universidad (miembro de la facultad) observa las sesiones de asesoramiento en tiempo real a través de la transmisión por cámara web, utilizando un programa seguro con licencia de la universidad. *Esta no es una grabación, y no hay grabación de audio o video de la actividad.* El miembro de la facultad de la universidad mira la sesión mientras se lleva a cabo.

Para proteger la confidencialidad de los estudiantes que participan en estas sesiones observadas, la cámara web se centra en el consejero-en-formación. *Ningún estudiante se muestra en la cámara web.* Los estudiantes son escuchados, pero no vistos.

Por la presente, acepto permitir la observación electrónica en vivo de la actividad de mi hijo(a)

con _____ en _____
(nombre del consejero(a) en formación) (locación)

durante el semestre _____ del 20_____.

Este acuerdo permanecerá vigente hasta _____.
(mes, día, año)

Nombre del estudiante

Grado

Nombre impreso y firma del padre/ tutor legal

Fecha

Nombre impreso y firma del consejero-en-formación

Fecha

Me gustaría participar en esta actividad.

Firma del estudiante

Nota: Una copia debe ser firmada por cada persona que participe en las sesiones de asesoría que serán observadas. El padre o tutor legal debe firmar una copia para cada estudiante participante. El formulario completo debe colocarse en el archivo del consejero escolar en el sitio de supervisión. Este formulario no se debe colocar en el archivo universitario del estudiante consejero-en-formación.