

University of Texas at Tyler
Department of Psychology and Counseling
Spring 2021 Course Syllabus
COUN 5396/5397: Clinical Mental Health Counseling Internship I & II
Meeting Times: Wednesday 5:00-7:45 pm
SYNCHRONOUS ONLINE

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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.

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.

Course Prerequisites

Prerequisites for internship include the 8 CACREP Core Content Areas, Clinical Skills Courses, and COUN 5308. They are listed below:

COUN 5312 Counseling Theories and Applications

COUN 5328 Foundations & Ethics

COUN 5308 Diagnosis and Treatment Planning in Counseling

PSYC 5320 Advanced Human Growth and Development

COUN 5324 Cultural Diversity and Advocacy

COUN 5368 Assessment Techniques in Counseling

PSYC 5345 Group Counseling and Therapy

COUN 5340 Research and Program Evaluation

COUN 5335 Career Counseling and Assessment
COUN 5391 Essential Counseling Skills
COUN 5392 Helping Relationships and Clinical Interviewing
COUN 5393 Practicum in Clinical Mental Health Counseling (100 Hours, 40 Direct)

Course Learning Objectives

The student learning outcomes from this course are derived from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2016 Standards:

Section II. F. 1. PROFESSIONAL ORIENTATION AND ETHICS: Students will demonstrate an understanding of:

- the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (II.F.1.b)
- counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (II.F.1.c.)
- ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (II.F.1.i.)
- strategies for personal and professional self-evaluation and implications for practice (II.F.1.k.)
- self-care strategies appropriate to the counselor role (II.F.1.l.)
- the role of counseling supervision in the profession (II.F.1.m.)

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).

Section II .F. 2. SOCIAL AND CULTURAL DIVERSITY: Students will demonstrate an understanding of:

- multicultural counseling competencies (II.F.2.c.)
- the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (II.F.2.d.)
- the effects of power and privilege for counselors and clients (II.F.2.e.)
- help-seeking behaviors of diverse clients (II.F.2.f.)
- the impact of spiritual beliefs on clients' and counselors' worldviews (II.F.2.g.)
- strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (II.F.2.h.)

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 4 (Meets Expectations) or higher on the "Sensitivity to Diversity" items with no rating lower than 2 (Not Yet Meeting Expectations).

Section II. F. 5. COUNSELING AND HELPING RELATIONSHIPS: Students will demonstrate an understanding of:

- theories and models of counseling (II.F.5.a.)
- a systems approach to conceptualizing clients (II.F.5.b.)
- theories, models, and strategies for understanding and practicing consultation (II.F.5.c.)
- ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (II.F.5.d.)
- counselor characteristics and behaviors that influence the counseling process (II.F.5.f)
- essential interviewing, counseling, and case conceptualization skills (II.F.5.g)
- developmentally relevant counseling treatment or intervention plans (II.F.5.h)
- development of measurable outcomes for clients (II.F.5.i)
- evidence-based counseling strategies and techniques for prevention and intervention (II.F.5.j)
- strategies to promote client understanding of and access to a variety of community- based resources (II.F.5.k)
- suicide prevention models and strategies (II.F.5.l)

crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (II.F.5.m)
processes for aiding students in developing a personal model of counseling (II.F.5.n)

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 4 (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).

Section II. F. 6. GROUP COUNSELING AND GROUP WORK: Students will demonstrate an understanding of:
theoretical foundations of group counseling and group work (II.F.6.a)
dynamics associated with group process and development (II.F.6.b)
therapeutic factors and how they contribute to group effectiveness (II.F.6.c)
characteristics and functions of effective group leaders (II.F.6.d)
approaches to group formation, including recruiting, screening, and selecting members (II.F.6.e)
types of groups and other considerations that affect conducting groups in varied settings (II.F.6.f)
ethical and culturally relevant strategies for designing and facilitating groups (II.F.6.g)

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 4 (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).

Section II .F. 7. ASSESSMENT AND TESTING: Students will demonstrate an understanding of:
methods of effectively preparing for and conducting initial assessment meetings (II.F.7.b.)
procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (II.F.7.c.)
procedures for identifying trauma and abuse and for reporting abuse (II.F.7.d.)
use of assessments for diagnostic and intervention planning purposes (II.F.7.e.)
use of assessments relevant to academic/educational, career, personal, and social development (II.F.7.i.)
use of environmental assessments and systematic behavioral observations (II.F.7.j.)
use of symptom checklists, and personality and psychological testing (II.F.7.k.)
use of assessment results to diagnose developmental, behavioral, and mental disorders (II.F.7.l.)
ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (II.F.7.m.)
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 4 (Meets Expectations) or higher on the Assessment items with no rating lower than 2 (Not Yet Meeting Expectations).

Additional CACREP 2016 Standards Addressed:

CACREP 2016 Section 3 Professional Practice: Entry Level Professional Practice: A-E.

- A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.

- E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

CACREP 2016 Section 3 Professional Practice: Internship Standards (J-M).

- J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- K. Internship students complete at least 240 clock hours of direct service.
- L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- M. Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

CACREP 2016 Section 5.C. Clinical Mental Health Counseling, (1-3)

- 1. FOUNDATIONS
 - a. history and development of clinical mental health counseling
 - b. theories and models related to clinical mental health counseling
 - c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
 - d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
 - e. psychological tests and assessments specific to clinical mental health counseling
- 2. CONTEXTUAL DIMENSIONS
 - a. roles and settings of clinical mental health counselors
 - b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
 - c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
 - d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
 - e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
 - f. impact of crisis and trauma on individuals with mental health diagnoses
 - g. impact of biological and neurological mechanisms on mental health
 - h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
 - i. legislation and government policy relevant to clinical mental health counseling
 - j. cultural factors relevant to clinical mental health counseling
 - k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
 - l. legal and ethical considerations specific to clinical mental health counseling
 - m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
- 3. PRACTICE
 - a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
 - b. techniques and interventions for prevention and treatment of a broad range of mental health issues
 - c. strategies for interfacing with the legal system regarding court-referred clients
 - d. strategies for interfacing with integrated behavioral health care professionals

- e. strategies to advocate for persons with mental health issues

Topical Course 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

Instructional Methods:

1. Clinical experience (simulation, video exercises, and case studies)
2. Field experience (on-the-job training)
3. Traditional experiences (group discussion, demonstrations, research activities)
4. Supervision (individual, triadic, and group)

Recommended Texts:

Kottler, J. (2010). *On being a therapist* (4th ed.). San Francisco, CA: John Wiley & Sons.
[Free copy is available through the library via ProQuest Ebook. Here is a link to that guide:
<https://libguides.utt Tyler.edu/textbooks>]

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

Course Policies

Attendance Policy:

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.

To ensure we are facilitating a meaningful virtual learning environment for all of you, we have the same expectations for students attending synchronous zoom classes that we would for students attending an in-person class.

- (1) We expect that students will fully attend each class from the start time to the end time of class. Being in attendance for a zoom class means that a student has their camera turned on for the entire duration of class.
- (2) We expect that students exhibit the same professional behaviors during class time that would be expected in an in-person class. That includes sitting up right (i.e., not laying down), being awake and alert, and participating during class.
- (3) We expect that students are able to find an appropriate environment to participate in class. An appropriate environment is one that is free from distraction and has privacy from other individuals (i.e., friends, family members, children). This is essential in clinical courses and

courses with large group discussion components, as confidential information is discussed that is not appropriate for others to hear.

Course Assignments:

1. Attend one (1) hour of clinical supervision with the site supervisor each week.
2. 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.
3. Complete a minimum of **10 clock hours** (included in the total 120 direct hours) of **group counseling** between your two semesters of internship. Due to COVID 19, special accommodations may be made if group hours are not possible.
4. Maintain an **internship log** for weekly review and signature by the site supervisor and by the University supervisor.
5. Obtain and provide **proof of professional liability insurance** for counselors.
6. Present one **counseling skill/psychoeducation activity**.
7. Prepare and present **one case presentation** for discussion at designated class sessions. The case presentation will be presented in a formal format using the worksheet provided. If recorded, a copy of consent for Audio/Video Recording should be obtained and placed in the client's on-site file.
8. If you are unable to record a session as part of your case presentation, your on-site **supervisor must observe two counseling sessions** and complete documentation on tevera (<https://uttyler.tevera.app/#/login>).
9. Write two assigned **reflection papers**.
10. Complete **evaluation forms** at the end of the semester.

Requirements/Grading

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 to tevera (<https://uttyler.tevera.app/#/login>).
- e. Receive ratings that average at least "Meets Expectations" on each skill sets, with no rating of "Unacceptable" or "Harmful" on the evaluations completed by site supervisor or university supervisor. If a student receives a "Near 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 5396: Internship I).
- h. Complete the department exit survey.
- i. Successfully complete class assignments and paperwork as assigned.

Sources for evaluation include:

Written and oral activities	33%
Weekly and final logs, documenting direct, indirect, and supervision hours	
Proof of professional liability insurance for counselors	
Reflections I & II	
Case Presentation	
Counseling Skill	
On-site supervisor evaluation	33%
Faculty supervisor evaluation including in-class engagement	33%
This portion will be based in part upon:	
Group supervision	
Class discussion	
Individual/triadic supervision (as needed)	
Free point (You're welcome ☺)	1%

Tentative Course Schedule

Date:	Topics	Assignments
Week 1 1/13	MEET	Syllabus Overview ACA Code of Ethics (please read prior to class) Copy of Insurance Due Case Presentation: Counseling Skill:
Week 2 1/20		
Week 3 1/27	MEET	Reflection 1 Due Counseling Skill: Counseling Skill: Case Presentation:
Week 4 2/3		
Week 5 2/10	MEET	Counseling Skill: Case Presentation: Counseling Skill:
Week 6 2/17		
Week 7 2/24	MEET	Counseling Skill: Case Presentation: Case Presentation: Observation #1 Due
Week 8 3/3	MEET	Counseling Skill: Case Presentation:

		Case Presentation:
Week 9 3/10	Spring Break	
Week 10 3/17	MEET	Counseling Skill: Case Presentation: Case Presentation:
Week 11 3/24		
Week 12 3/31		
Week 13 4/7	MEET	Counseling Skill: Counseling Skill: Case Presentation: Case Presentation:
Week 15 4/14	MEET	Counseling Skill: Case Presentation: Case Presentation:
Week 14 4/21		
Week 16 4/28	MEET	Counseling Skill: Case Presentation: Case Presentation: Reflection 2 Due Observation #2 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.

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.

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.

Course 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.

Program and Departmental Policies

Clinical Mental Health Counseling Program Mission Statement:

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

UT Tyler Department of Psychology and Counseling Student Code of Conduct:

<https://www.uttyler.edu/psychology/policies.php>

UT Tyler Clinical Mental Health Counseling Student Handbook:

<https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/>

University Policies**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.

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.

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 a non-visible diagnosis 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.utt Tyler.edu/disabilityservices>, the SAR office located in the University Center, # 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 plagiarism software.

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)

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
 - Career counseling
 - Shadowing and co-counseling (limited to 10 hours per semester with the exception of co-counseling a group)
 - Crisis/hotline counseling
 - Psychological testing and assessments – 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
- Work in group guidance (GG)
 - Classroom guidance, character development, and psychoeducation
- 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
- Consultation with other mental health professionals
- 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, 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 (2 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 (MAKE SURE TO MAINTAIN APPROPRIATE CONFIDENTIALITY). 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?)

What questions do you have for your peers?

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
-
- Case Presentations should last 30 minutes.

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****Counseling Skill Expectations**

This presentation should be 30 minutes long and will present a counseling skill (or skills) that you could use with a client population. Alternatively, you can present on a special topic in the area of counseling. Along with introducing the topic/exercise you will have you peers engage in an experiential component and facilitate the group processing.

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

- Preparation
- Presentation materials
- Group facilitation skills