COUN 5399.060 Independent Study
Internship in School Counseling Course Syllabus:
Fall 2026
Meeting Times: **Bi-Weekly Synchronous**

Name: Gretchen McLain, PhD, CSC
Office Hours: Tuesdays and Thursdays 1:00pm – 4:00 pm Central Time, or by appointment
Class: Every other Wednesday 5:30pm-8:15pm via Zoom
Email: gmclain@uttyler.edu (preferred method of contact)
Cell Phone: (903) 922-3829

NOTE: Email is not a secure form of communication. Do not send emails that contain potentially identifying client information.

COURSE CATALOG DESCRIPTION

COUN 5387: 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 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.

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.

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

STUDENT LEARNING OUTCOMES

After successful completion of this course, the student will be able to:

1. Exhibit skills and competence in individual counseling
2. Display the necessary techniques for accurate and competent record-keeping

3. Display knowledge of practical approaches to specific counseling problems usually encountered by the novice counselor
4. Demonstrate the ability to case conceptualize
5. Demonstrate the ability to provide an accurate multi-axial diagnosis and develop a treatment plan
6. Display knowledge of appropriate assessment instruments to be used with various client concerns
7. Evaluate personal philosophical and theoretical basis for counseling
8. Discuss current issues in the field of counseling
9. Participate in frequent self-evaluation in order to be constantly aware of areas in which improvement is necessary (ex: skills, professionalism, multicultural competence, advocacy, counselor wellness, etc.)
10. Be aware of the need to maintain confidentiality and to protect the rights of clients at all times
11. Understand the need to develop cultural self-awareness and cultural competence

TEXAS EXAMINATIONS OF EDUCATOR STANDARDS (TEXES)

The student learning outcomes from this course are derived from the TExES School Counselor Test Framework and are as follows:

Domain I – Understanding Students:

1. 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. 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. 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:

1. 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.
2. Counseling Skills: School Counseling students will demonstrate knowledge, understanding, and competence in fundamental and advanced counseling skills.
3. 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:

1. 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.

2. 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).

LEARNING MODALITIES & INSTRUCTIONAL METHODS

Instructional methods for this course include:

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)
5. Professional development (readings, classwork, quizzes, etc.)
6. Technology integration (UT Tyler Canvas online learning environment, etc.) 3.

Ethical Codes and Resources:

American Counseling Association. (2014). Code of ethics. Retrieved from https://www.counseling.org/resources/aca-code-of-ethics.pdf

American School Counselor Association. (2022). ASCA ethical standards. Retrieved from https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf

American School Counselor Association. (2018). The school counselor and confidentiality. Retrieved from: https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Confidentiality#:~:text=ASCA%20Position,lives%20(ASCA%2C%202016)

Forester-Miller, H. (1996). A practitioner's guide to ethical decision making. Retrieved from https://www.counseling.org/docs/ethics/practitioners_guide.pdf?sfvrs n=2

Texas Education Agency. (2018). Educators code of ethics. Retrieved from https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2

Texas State Board of Examiners of Professional Counselors. (2017). Texas state board of examiners of professional counselors: Rules and regulations. Retrieved from https://www.bhec.texas.gov/wp-content/uploads/2022/07/LPC-July-2022.pdf

Please check the additional list of resources located in the addendum and Canvas.

LEARNING EXPERIENCES & REQUIREMENTS

University and Academic Requirements:

1. 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. **No absences are allowed**.
2. Attend one (1) hour of clinical supervision with your site supervisor weekly.
3. 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.**
4. Maintain an internship log for weekly review and signature by the site supervisor and by the university supervisor and upload the log to Canvas.
5. Participate in **at least three** counseling observations, at least **45-minute sessions** with your university-appointed field supervisor. **If they are not 45 minutes, they do not count under TEA policy.**
    - You must obtain a signed copy of "**Permission to record**" before the session. This document should be placed in the student's file at your internship site.
    - Submit the following with your 45-minute videos: **Goal setting sheet** and **Skills Identification and Analysis template.**
    - Participate in a pre-observation conference with your field supervisor.
    - Participate in a post-observation conference to review your tape with your field supervisor scheduled after you submit your tape.
6. Prepare and **present at least two (2) case studies** with 15 minutes of recorded tape for discussion at designated class sessions. Provide a written copy uploaded to Canvas for the instructor using the format provided at the end of this syllabus.
7. Write a self- reflection paper, details will be on Canvas.
8. Complete assigned readings and exercises as posted on Canvas on off weeks and syllabus.

Professional Internship Experiences:

1. Provide valid professional liability insurance approved by UT Tyler's Department of Psychology and Counseling as part of this agreement.
2. Participate in all aspects of the school's counseling program as a part-time staff member.
3. Provide counseling services to individual and group clients.
4. Participate in staff meetings, workshops, and in-service meetings.
5. Participate in and conduct various community and/or educational programs.
6. Assist in the design, data collection, and evaluation of research in areas of concern to the school.
7. Keep accurate case notes and other relevant records concerning clients.
8. Maintain client files and related paperwork of acceptable quality in a timely manner.
9. Formally meet face-to-face with the on-site supervisor for a minimum of 1 hour per week, in either a single 1-hour or 2 30-minute sessions, for individual supervision.
10. Organize activities (individual or group counseling sessions, group guidance) for observation by the university supervisor and, on request, the on-site supervisor.
11. Participate in the required observations of counseling work with the university supervisor.

12. Participate in the evaluation process at the end of the semester.
13. Complete other activities as directed by supervisors.
14. Consult with the on-site and university supervisors, as required and as needed.
15. Adhere to the 2014 American Counseling Association Code of Ethics, the 2022 American School Counseling Association Code of Ethics, and Texas Educator Ethics, as applicable.
16. Complete the TExES 252 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.

GRADING

Credit (CR): The student has shown evidence of learning and development and has met the minimal learning required to proceed to the next sequence of clinical skill development, either a more advanced internship or internship; There are no major concerns about the student's learning progress and/ or advancement in the program. Professional and/or skill development concerns will be discussed during individual supervision.

No Credit (NC): The core clinical mental health and school counseling faculty recommends that the student be placed on a remediation plan and not be admitted to the next sequenced clinical learning experience. The expectation is that the student genuinely aspires to learn and meet the standards of best practice in counseling, which requires awareness and use of ACA policies (e.g., ACA Code of Ethics).

Assignment	Points/Credit	Total
Biweekly + Final Log (8)	8 x 10 points	80 points
Class Participation	8 X 10 points	80 points
Case Study Presentation	25 points	25 points
3 Informal Observations	3 x 15 points	45 points
Upload Group Counseling Plan	50 points	50 points
Upload Consultation Plan	50 points	50 points
TEA Formal Observations	2 x CR or NC	CR or NC
	Total	330 points

ATTENDANCE & PARTICIPATION

Students are expected to attend class by checking in online at least once a week to listen to lectures and participate in class assignments. Students are also expected to participate to the synchronous meetings on Zoom at the assigned dates mentioned in the course calendar.

Students are required to attend all synchronous meetings. Due to the abbreviated nature of our live meetings, one absence from a live class will result in a full letter grade reduction AND a remedial assignment, and two absences will result in a failing grade for this course. Students who arrive to a live class more than 20 minutes late or leave more than 20 minutes early will not receive attendance credit for the class.

Class Punctuality & Participation:

Students are expected to attend classes on time. Participation is an essential component of this course. Students are expected to come to class fully prepared with completed assignments to participate in class activities and discussions actively.

*Students should be fully present in class. This means child care should be provided for young children, other

electronic distractors should be turned off, family members should not be in the room, etc. *The location/room where you Zoom with the class each week must be private, and you must maintain a confidential environment conducive to supervision and discussion of client information.

INTERNSHIP COURSE POLICIES

Case Notes and Record Keeping:

Client files and case notes must be complete and maintained with confidentiality. Please only use the specific forms the site supervisor and/or instructor indicated. Work with your site supervisor to devise a plan to secure the records according to the procedures used at your internship site.

Bi-Weekly Counseling Logs:

Each student is required to keep a weekly log of direct and indirect counseling activities. Logs must be signed by the student and site supervisor and turned in to Canvas every two weeks. The semester cumulative log is due at the end of the course. These documents are located in the Introductory module on Canvas.

Video recording sessions is a requirement for this class to assess your clinical skills. You will utilize these recordings with your site supervisor and group supervision during your weekly supervision. You cannot complete or pass an internship if you do not record your sessions regularly (i.e., weekly).

CEP VISION AND MISSION AND PROGRAM STANDARDS

Vision:

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission:

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

DEPARTMENT AND CLASSROOM POLICIES

Cell Phones and Other Distractions:

Please turn all cell phones and other electronic equipment off or on silent (not vibrate) when you enter class. To create a respectful class environment, please refrain from texting, checking messages, etc. In case of an emergency when you must use your cell phone, please alert the instructor before class. Students who are caught texting during class will be called on specifically to answer questions concerning class lectures or discussions and will be asked to turn off their phones. Repeated offenses warrant a private discussion with the instructor and may impact your course grade.

Patriot E-Mail:

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord with university policy your instructor will respond only to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system.

ADDITIONAL REQUIREMENTS & INFORMATION

Insurance: Professional liability insurance is required. All students must obtain professional liability insurance, prior to commencing any counseling activity. You may choose any insurance provider you wish for your liability coverage. As a student member of ASCA, you receive insurance through ASCA at no cost to you through their website.

Ethical Behavior and Professional Conduct:
Professional conduct is expected of all students in the performance of counseling and related activities. Students must adhere to the ACA code of ethics, the laws governing counselors (LPCs) in Texas, and the policies of the UT Tyler Psychology and Counseling department. It is assumed that you have completed the ethics course prior to this class and that you know the ACA and ASCA ethical codes, understand the concept of "standard of care/practice", and are familiar with Texas laws governing your obligation as a mandated reporter (CPS reporting). If you are unfamiliar with these basics, inform the instructor during the first class session. Required remedial activities, a grade of incomplete, a failing grade, or dismissal from the class are potential consequences for engaging in unprofessional behavior.

Emergencies:

Within the first three days of beginning your site assignment, you must review the campus and district emergency policies and procedures including the suicide policy and procedures. You will be required to submit the acknowledgement and/or procedures to Canvas.

This must be discussed with your site supervisor and documented in your weekly log. We will also review in class how to evaluate client emergencies and make appropriate referrals.

Emergency procedures will include a minimum of the following:

1. Immediately contact the site supervisor and/or the school administration.
2. Documentation every 30 minutes throughout the incident (ex: time, date, client interaction, counselor actions, directions given by site supervisor and/or school administration, interaction with student's guardians, appropriate referral sources, etc.).
3. Summary of incident including outcome, referral, etc.

Security of Records:
You are responsible for the CONFIDENTIALITY and security of all client records both written and electronic according to HIPPA, FERPA and IDEA regulations. Clients' records should remain secured in their appropriate location at all times. All records will comply with HIPPA, FERPA and IDEA regulations. You must also comply with the school and district confidentiality policies and procedures. Do not e- mail any client records or other identifying information. Email is not a secure method of communication.

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: 1. The counseling profession encourages that counselors fully integrate their

own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes.

1. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
2. There will be an emphasis in many courses on self-awareness/exploration and giving feedback to peers. Although uncomfortable, we often encourage students to be open to self-exploration, since we frequently ask clients to do so.
3. 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 to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
4. 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).
5. 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.
6. 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.
7. 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.

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.

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. Papers and presentations are expected to follow APA format. Please see Canvas course content or the APA Publication Manual, 7th edition, for more information. If you do not have a copy of the APA Manual, please obtain a copy as soon as possible. Do not solely rely on your word processing program for APA formatting.

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.

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.

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

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:

1. Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail, or Credit/No Credit.
2. Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date.) 3. Schedule adjustments (section changes, adding a new class, dropping without a "W" grade.)
4. Being reinstated or re-enrolled in classes after being dropped for non-payment.
5. 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 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.

Student Accessibility and Resources:
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a 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 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.

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 email) 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 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.

1. "Cheating" includes, but is not limited to:
    - copying from another student's test paper;
    - using 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 administered 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.

2. "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.
3. "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.
4. All written work that is submitted will be subject to review by plagiarism software.

Artificial Intelligence

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, students can use AI platforms to help prepare for assignments and projects. You can use AI tools to revise and edit your work (e.g., identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or correct citations). When submitting work, students must identify any writing, text, or media generated by AI. In this course, sections of assignments generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in a cover letter that accompanies the assignment when submitted.

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.
UT Tyler Counseling Center (903.566.7254)

Absence for Pregnant Students
This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Tentative Schedule and Topics

Date	Class Topics	Assignments
Week 1 8/26	○ Welcome to Internship! Housekeeping ○ Ethics & Emergency Procedures (Suicide, Mandated Reporting, Informed Consent, etc.) ○ Discuss Professional Identity and Theoretical Orientation	Forms Due: ○ Complete First Contact Form ○ Liability Insurance ○ Emergency Procedures Acknowledgement
Week 2 9/2	No Class	• Biweekly Log #1 Due 9/8
Week 3 9/9	○ Review TEA Formal Observation Requirements ○ Review Case Presentation Requirements ○ Sign Up for Case Presentation Date	
Week 4 9/16	No Class	• Biweekly log #2 Due 9/22
Week 5 9/23	○ Case Presentations ○ Supervision	• Informal observation #1 due 9/29
Week 6 9/30	No Class	• TEA GROUP COUNSELING OBSERVATION DUE BY 10/6 • Biweekly log #3 due 10/6
Week 7 10/7	○ Case Presentations ○ Supervision	
Week 8 10/14	No Class	• Biweekly log #4 due 10/20
Week 9 10/21	○ Case Presentations ○ Supervision	
Week 10 10/28	No Class	• Informal observation #2 due 11/3 • Biweekly Log #5 due 11/3
Week 11 11/4	○ Case Presentations ○ Supervision	

Week 12 11/11	No Class	• Biweekly log #6 due 11/17
Week 13 11/18	○ Case Presentations ○ Supervision	○ TEA CONSULTATION OBSERVATION DUE BY 11/22
Week 14 11/23	Thanksgiving Break	
Week 15 12/3	○ Case Presentations ○ Supervision	• Informal observation #3 due 12/7 • Biweekly Log #7 due 12/7
Week 16 12/9	No Class	• Final log due 12/13

**This is a tentative schedule of activities/assignments. Contents of the course are subject to change based on the unique characteristics of the class. Any changes will be announced in class or through CANVAS.*

ADDENDUMS

The following forms are available on Canvas. Additional handouts, forms, etc. will be added throughout the semester. It is your responsibility to check Canvas throughout the week and to keep apprised of any information posted there.

- Practicum & Internship Services Distribution
- Permissions for audio/video recording (English and Spanish)
- Summary Record of Clinical Hours
- Case Presentation Format
- Formal School Counseling Observation Template

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

The time spent 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

Case Presentation Format

Client: ("name"; use a pseudonym) **Session #:**
Age: **Anticipated Sessions:**
Gender:
Race:

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.

Informal Observation Template

Time frame(s) for instructor to view (i.e. 0:30-15:30):

Skills used in the video:

Active Listening Paraverbals, open stance, eye contact, etc.	**Paraphrasing** State what the client has just said, using fewer words but without changing the meaning of the client said (capturing the essence)	**Summary** Combine a few of the client's thoughts/feelings/ behaviors into a general theme; can use these to make connections
Reflection of Content Describes the content you gathered from the client's storytelling. Conveys you accurately understand the "things/events" that make up the client's world.	**Reflection of Feeling:** Describe the client's affective state from verbal or nonverbal cues. By listening for and responding to the feelings of the client rather than the content, you convey that you can accurately sense the world as they are perceiving it.	**Open- Ended Questions (after 2-3 reflections)** Allows the client to elaborate and express more fully

What did you do well (response can be a bulleted list)?

Is there anything you would like me to specifically pay attention to? If yes, please specify.

DO'S:

- **RELATIONSHIP FIRST**
  - The alliance is paramount!
  - Fundamental skills, in part, responsible for cultivating therapeutic rapport
  - Relationships create safety and client/counselor attunement (Ivey et a., 2016)
  - Three core conditions: Unconditional positive regard, empathy, genuineness
    - Only then can real work be done
- **USE YOUR SKILLS**

LESS HELPFUL TECHNIQUES:

- Asking several questions
- Jumping in to avoid silence
- Close-ended questions
- Problem solving orientation
- Cheerleading
- Advice giving/lecturing

The University of Texas at Tyler

Supervised Practicum in School Counseling

Consent for Audio-Visual Recording

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

This taping will take place at _____
(location)

during the _____semester of 20___ _

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

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

SIGNATURES:

Client	**Date**
Parent/Guardian if client is under 18 years of age	**Date**
Practicum Student/Intern	**Date**

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

Departamento de Psicologia y Consejeria
The University of Texas at Tyler
Practica Supervisada de Consejeria/Asesoramiento Escolar

Consentimiento para Observacion Electronica en Vivo

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

Gracias por trabajar con un consejero-en-formaci6n de la University of Texas at Tyler. Estos consejeros-en-formaci6n son supervisados por ambos: un consejero ce1iificado 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 observaci6n de cada estudiante consejero-en-formaci6n 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 traves de la transmisi6n por camara web, utilizando un programa seguro con licencia de la universidad. *Esta no es una grabaci6n, y no hay grabaci6n de audio o video de la actividad.* El miembro de la facultad de la universidad mira la sesi6n mientras se lleva a cabo.

Para proteger la confidencialidad de los estudiantes que paiticipan en estas sesiones observadas, la camara web se centra en el consejero-en-formaci6n. *Ningun estudiante se muestra en la camara web.* Los estudiantes son escuchados, pero no vistas.

Por la presente, acepto pennitir La observaci6n electr6nica en vivo de La actividad de mi hijo(a)

con _____ en _____
(nombre del consejero(a) en formacion) (locacion)

durante el semestre _____del 20___ _

Este acuerdo permanecera vigente hast.a _____ __
(mes, dia, afio)

_____ _____
Nombre del estudiante Grado

_____ _____
Nombre impreso y finna deL padre/ tutor legal Fecha

_____ _____
Nombre impreso y foma del consejero-en-fmmaci6n Fecha

Me gustaria participar en est.a actividad.

_____
Finna del estudiante

Nota: Una copia debe ser finnada por cada persona que participe en las sesiones de asesoria que seran observadas. El padre o tutor legal debe finnar una copia para cada estudiante pa1ticipante. El fo1mulario completo debe colocarse en el archivo del consejero escolar en el sitio de supervision. Este fonnulario no se debe colocar en el archivo universitario del estudiante consejero-en-formaci6n.

Bibliotherapy Lesson Plan & Presentation Assignment

School Counseling Internship

Purpose

As school counseling interns, you are developing a professional toolbox of interventions you can thoughtfully apply in real school settings. This assignment is designed to help you intentionally select and use children's or adolescent literature as a counseling intervention through bibliotherapy. You will practice aligning a book with student needs, counseling objectives, and ethical, developmentally appropriate practice.

This assignment supports your growth in:

- Selecting evidence-informed counseling interventions
- Designing developmentally appropriate counseling lessons
- Articulating professional rationale for counseling decisions
- Communicating counseling practices to colleagues

Assignment Overview

You will identify a book that could realistically be used in a school counseling setting (elementary, middle, or high school). Using this book, you will:

1. Create a school counseling lesson plan grounded in bibliotherapy
2. Reflect on your rationale and professional application
3. Present your book and lesson plan to the class

Your work should reflect your current or anticipated internship setting whenever possible.

Part 1: Book Selection

Select one book you would use with students in a school counseling context.

The book should:

- Be developmentally appropriate for the selected grade level
- Address a counseling-related topic or student need (e.g., emotional regulation, peer relationships, grief, anxiety, self-esteem, identity, coping skills, transitions)
- Be culturally responsive and inclusive when possible

Include the following:

- Book title and author
- Target grade level(s)
- Counseling topic or student need addressed

- Brief summary of the book (1 paragraph maximum)

Part 2: Bibliotherapy Small Group Counseling Plan

Create a detailed small group counseling session plan using your selected book. The plan should reflect how you would facilitate a counseling group rather than a classroom guidance lesson.

Your lesson plan must include:

1. Small Group Counseling Context

- Setting: Small group counseling
- Grade level and approximate group size

2. Small Group Counseling Objectives

- 1–2 clear, measurable counseling objectives written from a school counseling perspective

3. Standards Alignment

- Relevant ASCA Mindsets & Behaviors (identify specific standards)

4. Materials & Group Structure

- Book title
- Any additional materials needed (worksheets, visuals, manipulatives, etc.)

5. Small Group Session Procedures

Provide a clear outline of how the small group session would be conducted, including:

- Group opening or check-in activity
- How the book will be introduced and used
- Key discussion questions or processing prompts
- Experiential or processing activity tied to the book

6. Assessment of Group Outcomes

- How you will determine whether students met the counseling objective(s)

7. Group-Specific Adaptations & Considerations

- Modifications for diverse learners or varying student needs
- Ethical or developmental considerations relevant to the lesson

---

Part 3: Professional Reflection

Write a brief reflection (approximately 1–2 pages) addressing:

- Why you selected this book for a school counseling setting

- How this lesson supports students' social, emotional, or behavioral growth
- How you envision using bibliotherapy as part of your counseling practice during internship and beyond

---

Part 4: Class Presentation

You will present your book and lesson plan to the class.

Your presentation should include:

- Introduction of the book and target population
- Rationale for book selection
- Overview of the small group counseling plan and objectives
- One example discussion question or activity
- How this lesson aligns with school counseling goals

Presentation length: 15-20 minutes

Presentations should reflect professional communication appropriate for a school counseling team.

Small Group Counseling Session Plan Template

Intern Name:	
Internship Site:	
Grade Level(s):	
Group Focus/Topic:	
Type of Group *(e.g., skills-based, psychoeducational, process-oriented)*	
Number of Students:	
Session Length:	
Session Number:	_____ of _____

Book Information

Title	
Author	
Rationale for Use in This Group	

Counseling Objectives

(List 1–2 measurable objectives for this session.)

1.
2.

Texas Model Goals Alignment (List specific goals addressed in this session.)

-
-

Assessment of Group Outcomes *(Explain how you will assess student progress or engagement during or after the session.)*

Adaptations & Ethical Considerations *(Include developmental, cultural, or ethical considerations and needed adaptations.)*