UTTyler COLLEGE OF EDUCATION & PSYCHOLOGY

Department of Psychology and Counseling

COUN 5396/5397.003: Clinical Mental Health Counseling Internship (3 credits)

Spring 2026 Syllabus

Class Time: Wednesdays, 11:00 am to 1:45 pm
Class Location: BEP 250

Instructor: Zahide Sunal, Ph.D.
Office Location: HPR 220
Office Hours: Wednesday 2:00 pm to 5:00 pm (appointment is encouraged)
Email: zsunal@uttyler.edu (preferred method of contact)
Office Phone: 903-565-5899

COURSE CATALOG 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.

COURSE PREREQUISITES

COUN 5393, COUN 5308, PSYC 5320, COUN 5324, COUN 5368, COUN 5345, COUN 5340, COUN 5335

COURSE OBJECTIVES AND LEARNING OUTCOMES

Course Objectives and Learning Outcomes	CACREP 2016 Standards	Learning Activities and Assessments
Theories, models, and strategies for understanding and practicing consultation	2.F.5.c	Group Supervision, Case Study
Ethical and culturally relevant strategies for establishing and maintaining in person and technology-assisted relationships.	2.F.5.d	Case Presentation, Skill Presentation
Impact of technology on the counseling process.	2.F.5.e	Lectures
Counselor characteristics and behaviors that influence the counseling process.	2.F.5.f	Case Presentation
Essential interviewing, counseling, and case conceptualization skills.	2.F.5.g	Group Supervision
Developmentally relevant counseling treatment or intervention plans	2.F.5.h	Case Presentation

Suicide prevention models and strategies	2.F.5.l	Lectures
Crisis intervention, trauma-informed and community-based strategies, such as Psychological First Aid	2.F.5.m	Lectures
Processes for aiding students in developing a personal model of counseling	2.F.5.n	Group Supervision, Case Presentation, Skill Presentation
Techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.3.b	Group Supervision, Case Presentation, Skill Presentation

REQUIRED TEXTBOOKS AND MATERIALS

None

RECOMMENDED TEXTBOOKS AND MATERIALS

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

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

TEACHING STRATEGIES

This is a face-to face course and in this course, we will focus on group supervision. During this course we will utilize lectures, discussions, reading and writing assignments, practice and role-plays, reviewing of sessions, presentations, and other experiential activities. Self-reflection, self-evaluation, and offering and receiving feedback are also important instructional methods in this course.

Canvas (https://www.uttyler.edu/canvas/)

Canvas will serve as the overall structure and launching pad for all our activities in this course. In Canvas, you will find announcements, assignments, course schedule, discussion boards, links to outside activities and so on. Within each module folder, the activities necessary to successfully complete that module are described in great detail. It is students' responsibility to examine each module and get in touch with the instructor immediately if they are not clear about the requirements prior to the assignment due dates.

COURSE POLICIES

INFORMED CONSENT STATEMENT

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as 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 counselors to 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, the 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 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* (2005).
- 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.

ATTENDANCE POLICY

Students MUST attend **all scheduled class meetings. Please note that this is an accreditation requirement and that making up group hours is not possible.** Please communicate proactively if there are extenuating circumstances.

LATE WORK

All assignments are due according to the timeline established by the syllabus, unless otherwise noted by the instructor.

INSURANCE

Professional liability insurance is required. All students must obtain professional liability insurance, prior to commencing any counseling activity. **Proof of insurance must be uploaded to the student's Tevera account before they can see clients**. You may choose any insurance provider you wish for your liability coverage. As a student member of professional counseling associations, you may receive insurance as a benefit of your membership, or at a reduced cost. ACA includes this benefit as a student member: https://www.counseling.org/membership/join-now. There are other companies which also provide insurance for students, you have the autonomy to choose which coverage meets your individual needs.

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 UTT psychology and counseling department. It is assumed that you have completed the ethics course prior to this class and that you know the ACA code of ethics, understand the concept of "standard of care/practice", and are familiar with Texas laws governing your obligation as a mandated reporter. **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. Students are expected to have read and be familiar with the UT Tyler CMHC program Practicum & Internship Manual.

To protect the confidentiality of our clients, it is asked that students refrain from using their laptops and other devices during class.

PROFESSIONAL DISPOSITIONS ASSESSMENT

The counseling program at UT Tyler leads directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional associations (i.e., ACA Code of Ethics, 2014). The systematic assessment of students is required by CACREP (2016) Section 4.G.; 4.H. and ACA Code of Ethics (2014) Section F.9: F.9.a; F.9.b. In this course and throughout the CMHC program, we use the Assessment of Professional Counseling Dispositions (APCD) to assess and score professional dispositions. A score below 2 in ANY single domain of the APCD may result in the loss of all professionalism and participation points, failure of the course, and possibly dismissal from the program. Students should refer to this document for a clearer understanding of professionalism expectations in this course and eventually as a professional counselor.

Professional Dispositions Indicators	Unacceptable	Acceptable	Optimal
1. Openness to new ideas.	1	2	3
2. Flexibility and adaptability.	1	2	3
3. Cooperativeness with others.	1	2	3

4. Willingness to accept and use feedback.	1	2	3
5. Awareness of own impact on others.	1	2	3
6. Ability to deal with conflict.	1	2	3
7. Ability to deal with personal responsibility.	1	2	3
8. Effective and appropriate expression of feelings.	1	2	3
9. Attention to ethical and legal considerations.	1	2	3
10. Initiative and motivation.	1	2	3
11. Orientation to multiculturalism and social justice advocacy.	1	2	3
12. Professional wellness and self-care.	1	2	3
13. Humility.	1	2	3
14. Professionalism.	1	2	3
15. Willingness to seek help.	1	2	3

PROFESSIONALISM STATEMENT

The counseling program at UT Tyler leads directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional associations (i.e., ACA Code of Ethics, 2014). Ethical violations may result in failure of the course and possibly dismissal from the program.

EMERGENCIES

Students must familiarize themselves with services, available on campus and in the community, that are designed to meet the short-term and emergency needs of clients. You will learn to evaluate client emergencies and make appropriate referrals. In the case of an emergency you should contact your site supervisor and/or a backup licensed professional at your site. If needed you can also contact Dr. Holm at 352.266.4983 or Dr. Sunal at 757.325.5003.

SECURITY OF RECORDS

Students are responsible for the security of all records made in relation to a client and case. Clients' records should remain secured in their appropriate location at all times. **Do not e-mail any client records or other identifying information. Email is not a secure method of communication.**

PATRIOT EMAIL

University policy requires that all e-mail correspondence between students and the 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 accordance with university policy, your instructor will respond only to student correspondence sent via Patriot e-mail.

COURSE FEEDBACK AND EVALUATION

Your constructive assessment of this course plays an indispensable role in shaping education at the University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

COURSE ASSIGNMENTS

COURSE REQUIREMENTS

1. **Group Supervision:** 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. *CACREP Standards Addressed: 2.F.5.c, 2.F.5.g., 2.F.5.n.,5.C.3.b*
2. Attend one (1) hour of clinical supervision with the site supervisor each week.
3. Complete a minimum of **300 clock hours** in a clinical mental health counseling setting under the

supervision of a licensed professional counselor, including a minimum of **120 hours of direct** client contact (this must be completed for Internship I & Internship II resulting in a grand total of 600 hours; 240 of which are direct client contact hours).

4. Complete a minimum of **10 clock hours** (included in the total 120 direct hours) of **group counseling** between your two semesters of internship.
5. Maintain an **internship log** for weekly review and signature by the site supervisor and by the University supervisor in Tevera.
6. Obtain and provide proof of **professional liability insurance** for counselors.
7. Prepare and **present two(audio-recorded) case presentations** for discussion at designated class sessions. The case presentations will be presented in a formal format using the worksheet attached to this syllabus. You will include a 10-minute segment of audio from an identified session. Please be prepared to share audio for a client at any point in the semester. *CAREP Standards Addressed: 2.F.5.c, 2.F.5.d, 2.F.5.f, 2.F.5.h, 2.F.5.n, 5.C.3.b*
   A copy of consent for Audio/Video Recording should be obtained and placed in the client's on-site file. Please note, you will utilize your recordings for supervision at other times during the semester.
8. Write **two assigned reflection papers**.
9. COUN 5396 – Successfully pass the CPCE.
10. Complete **evaluation forms** with your site supervisors at the mid-term and end of the semester. Please also complete the evaluation of the site and supervisor at the end of the semester. This will only be viewed by the internship instructor and coordinator.

AUDIO RECORDING OF COUNSELING SESSIONS

For supervision purposes, each student must audio record counseling sessions every week. Audio recorders will be provided by the CMHC program at the beginning of each semester and collected at the end of each semester. All session recordings will be deleted each semester. Audio recordings are only housed on the recorders and are never uploaded or transferred to other devices or cloud-based systems. Practicum/internship students are required to purchase a lockable bag for the audio recorder (these can be purchased for under $30.00 on Amazon). Practicum/internship course instructors will confirm students have purchased these at the beginning of the semester. Students are expected to keep their audio recorder in the locked bag in a safe location anytime it is not in use (i.e., it should not be kept in your car). Audio recorders contain confidential information and should be treated as such. Student inappropriate handling of audio-recorded information will result in earning no credit for practicum/internship and/or dismissal from the CMHC program. Prior to audio recording a session, students MUST obtain client consent and have the client (or the client's parent if the client is a minor) complete the UT Tyler CMHC Consent to Audio Record form. This form will is included at the end of this syllabus. **Audio recording of sessions is a requirement for this class in order to assess your clinical skills. You will utilize these recordings during your weekly supervision with your site supervisor and during group supervision. You cannot complete or pass internship if you do not regularly (i.e., weekly) record your sessions.**

THE COUNSELOR PREPARATION COMPREHENSIVE EXAMINATION (CPCE)

The clinical mental health counseling program has adopted the CPCE as its comprehensive exam, which is required of all candidates for graduation. The CPCE is developed by the center for credentialing and education (CCE), an affiliate of the national board for certified counselors (NBCC). It is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs and covers the same eight knowledge areas as the national counselor examination for licensure and certification (NCE).
The CPCE covers the following eight content areas:

- Counseling orientation and ethics
- Social and cultural diversity
- Human growth and development
- Career counseling
- Counseling and helping relationships
- Group counseling
- Assessment
- Research and program evaluation

The CPCE is administered toward the end of the semester in COUN 5396 internship I.
All students must take and pass the CPCE in order to pass COUN 5396.
Registration procedures:

The CPCE is offered each fall, spring, and summer, students sign up to take the exam at the beginning of the semester they intend to take the exam (i.e., the semester they are enrolled in COUON 5396 internship I). The cost of the exam is covered by the department of psychology and counseling for students' first attempt. The exam is administered in the on-campus testing center. Students must bring a valid form of state-issued photographic identification with them during the exam and their unique login information provided by NBCC.

GRADED ASSIGNMENTS

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

a. Accumulate a minimum of 300 hours, at least 120 of which must be direct contact with clients (10 of which must be group counseling).
b. Accumulate an average of 1.5 hours a week of group supervision.
c. Accumulate an average of 1 hour a week of on-site individual or triadic supervision.
d. Submit weekly activity logs signed by the site supervisor and semester summary logs.
e. Receive ratings of 4s and 5s on the final skill evaluation. If a student receives scores of 3 or lower 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. Successfully complete class assignments and paperwork as assigned.
h. Complete the exit interview (COUN 5397).

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 Presentations
  - CPCE (COUN 5396)
- 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
- Free point (☺) 1%

TRANSITION 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.

Tentative Course Schedule

Date:	Topics	Assignments Due:	CACREP Standards
Week 1 1/14	Syllabus Overview	ACA Code of Ethics (please read prior to class) **Signed Confidentiality and Ethics Agreement** (Tevera) **Site Information Form** (CANVAS) **Copy of Insurance** (Tevera) **Reflection 1** (CANVAS)	
Week 2 1/21			
Week 3 1/28	Crisis Intervention and Suicide Assessment	Case Presentation: Case Presentation:	2.F.5.l, 2.F.5.m
Week 4 2/4			
Week 5 2/11	Integrating Technology into the Counseling Process	Case Presentation: Case Presentation: Case Presentation:	2.F.5.e
Week 6 2/18			
Week 7 2/25		Case Presentation: Case Presentation:	
Week 8 3/4	**Mid-Semester Evals** (Tevera)		
Week 9 3/11	**Spring Break**		
Week 10 3/18		Case Presentation: Case Presentation: Case Presentation:	
Week 11 3/25			
Week 12 4/1		Case Presentation: Case Presentation:	
Week 13 4/8			
Week 14 4/15		Case Presentation: Case Presentation:	
Week 15 4/22		**Reflection 2** (CANVAS) **Final Evals** (Tevera)	
Week 16 4/29	**Final Individual Meetings**	**Return Recorders**	

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

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 to 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. (For Fall, the Census Date is Sept. 12.) 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.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITY

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.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call903.566.7079.

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.

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 un- administered 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 un-administered test, test key, homework solution, or computer program or information about an un-administered 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 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, and couples counseling
  - Sessions with parents on a student's behalf
  - Career counseling
  - Shadowing and co-counseling (limited to 10 hours per semester)
  - 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 up hold 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

- 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

University of Texas at Tyler
Clinical Mental Health Counseling Program
Consent for Audio Recording

I hereby agree to allow audio taping of my (or my child's) counseling session with: _____

(name of counselor-in-training)

I understand that these audio recordings are reviewed during:

(a) individual clinical supervision with the counselor-in-training's site supervisor
(b) in-class clinical group supervision with the counselor-in-training's university instructor

I understand that these recordings are treated as confidential material and are not discussed outside of the counselor-in-training's individual and group clinical supervision. I understand all audio recordings are erased immediately after use and are not used for any other purpose than those stated above.

SIGNATURES:

_____ _____

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

_____ _____

Counselor-in-training **Date**

Note: A copy must be signed by each person participating for the counseling session prior to audio recording. The parent or legal guardian must sign a copy for each participating minor. **Completed form should be placed in client's file at the clinical site. This form is not to be placed in counselor-in-training's university file.**

Course Syllabus Addenda
Internship I / Internship II

Reflections

Reflection 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 1 and 2 pages of content. Feel free to write more, but do not write less than 1 page of content in proper APA 7 style (No title page, abstract, or references needed).

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 1 and 2 pages of content. Feel free to write more, but do not write less than 1 page of content in proper APA 7 style(No title page, abstract, or references needed).

Reflection 2- COUN 5392 and COUN 5397

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 1 and 2 pages of content. Feel free to write more, but do not write less than 1 page of content in proper APA 7 style (No title page, abstract, or references needed).

COUN 5396/5397

Course Syllabus Addenda

Internship I / Internship II

- Case Presentations should last 30 to 40 minutes.
    - Presenting case write-up (10-15 minutes). A copy of your full written presentation will be shared from CANVAS for the class to read.
    - Audio recording review (10 minutes).
    - Processing and feedback (10-15 minutes).
- **The case write-up follows the outline below and should be submitted to CANVAS by 12:00pm on the scheduled presentation date.**

Case Write-Up

Client Initials: **Session #:**

Age: **Recording section: From ##:## to ##:##**

Gender: **Race:**

Any other important demographic information:

Presenting Issues: Describe what the client is seeking counseling for.

Client Background: Briefly describe your initial assessment including client presentation (affect, mood, level of functioning, etc.), complaints, family history, 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 the level of intellectual functioning or alcohol and drug history if applicable.

Diagnostic Impression: What is this client's diagnosis or what is your impression of a diagnosis that is appropriate for this client? Using the DSM-5 criteria explain, 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 Through the Lens of Your Theory: What are the treatment goals (Treatment plan and goals should be identified collaboratively with the client)? Describe the focus of clinical attention, and what will you treat first, including specific interventions and rationale.

What do you think is going well in your work with the client?

What is your biggest growth edge when working with this client?

What questions do you have for your peers? (Make sure your questions are based on the recording section you selected)