COUN 5386: Supervised Internship in School Counseling

COUN 5386
Course Syllabus
Supervised Internship in School Counseling
Spring 2016

CLASS INFORMATION
Instructor: Karl Witt, Ph.D., LPC-S, NCC, CSC
Time: W 6:00 p.m. – 8:45 p.m.
Location: Synchronous Online
Office: HPR 112
Office Hours: W 3:00 – 6:00 p.m.
Phone: 903.565.5899
Email: kwitt@uttyler.edu (This is the best way to reach me.)

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

I. Course Description

COUN 5386: Supervised Internship in School Counseling (3 hours)

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

II. Rationale

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

III. Topical Outline of Content

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

1. supervision
2. record keeping
3. legal and ethical issues
4. collaboration techniques
5. designing, implementing, and evaluating programs for clients

IV. Student Learning Outcomes and Assessment

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

Domain I – Understanding Students

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

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

Domain II – Planning and Implementing the Developmental School Counseling Program

4.0 School Counseling Program Management: School Counseling students will demonstrate knowledge and understanding of how to provide a comprehensive developmental school counseling program that promotes all students’ personal growth and development by providing services to individuals, small groups, and families.

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

6.0 Assessment: School Counseling students will demonstrate knowledge and understanding of principles of assessment and are able to use assessment results to identify students’ strengths and needs, monitor progress, and engage in planning to promote student success.

Domain III – Collaboration, Consultation, and Professionalism

7.0 Collaboration with Others in the School and Community: School Counseling students will demonstrate knowledge and understanding of how to work collaboratively with families, faculty, and professionals in the community to promote positive change and facilitate learning.

8.0 Professional Ethics and Issues: School Counseling students will demonstrate knowledge and understanding of ethical, legal, and professional standards as outlined by the State of Texas and the American School Counseling Association (ASCA).

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

V. Proficiencies for Counselors

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

CACREP Common Core Standards III.G.

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

1. At least 240 clock hours of direct service, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.

4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).

5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.

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

CACREP Common Core Standards II.G.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
   a. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
   d. self-care strategies appropriate to the counselor role;

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
   a. an orientation to wellness and prevention as desired counseling goals;
   b. counselor characteristics and behaviors that influence helping processes;
   c. essential interviewing and counseling skills;

School Counseling

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. (III.B.1)

2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program. (III.B.2)

3. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (III.D.1)

4. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. (III.D.2)

5. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. (III.D.3)

6. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. (III.D.5)

7. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (III.F.1)

8. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. (III.F.2)

9. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (III.F.3)

10. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. (III.F.4)

11. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (III.H.1)

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

In addition, the student will be able to:

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

VI. Instructional Methods

Instructional methods for this course include:

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

VII. Texts

Recommended


VIII. Course Requirements and Grading

A. Course Requirements

1. Obtain and provide proof of professional liability insurance for counselors.
2. Attend all scheduled class meetings, specifically the group seminar meetings to equal 1 ½
hours per week. The class will generally meet every other week for three (3) hours of group supervision. Students should be fully present, e.g. child care should be provided for young children, other electronic distractors should be turned off, family members should not be in the room, etc.

3. Attend one (1) hour of clinical supervision with the site supervisor each week.

4. Complete a minimum of 200 clock hours in a school setting under the supervision of a certified/licensed school counselor with appropriate credentials and experience, including a minimum of 100 hours of direct client contact.

5. Maintain an internship log for weekly review and signature by the site supervisor and by the university supervisor and upload the log to Blackboard.

6. Give an oral presentation describing your site to the class. Information for the presentation should include the school demographics and classification (A, 2A, etc.); Title I and Free/Reduced Lunch status, special programs, challenges, and opportunities in the school; and an overview of what the counselor’s office does, such as how tasks are divided, etc.

7. Participate in at least three (3) counseling observations. A copy of consent should be placed in the student’s file.

8. Prepare and present at least three (3) case studies for discussion at designated class sessions. Provide a written copy for the instructor using the format provided.

9. Complete assigned readings and exercises from required texts.

10. Write two assigned reflection papers.

11. Complete evaluation forms.

B. Grade assignments
Final grades for this course are Credit (CR) or No Credit (NC). Evaluation is based on timely completion of assignments, adequate class preparation, class attendance, supervision session attendance, and quality of work. Sources for evaluation are:

Written and oral activities 33%
   Weekly and final logs, documenting direct, indirect, and supervision hours
   Proof of professional liability insurance for counselors
   Site presentation
   Reflections I & II
   Observations I, II, & III
   Case studies I, II, & III
   Evaluation forms

On-site supervisor evaluation 33%
Faculty supervisor evaluation 33%

This portion will be based in part upon:
   Individual/triadic supervision (as needed)
   Group supervision
   Class discussion

Free point 1%

IX. University, Departmental, and Classroom Policies
A. 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

B. 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 that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, request 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

C. 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.

D. Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call 903-566-7079.

E. 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.

F. 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.
G. Social Security and FERPA Statement:

It is the policy of The University of Texas as 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.

H. 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.

I. 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.

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 administering 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 “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to or coercing another person to obtain an unadministered test, test key, homework solution, or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of UT-Tyler or of another if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any other means another’s work and the submission of it as one’s own academic work offered for credit.
“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.

J. Diversity

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

K. Attendance

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

L. Late Work

All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor. The maximum number of points awarded will decrease by ten percent for each business day that the assignment is late. This policy includes in-class quizzes and exams; if you must miss on test day, schedule an appointment to take the exam the next day. Please note that certain assignments such as pop-quizzes may not be attempted aside from the initial offering.

M. Professional Liability Insurance Coverage

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

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

Again, you must provide proof of current coverage in order to see clients in COUN 5386 and any other clinical course.

N. Informed Consent Statement for Counseling Courses

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

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

O. 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.

P. Other

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

Please turn all cell phones, pagers, and other electronic equipment to off, silent, or vibrate when you enter class. To create a respectful class environment, please refrain from texting, checking messages, etc. In the case of an emergency, please alert the instructor prior to class.

Papers and presentations are expected to follow APA format. Please see Blackboard course content or the APA Publication Manual, 6th edition, for more information.

X. Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Scheduled Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.20</td>
<td>Verify sites, review syllabus; BOTH GROUPS</td>
<td>ACA and ASCA Ethics</td>
</tr>
<tr>
<td>01.27</td>
<td>Ethics; Reflection 1 due; Logs due; BOTH GROUPS</td>
<td></td>
</tr>
<tr>
<td>02.03</td>
<td>Site presentations; Logs due; BLUE MEETS</td>
<td></td>
</tr>
<tr>
<td>02.10</td>
<td>Site presentations; First observation due; First case study due; Logs due; ORANGE MEETS</td>
<td></td>
</tr>
<tr>
<td>02.17</td>
<td>Case studies; Logs due; BLUE MEETS</td>
<td></td>
</tr>
<tr>
<td>02.24</td>
<td>Case studies; Logs due; ORANGE MEETS</td>
<td></td>
</tr>
<tr>
<td>03.02</td>
<td>Case studies; Logs due; BLUE MEETS</td>
<td></td>
</tr>
<tr>
<td>03.09</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>03.16</td>
<td>Case studies; Logs due; ORANGE MEETS</td>
<td></td>
</tr>
<tr>
<td>03.23</td>
<td>Case studies; Second observation due; Second case study due; Logs due; BLUE MEETS</td>
<td></td>
</tr>
<tr>
<td>03.30</td>
<td>ACA Conference – no class; Logs due</td>
<td></td>
</tr>
<tr>
<td>04.06</td>
<td>Case studies; Logs due; ORANGE MEETS</td>
<td></td>
</tr>
<tr>
<td>04.13</td>
<td>Case studies; Logs due; BLUE MEETS</td>
<td></td>
</tr>
<tr>
<td>04.20</td>
<td>Case studies; Logs due; ORANGE MEETS</td>
<td></td>
</tr>
</tbody>
</table>
n.b. Each class meeting will consist of three hours of supervision. There will also be one hour of individual or triadic supervision each week with the site supervisor.

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

XI. CEP Vision and Mission and Program Standards

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.
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
  - Crisis/hotline counseling
  - Face-to-face student scheduling
  - Psychological testing – suicide assessments, etc., but not academic/placement testing
- Work with groups (GRP)
  - Group counseling – counseling interaction with two or more clients with a specific goal or mutual direction
  - Any of the IND activities conducted in group settings
- Work in group guidance (GG)
  - Classroom guidance, character development, and psychoeducation
- Consultation with other professionals (CON)
  - Case consultation with appropriate professionals related to the review of or progress towards goal achievement
- Other activities as approved by your University supervisor prior to the activity taking place

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

- Case Notes – Preparation of case notes for client files
- 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 engaging in work typical of a professional counselor while ‘on the clock’ is considered allowable. As professionals, you are expected to be honest and uphold a strong philosophy of integrity when including your hours of service delivery. All time spent acting in the role of a counselor should be counted. When in doubt, check with your site or university supervisor.
Supervision
Supervision hours consist of time spent processing cases with a supervisor. Supervision includes:

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

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

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

- Travel to and from your site
- Time spent engaged in class work
- Time spent in any class other than COUN 5386
Reflections

Reflection 1
Reflect upon your experiences in the counseling program to date. In what ways do you feel well prepared for this internship? In what areas do you feel you need more training or more experience? How do you intend to apply your theoretical orientation in this setting? What are your personal strengths and weaknesses? What are your impressions, thoughts, and emotions as you prepare to see clients in this setting? What do you hope to gain from this internship?

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

Reflection 2
As the semester draws to a close, reflect upon your experiences at your site. What did you gain this semester? What did you discover about yourself? How was this experience like what you expected, and how was it different? How will you take this experience and apply it as you move forward into the professional world? What will you leave behind?

The assignment should take between 1½ and 2 pages of content. Feel free to write more, but do not write less than 1½ pages of content in proper APA 6 style. Please also include a title page.
COUN 5386: Supervised Internship in School Counseling

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.
Confidentiality Agreement

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

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

________________________________________  ______________________________________
Signature     Date

________________________________________  ______________________________________
Printed Name     University Instructor
COUN 5386: Supervised Internship in School Counseling

Ethics Agreement

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

1. I hereby attest that I have read and understood the American Counseling Association ethical standards and will practice my counseling in accordance with these standards. Any breach of these ethical standards or any unethical behavior on my part may result in my removal from practicum/internship and a failing grade, and documentation of such behavior will become part of my permanent record. These ethical standards can be located at http://www.counseling.org/resources/aca-code-of-ethics.pdf

2. I agree to adhere to the administrative policies, rules, standards, and practices of the practicum/internship site.

3. I understand that my responsibilities include keeping my practicum/internship instructor(s) and supervisor(s) informed regarding my practicum/internship experiences.

4. I understand that I will not be issued a passing grade in practicum/internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as required.

________________________________________
Signature

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

SIGNATURES:

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

__________________________  ____________________________
Practicum Student/Intern  Date

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