University of Texas at Tyler
College of Education and Psychology
Department of Psychology and Counseling
Spring 2019 Course Syllabus
COUN 5396/5397: Clinical Mental Health Counseling Internship I & II

Course Information:
COUN 5396/5397
SP 2019
WED 5:00-7:45
Room: HPR 135

Instructor Information:
Christine McNichols, Ph.D., LPC-S, NCC
Office: HPR 115
Office hours: January 14- March 18 via Dr. Holm; Please email to schedule an appointment
jhholm@uttyler.edu; March 18- May 3 via Dr. McNichols
Telephone: 903-566-7341 (office)
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[E-mail is the best way to contact instructor. Please include your name and the subject of the email in the subject line. Please remember to never include confidential client information in an email].

I. Course Description

COUN 5396: Internship I (3 hours)
A minimum of 300 clock hours of supervised experiences in which counseling services are provided, including 120 client contact hours. Required supervision on-site and in-class. The semester prior to enrollment, the student must complete the internship application process. CR/NC only.

COUN 5397: Internship II (3 hours)
A minimum of 300 clock hours of supervised experiences in which counseling services are provided, including 120 client contact hours. Required supervision on-site and in-class. The semester prior to enrollment, the student must complete the internship application process. CR/NC only.

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. Student Learning Outcomes

The student learning outcomes from this course are derived from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards and are as follows:

2.0 Counseling Appraisal and Assessment: Students will describe, explain, discuss, and competently apply the use of assessment methods in counseling, including individual appraisal and diagnosis of emotional and psychological disorders.

2.2 Students will conduct and prepare a written psychological assessment in COUN 5396/5397: Internship I and Internship II classes. During the final week of the course, the site supervisor will conduct a cumulative evaluation of students’ knowledge and skills in assessment based on the written report, using the Collaborative Student-Supervisor Evaluation of Counseling Skills form. 90% of students will achieve an average rating of 3 (Meets Expectations) or higher on the assessment item set with no rating lower than 2 (Partially Meets Expectations).

3.0 Counseling Helping Relationship Skills: Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.

3.2 During their final semester prior to graduation, students will conduct live/videotaped counseling/psychotherapy sessions in COUN 5396/5397: Internship I/II classes. During the final week of the course, Internship site supervisors will conduct a cumulative evaluation of students’ psychological therapy skills, based on video and written reports, using the Collaborative Student-Supervisor Evaluation of Counseling Skills form. 90% of students will achieve an average rating of 3 (Meets Expectations) or higher on the assessment item set with no rating lower than 2 (Partially Meets Expectations).

4.0 Professional Orientation and Ethics: Students will demonstrate an understanding of the counseling profession, counselors’ professional identity and roles, and the functions of professional organizations and credentialing bodies. This includes the relationship between and application of national and state ethical and legal standards and the effects of public policy on these issues.

4.2 During their final semester in COUN 5396/5397: Internship I and Internship II classes, site supervisors will conduct a cumulative evaluation of students’ ethical and professional skills and dispositions, based on their experiences with that student, using the Collaborative Student-Supervisor Evaluation of Counseling Skills form. 90% of students will achieve an average rating of 3 (Meets Expectations) or higher on the assessment item set with no rating lower than 2 (Partially Meets Expectations).

5.0 Social/Cultural Diversity Issues and Skills: Students will demonstrate an understanding of the nature and impact of human and cultural diversity on clinical assessment and
intervention, theories of multicultural counseling competencies, identity development, and social justice, individual, couple, family, group, and community strategies for working with and advocating for diverse populations, and roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.

5.1 During their final semester in COUN 5396/5397: Internship I and Internship II classes, site supervisors will conduct a cumulative evaluation of students’ sensitivity to diversity issues, based on their experiences with that student, using the Collaborative Student-Supervisor Evaluation of Counseling Skills form. 90% of students will achieve an average rating of 3 (Meets Expectations) or higher on the assessment item set with no rating lower than 2 (Partially Meets Expectations).

6.0 Group Counseling Skills: Students will demonstrate an understanding of both theoretical and experiential aspects of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society, including principles of group dynamics, group process components, group leadership or facilitation styles and approaches, and theories and methods of group counseling.

6.2 During their final semester credit hours prior to graduation, students will conduct live/videotaped clinical psychotherapy sessions in COUN 5396/5397: Internship I and Internship II. During the final week of the course, site supervisors will conduct a cumulative evaluation of students’ group counseling skills if applicable, based on video and written reports, using the Collaborative Student-Supervisor Evaluation of Counseling Skills form. 90% of students will achieve an average rating of 3 (Meets Expectations) or higher on the assessment item set with no rating lower than 2 (Partially Meets Expectations).

IV. Proficiencies for Counselors

In addition, the Clinical Mental Health Counseling (CMHC) program is designed to align with the national counseling standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

CACREP Common Core Standards III.G.

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

1. At least 240 clock hours of direct service, including experience leading groups.

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

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

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

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

CACREP Common Core Standards II.G.

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

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

   a. an orientation to wellness and prevention as desired counseling goals;
   
   b. counselor characteristics and behaviors that influence helping processes;
   
   c. essential interviewing and counseling skills;

Clinical Mental Health Counseling

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

2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling. (III.B.2)

3. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. (III.D.1)

4. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (III.D.2)

5. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities. (III.D.3)
6. Applies effective strategies to promote client understanding of and access to a variety of community resources. (III.D.4)
7. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (III.D.5)
8. Demonstrates the ability to use procedures for assessing and managing suicide risk. (III.D.6)
9. Applies current record-keeping standards related to clinical mental health counseling. (III.D.7)
10. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. (III.D.8)
11. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. (III.D.9)
12. Maintains information regarding community resources to make appropriate referrals. (III.F.1)
13. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients. (III.F.2)
14. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (III.F.3)
15. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. (III.H.1)
16. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. (III.H.2)
17. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. (III.H.3)
18. Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. (III.H.4)
19. Applies relevant research finds to inform the practice of clinical mental health counseling. (III.J.1)
20. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments. (III.J.2)
21. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs. (III.J.3)
22. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. (III.L.1)
23. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. (III.L.2)
24. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. (III.L.3)

In addition, the student will be able to:
1. Exhibit the skills necessary for completing a resume
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

V. 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

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)
Sand Tray Supervision

VII. Texts

Recommended


VIII. Course Requirements and Grading
A. Course Requirements

1. 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.

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.

4. Maintain an internship log for weekly review and signature by the site supervisor and by the University supervisor.

5. Obtain and provide proof of professional liability insurance for counselors.

6. Prepare and present at least two (2) recorded case presentations for discussion at designated class sessions. One case presentation will be presented in a formal format using the worksheet provided. A copy of consent for Audio/Video Recording should be obtained and placed in the client’s on-site file. The other case presentation will be conducted via sandtray.

7. Update and submit a resume.

8. Write two assigned reflection papers.

9. Complete evaluation forms at the end of the semester.

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. 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.

b. Accumulate a minimum of 22.5 hours of group supervision.

c. Accumulate a minimum of 15 hours of on-site supervision.

d. Submit weekly activity logs signed by the site supervisor and semester summary logs.

e. Receive ratings that average at least “Meets Expectations” on each skill sets, with no rating of “Does Not At All Meet Expectations” on the Collaborative Evaluation of Clinical Skills Assessment. If a student receives a “Partially
Meets Expectations” on any skill set this may be grounds for class remediation.

f. Receive an overall recommendation for a CR grade from both the site and university supervisors.

g. Take the CPCE exam (COUN 5396: Internship I).

h. Complete the department exit survey.

i. Successfully complete class assignments and paperwork as assigned.

Sources for evaluation 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
- Reflection I
- Reflection II
- Case Presentations
- Resume
- 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. Transitions from COUN 5396 Internship I to COUN 5397 Internship II

Students in COUN 5396 Internship I may be given a grade of In Progress (IP) and allowed to continue into COUN 5397 Internship II provided they have accrued at least 75% of their direct hours (75% of 120 direct hours = 90 direct hours) and have met all other requirements, including a total of at least 270 hours and all supervision and paperwork requirements. The remaining 30 direct hours will be added to the requirements for COUN 5397 Internship II (120+30 = 150 direct hours).

Students in COUN 5396 Internship I who do not accumulate at least 90 direct hours during the semester will not be allowed to continue into COUN 5397 Internship II. They may either earn a grade of In Progress (IP) or No Credit (NC), depending on the nature and magnitude of the shortfall and the status of other course requirements. Exceptional circumstances may be considered by the instructor in consultation with the Clinical Mental Health Internship Coordinator and Department Chair.
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/triad site supervision, and group university supervision mandates before credit will be awarded.

X. University Policies

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

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

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

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**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 offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

**Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation**
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s
directions regarding the appropriate exit. If you require assistance during an evacuation, inform
your instructor in the first week of class. Do not re-enter the building unless given permission by
University Police, Fire department, or Fire Prevention Services.

**Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic
dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for
credit of any work or materials that are attributable in whole or in part to another person, taking
an examination for another person, any act designed to give unfair advantage to a student or the
attempt to commit such acts.

i. “Cheating” includes, but is not limited to:

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

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or
obtaining by any means another’s work and the submission of it as one’s own academic work
offered for credit.
iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
iv. All written work that is submitted will be subject to review by SafeAssignTM, available on Blackboard.

**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](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](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](http://www.uttyler.edu/tobacco-free).

**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)

**College of Education and Psychology Mission Statement:**

**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, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.

Clinical Mental Health Counseling Program Mission Statement:

The Master of Arts in Clinical Mental Health Counseling (CMHC) is intended to prepare students to counsel persons experiencing psychological disturbance due to developmental, educational, career, cognitive, emotional, behavioral, cultural, relational, or environmental issues. Students develop competencies in diagnosis and assessment, evidence-based counseling/psychotherapy techniques, group processes, human development, cultural diversity, and career counseling. Students who complete their degrees and meet state certification or licensing requirements may be employed in a variety of mental health settings.
XI. Tentative Schedule

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<thead>
<tr>
<th>Date</th>
<th>Scheduled Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>01.16</td>
<td>Syllabus overview; Code of Ethics</td>
<td>ACA Code of Ethics</td>
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<tr>
<td>01.23</td>
<td>Ethics; Copy of Insurance due; Logs due</td>
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<td>02.06</td>
<td>Case Presentations; Reflection 1 due; Logs due</td>
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<td>Case presentations; Logs due</td>
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<tr>
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<td>Spring Break- No Class</td>
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<td>04.10</td>
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<td>04.24</td>
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<td>Reflection 2 due; Logs due; individual conferences</td>
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**CPCE Testing Window (April 15-April 26); All Internship I students must take the CPCE. Please watch for emails from Dr. McNichols regarding registering for the exam.**

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. When it is possible, students will be informed of any changes in advance.
COUN 5396/5397
Course Syllabus Addenda
Internship I / Internship II
Spring 2019

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)
  o Individual counseling
  o Intake interviews with clients – intake interview, psychosocial history, etc. with client and/or family
  o Marriage, family, couples counseling
  o Sessions with parents on a student’s behalf
  o Career counseling
  o Co-counseling
  o Crisis/hotline counseling
  o Psychological testing – suicide assessments, etc., but not academic/placement testing

• Work with groups (GRP)
  o Group counseling – counseling interaction with two or more clients with a specific goal or mutual direction
  o Any of the IND activities conducted in group settings

• Work in group guidance (GG)
  o Classroom guidance, character development, and psychoeducation

• Consultation with other professionals (CON)
  o 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
• Staffing – Staffing cases with other staff at your on-site facility
• 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
• Shadowing another counselor or supervisor
• Phone contact with a client or related to client services
• On the job training
• Research and readings as it relates to internship duties
• Professional presentations
• Other activities related to client services that are relevant to internship duties
• Other activities as approved by your University supervisor prior to the activity taking place

Remember: Time that is spent engaging in work typical of a professional counselor while ‘on the clock’ is considered allowable. As professionals, you are expected to be honest and uphold a strong philosophy of integrity when including your hours of service delivery. All time spent acting in the role of a counselor should be counted. When in doubt, check with your site or university supervisor.

**Supervision**
Supervision hours consist of time spent processing cases with a supervisor. Supervision includes:
- The required one hour each week with your site supervisor
- The three hours of class time each week, not counting guest presentations
- Individual conferences with your university supervisor or university faculty regarding a client-related situation

**Hours That Do Not Count as Direct or Indirect Hours**
While potentially related to your educational experience and preparation as a counselor, these activities are not directly related to your practicum and/or internship duties, and therefore do not count as direct or indirect services, nor towards your required hours.
- Travel to and from your site
- Time spent engaged in class work
- Time spent in any class other than COUN 5396/COUN 5397
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 1½ and 2 pages of content. Feel free to write more, but do not write less than 1½ pages of content in proper APA 6 style. Please also include a title page.

Reflection 1 – COUN 5397
Reflect upon your experiences in the counseling program to date. What professional goals do you have for yourself this semester? What concrete steps will you put in place to accomplish these goals? How will you identify your own strengths and weaknesses? How do you plan to build on your existing strengths and improve upon your weaker areas? What do you hope to gain from this internship?

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

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

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

- For the purposes of this course, seek professional consultation outside of your faculty supervisor. Include in your presentation how these consults affected your decisions about treatment.
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 5396/5397
Course Syllabus Addenda
Internship I / Internship II
Spring 2019

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/CodeOfEthics/TP/Home/CT2.aspx

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  
Clinical Mental Health Counseling Internship  
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.