

Texas A&M University-Texarkana
COUN 526.002 - Internship
Fall 2012

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Office hours: Mon. 2-4; Tues. & Thurs. 11-3; by appointment
Class times: Mon 4-6:45

Required Text:

Young, M. E. (2013) *Learning the art of helping: Building blocks and techniques* (5th ed.). Pearson Education, Inc.: NJ. ISBN# 9780133155341

Cozolino, L. (2004). *The Making of a therapist: A practical guide for the inner journey* (1st ed.). W. W. Norton & Company, Inc: NY. ISBN# 9780393704242

Recommended Text: *The Complete Adult Psychotherapy Treatment Planner* by Arthur Jongsma, Jr. and Mark Peterson or *The Child Psychotherapy Treatment Planner* by Arthur E., Jr. Jongsma, L. Mark Peterson, William P. McInnis, Timothy J., Ph.D. Bruce

Course Description: Advanced field experience in applying counseling skills and techniques under supervision in placement settings. This is the second field placement and requires 8 hours per week for students pursuing the Texas licensure track or School Counselor Certificate and 20-40 hours per week (1 or 2 semesters) for students pursuing the Arkansas licensure track.

Prerequisites: LPC Program; Graduate standing; COUN 512, 525, and 528. School Counseling Program; COUN 512, 525, 528. COUN 517 may be taken concurrently with Internship.

Additional Requirement: Liability Insurance: Students are required to purchase liability insurance through the Texas Counseling Association, American Counseling Association or the American Psychological Association. To purchase liability insurance from TCA, ACA or APA, you must become a student member of the organization. Students must have liability insurance prior to seeing clients. Liability insurance is not provided by A&M-Texarkana.

Student Learner Outcomes:

Objectives 1-10 meet CACREP Standards for CC: D, MFT: D, and SC: D.

Students who successfully complete this course will:

1. Demonstrate knowledge of the theoretical foundations of counseling, systematically articulate their own professional philosophy, and integrate this philosophy into practice. (CACREP IIK: 5b)
2. Demonstrate appropriate strategies and interventions that integrate theory, client assessment information, and professional counseling skills while providing a safe and secure therapeutic environment. (CACREP IIK: 5b, 5c)
3. Demonstrate a working knowledge of ethical standards, and an ability to exercise ethical, moral reasoning in all matters relative to professional practice. (CACREP IIK: 1h)
4. Demonstrate a commitment to becoming a responsible and contributing member of the counseling profession. (CACREP IIK: 5a)

5. Demonstrate an understanding of the ongoing relationship between a counselor's self-care and professional effectiveness. (CACREP IIK: 5a)
6. Demonstrate an understanding of the dynamics of the client-counselor relationship. (CACREP IIK: 5b)
7. Demonstrate assimilation and accommodation of individual differences that include but are not limited to differences of age, gender, race, ethnicity, sexual orientation, spirituality, socioeconomic class, and educational level, the physically challenged, and implement this understanding in personal, professional and community relationships. (CACREP CC: A5)
8. Demonstrate ethical and legal considerations as they apply to the selection, administration, and interpretation of instruments and techniques. (CACREP IIK: 7i)
9. Demonstrate the use of research to improve counseling effectiveness. (CACREP IIK: 8e)
10. Demonstrate ethical and legal considerations as they apply to the use of research. (CACREP IIK: 8f)

Course Requirements:

1. State of Practice Requirements.

Arkansas track students must complete a minimum of 600 hours of activities at their placement during the semester. This may be done in 20 hours per week for two semesters or 40 hours per week for one semester. A minimum of 300 hours must be in direct client contact and the remaining hours in other activities such as, supervision, consultation with teachers, parents, allied health professional, testing, in-service training, staff meetings, or intake interviews.

Texas track students must complete a minimum of 120 hours of activities at their placement during, the semester (8 hours per week x 15 weeks = 120 hours). Four hours per week must be in direct client contact and four hours in other activities such as supervision, consultation with teachers; parents; allied health professionals, testing, in-service training, staff meetings, intake interviews, or other clinical activities.

2. Tapes and Transcripts.

Students are required to make videotapes (preferred) or audiotapes of counseling sessions for supervision. A minimum of four video or audiotapes transcripts must be turned in to the instructor during the semester. Transcripts must be verbatim. The first two tapes are full transcripts (with alternative responses) and the remaining two tapes are 15 minute transcripts (with alternative responses) of a significant aspect of the counseling session. **The tapes and transcripts must be turned in as scheduled.** Students will utilize the following labels to identify the communication: CL (client), CO (counselor), and ALT (alternative response). Below is how each exchange should look.

CL:
CO:
ALT:

CL:
CO:
ALT:

CL:
CO:
ALT:

3. Case Presentations.

Each student will make two formal case presentations to the class. During the case presentation students should present a brief client history and background, reason for seeking counseling, treatment goals, and progress made thus far. Students will show/share tape of the session to gain feedback from the instructor and classmates. In addition, students will provide a case conceptualization of the client in accordance to the current session.

4. Continuous Clients.

Two clients should be seen for a minimum of 5 sessions each. Counselors in training may find it helpful to utilize these clients for case presentations.

5. On-Site Supervision.

Students are required to have a supervisor at their internship site. The on-site supervisor must provide one hour of face-to face supervision per week, and must direct the activities of the student during the course. If an emergency occurs with a client, the student should contact their on-site supervisor immediately for assistance.

6. Record of Contacts/Activities and Journal.

The student will maintain a record of weekly contacts and activities to be turned in at each class. Students may accrue hours on site through the end of the semester (Dec. 10, 2012). In addition, a journal addressing student response to the placement experience will be kept weekly to be reviewed by the instructor monthly. The journal should also contain a log (not detailed account) of client contacts and sessions and the weekly homework brought to class weeks 2-6. Refer to page 25 in your text for other elements of the journal. The journal should not be in the form of a case note on counseling sessions.

7. Personal Philosophy of Counseling.

The student will explore his/her personal philosophy of counseling. This is to include consideration of personality and counseling theories adapted to the student counselor's own developing style as a counselor. This assignment is to be worked on throughout the semester, as it is a process. Counselors in training should explore the following phases:

Phase I: Review theories of personality and counseling and choose those that you embrace, at this point, as most influential in your growth and development as a counselor.

Place in context with your own personality and life experiences to formulate your own personal philosophy of counseling.

Consider these broad questions:

1. What is healthy personality functioning / development?
2. What are characteristics / factors within the person that can result in dysfunction or maladjustment?
3. How does change / growth occur?
4. What intervention techniques facilitate change / growth?

Phase II: Monitor what you are actually doing in counseling to determine if you are utilizing information gathered in Phase I.

Phase III: Articulate plan to implement knowledge gained in Phase I & II.

Counselors in training will provide a written account (in paragraph form) of their personal philosophy of counseling. Level headings must be utilized to separate sections and exploration of phases. Eclecticism is not considered a philosophy of counseling.

Evaluation:

Since the course is graded Satisfactory/Unsatisfactory, judgments about the attainment of the objectives of the course will be made by the instructor in collaboration with each student and his or her on-site supervisor. Students must give evidence of preparation during classroom discussions, critiques, and in the placement experience. The evaluation of the course will be based on successful completion of all course requirements, attendance, participation in class, and the demonstration of effective therapeutic skills on taped sessions and transcripts. Since the course is essentially experiential and skill based, attendance is particularly important. If a student misses two or more classes, it may have a detrimental effect on his/her grade. Absence from three class meetings will make the student subject to administrative drop from the class or receiving a grade of unsatisfactory. Arriving late for class is considered as serious as missing class and may also result in drop or an unsatisfactory grade.

University and Personal Policies:

Attendance, Conduct, and Late Assignment Policy: Students are expected to attend all classes and come to class prepared. No more than 2 absences are allowed. If a student misses more than two class periods, they will be dropped from the class upon the third absence. The instructor acknowledges that adult students occasionally have other responsibilities that occasionally take precedence to attending class; however, it is expected that participants will hold class attendance as a high priority. Arriving habitually late to class is unacceptable and will adversely affect your grade. In class, it is inappropriate and disrespectful to check email or text during class. Do not bring laptops to class and turn off all cell phones. If you have an emergency situation in which you must be contacted during class, bring it to the instructors attention prior to class and set your phone on vibrate. Counselors in training are expected to behave in a professional and ethical manner. For additional information refer to the “Statement of Professional Behavior” (p. 7). Late assignments will not be accepted.

Personal Policy: This is a graduate level course. Graduate work demands a personal, academic, and professional commitment beyond that made in undergraduate studies. That commitment begins with continued participation in class. By showing commitment to coursework one is showing commitment to the counseling profession. Students are expected to be prepared to discuss reading assignments and participate in other learning activities. If a student has questions, they are encouraged to contact the instructor. Notice that the instructor’s contact information is listed on the syllabi; if the student chooses to contact the instructor via phone students should also be mindful of the time in which they are calling; if the instructor does not answer, the student may choose to leave a message. Phone calls received before 9:00 am will be returned at the instructor’s convenience throughout the day. Phone calls received after 10:00 pm will be returned the following day.

Disability Accommodation: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Academic Integrity: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of ‘F’ in the course and/or disciplinary actions. For additional information, see the university catalog.

A&M-Texarkana Email Address: Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

University Drop Policy: To drop this course after the census date (see [semester calendar](#)), a student must complete the Drop/Withdrawal Request Form, located on the University website (<http://tamut.edu/Registrar/droppingwithdrawing-from-classes.html>) or obtained in the Registrar's Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an "approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar's office for processing in person, email Registrar@tamut.edu, mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

**COUN 526
Flexible Schedule**

Aug 27	Orientation and Overview
Sept 3	Labor day-NO CLASS; Read Chapters 1-3 and assignment prior to next class
Sept 10	Skills Review/ Discuss Chapters 1-3 Homework #1 & 2 (p. 50)
Sept 17	Skills Review/ Discuss Chapters 4-7 Written Exercises 1 & 2 (p. 135)
Sept 24	Skills Review/Discuss Chapters 8-10 Case Presentations
Oct 1	Skills Review/Discuss Chapters 11-12 Bring Journal for Review Case Presentations
Oct 8	Skills Review/Discuss Chapters 13-14 Case Presentations 1st Tape/Transcription Due
Oct 15	Placement Supervision/Support Case Presentations
Oct 22	Placement Supervision/Support Case Presentations 2nd Tape/Transcription Due
Oct 29	Placement Supervision/Support Case Presentations
Nov 5	Placement Supervision/Support Case Presentations Bring Journal for Review
Nov 12	Placement Supervision/Support Case Presentations 3rd Tape/Transcription Due
Nov 19	Placement Supervision/Support Case presentations
Nov 26	Placement Supervision/Support Case presentations
Dec 3	Placement Supervision/Support Case Presentations 4th Tape/Transcription Due Bring Journal for Review Philosophy of Counseling Due
Dec 10	Wrap-up, Feedback, & Discussion of Internship Experience

Note: Course syllabi are intended to provide students with basic information concerning the course. The syllabus can be viewed as a 'blueprint' for the course; changes in the syllabus can be made and students will be informed of any substantive changes. Any student may be called upon to lead the discussion on homework assignments and the syllabus may be amended to meet student needs.

**Texas A&M University-Texarkana
Counseling Psychology Program**

Statement on Professional Behavior:

Counseling is a profession that requires the mastery of a large body of knowledge and the acquisition of clinical skills, as well as high standards of behavior and appropriate attitudes. In addition to fulfilling all academic requirements, students are required to display attitudes, personal characteristics, and behaviors consistent with accepted standards of professional conduct at Texas A&M University-Texarkana, and further defined by the ethical standards for counselors.

The following personal characteristics and attitudes include but are not limited to those observed and evaluated throughout the Counseling Psychology curriculum. Students are expected to demonstrate these characteristics, both in their academic and personal pursuits.

Integrity: Displays honesty in all situations and interactions; is able to identify information that is confidential and maintain its confidentiality.

Tolerance: Demonstrates ability to accept people and situations. Acknowledges his/her biases and does not allow them to affect client care or contribute to threatening or harassing interactions with others.

Interpersonal relationships: Provides support and is empathetic in interactions with peers, clients, and their families. Interacts effectively with "difficult individuals." Demonstrates respect for and complements the roles of other professionals. Is cooperative and earns respect.

Initiative: Acquires ability to independently identify tasks to be performed and makes sure that tasks are completed satisfactorily. Performs duties promptly and efficiently. Is willing to spend additional time and to assume new responsibilities. Recognizes when help is required and when to ask for guidance.

Dependability: Completes tasks promptly and well. Arrives on time and actively participates in clinical and didactic activities. Follows through and is reliable.

Attitudes: Is actively concerned about others. Maintains a positive outlook toward others and toward assigned tasks. Recognizes and admits mistakes. Seeks and accepts feedback and uses it to improve performance.

Function under stress: Maintains professional composure and exhibits good personal and clinical judgment in stressful situations. Identifies unprofessional conduct while recognizing the importance of maintaining professional behavior in the clinical setting, in spite of inappropriate action on the part of others.

Appearance: Displays appropriate professional appearance and is appropriately groomed.