CNEP 6396.001 Doctoral Internship 3 sem. hrs.
Fall 2011, ECDC 150, M - 7:00-9:30 P.M.

I. Course Description
CNEP 6396. 3 sem. hrs.
DOCTORAL INTERNSHIP
Provides for an intensive, supervised professional experience in an approved counseling setting. The internship consists of a total of 300 clock hours. Students will experience delivery of services and will be supervised while supervising other professionals.
Prerequisite: CNEP 6395. Grade assigned will be “credit” (CR) or “no credit” (NC). Students repeat the internship for another 300 clock hours and another 3 semester hours of credit.

II. Rationale
The purpose of internship in the Ph.D. Program in Counselor Education is to provide doctoral interns with the opportunity for specialization and advanced professional experiences including professional leadership, counselor education, supervision, consultation, advanced counseling, and research/program evaluation. If conducted at the student’s current work site, the internship experience must include new learning that is qualitatively different from the student’s routine responsibilities.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors
Standard I Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard II Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

Standard III Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners’ knowledge, skills, motivation, and personal growth.

Standard IV Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.
Standard V Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Standard VI Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

IV. TExES Competencies

Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students): The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students' success.

Competency 005 (Developmental Guidance Program): The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment): The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community): The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.
Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Course Objectives
A. Each doctoral student will collaborate with the instructor to plan and implement an individualized internship that provides experience in an approved setting and addresses
   1. professional leadership roles in counselor education, pedagogy, school counseling, community counseling, and couple and family counseling;
   2. supervision of graduate students and other professionals;
   3. consultation;
   4. advanced counseling practice; and/or
   5. research/evaluation.
B. Doctoral students will have internship experiences designed to
   1. develop an area of professional competence, specialization, research agenda;
   2. develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public;
   3. foster participation in professional counseling organizations, including American Counseling Association (ACA), Association for Counselor Education and Supervision (ACES), American School Counselor Association (ASCA), and International Association for Marriage and Family Counseling (IAMFC);
   4. meet criteria for appropriate credentials;
   5. promote scholarly counseling research/evaluation; and/or
   6. enhance technical competence.
C. Doctoral students will have internship experiences designed to receive supervision in area of specialization or research agenda.
D. Doctoral students will have learning experiences beyond the entry-level in the following content area: (Doctoral CACREP Standard II.C.2.) theories and practices of counselor supervision.
E. Doctoral students will have learning experiences beyond the entry-level in the following content area: (Doctoral CACREP Standard II.C.4) pedagogy relevant to current multicultural issues and competencies, including social change theory and advocacy action planning.
F. Doctoral students will have learning experiences beyond the entry-level in the following content area: (Doctoral CACREP Standard II.C.7) models and methods of assessment and use of data.
G. Doctoral students will have learning experiences beyond the entry-level in the following content area: (Doctoral CACREP Standard II.C.8) ethical and legal considerations in counselor education and supervision (e.g., the ACA Code of Ethics).

V. Course Objectives and Student Learning Outcomes
1. CACREP Standard II-G-1-b Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications.
2. CACREP Standard II-G-1-c Counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster, or other trauma-causing event.

3. CACREP Standard II-g-1-d Self-care strategies appropriate to the counselor’s role.

4. **CACREP Standard II-G-1-e Supervision models, practices, and processes.**

5. CACREP Standard II-G-1-f Professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases.

6. CACREP Standard II-G-1-g Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.

7. CACREP Standard II-G-1-h The role and process of the professional counselor advocating on behalf of the profession.

8. CACREP Standard II-G-1-i Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

9. CACREP Standard II-G-1-j Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

10. CACREP Standard II-G-2-d Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.

11. CACREP Standard II-G-2-e Counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.

12. CACREP Standard II-G-2-f Counselors’ roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.

13. CACREP Standard II-G-5-a An orientation to wellness and prevention as desired counseling goals.

14. CACREP Standard II-G-5-c Essential interviewing and counseling skills.

15. CACREP Standard II-G-5-g Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

In addition to the objectives listed above, the internship student will satisfy the following objectives based on their area of emphasis:

**School Counseling Internship**

As a result of doing practicum and/or internship in a school setting the student will be able to meet CACREP School Counseling Standards and demonstrate the following:

1. CACREP Standard B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

2. CACREP Standard D-1 Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

3. **CACREP Standard D-2 Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.**

4. CACREP Standard D-3 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.

5. CACREP Standard D-5 Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

6. CACREP Standard F-1 Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

7. CACREP Standard F-2 Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

8. CACREP Standard F-4 Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

9. CACREP Standard H-1 Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

10. CACREP Standard H-3 Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

11. CACREP Standard H-4 Makes appropriate referrals to school and/or community resources.

12. CACREP Standard H-5 Assesses barriers that impede student’s academic, career, and personal/social development.

13. CACREP Standard L-1 Conducts programs designed to enhance student academic development.

14. CACREP Standard L-2 Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

15. CACREP Standard L-3 Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

16. CACREP Standard N-1 Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

17. CACREP Standard N-2 Locates resources in the community that can be used in the school to improve student achievement and success.

18. CACREP Standard N-3 Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

19. CACREP Standard N-4 Uses peer helping strategies in the school counseling program.

20. CACREP Standard N-5 Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

21. CACREP Standard P-1 Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

22. CACREP Standard P-2 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).

Clinical Mental Health Counseling Internship
As a result of doing practicum and/or internship in a community counseling setting, the student will be able to meet CACREP Clinical Mental Health Counseling Standards and demonstrate the following:

1. CACREP Standard B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
2. CACREP Standard B-2 Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.
4. CACREP Standard D-1 Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
5. CACREP Standard D-2 Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
6. CACREP Standard D-3 Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
7. CACREP Standard D-4 Applies effective Strategies to promote client understanding of and access to a variety of community resources.
8. CACREP Standard D-5 Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
9. CACREP Standard D-6 Demonstrates the ability to use procedures for assessing and managing suicide risk.
10. CACREP Standard D-7 Applies current record-keeping standards related to clinical mental health counseling.
11. CACREP Standard D-8 Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
12. CACREP Standard D-9 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.
13. CACREP Standard F-1 Maintains information regarding community resources to make appropriate referrals.
14. CACREP Standard F-2 Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
15. CACREP Standard F-3 Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
16. CACREP Standard H-1 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.
17. CACREP Standard H-2 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.
17. CACREP Standard H-3 Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.

18. CACREP Standard H-4 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.

19. CACREP Standard J-1 Applies relevant research findings to inform the practice of clinical mental health counseling.

20. CACREP Standard J-2 Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.

21. CACREP Standard J-3 Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

22. CACREP Standard L-1 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.

23. CACREP Standard L-2 Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

24. CACREP Standard L-3 Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

**Marital, Couple, and Family Counseling Internship**

As a result of doing practicum and/or internship in a setting providing marriage and family services, the student will be able to meet CACREP Marital, Couple, and Family Counseling Standards and demonstrate the following:

1. CACREP Standard B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.

2. CACREP Standard B-2 Demonstrates the ability to select models or techniques appropriate to couples’ or families’ presenting problems.

3. CACREP Standard C-4 Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice.

4. CACREP Standard D-3 Uses systems theories to implement treatment, planning, and intervention strategies.

5. CACREP Standard D-5 Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

6. CACREP Standard D-6 Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.

7. CACREP Standard F-1 Demonstrates the ability to provide effective services to clients in a multicultural society.

8. CACREP Standard F-2 Maintains information regarding community resources to make appropriate referrals.

9. CACREP Standard F-3 Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.
10. CACREP Standard F-4 Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.

11. **CACREP Standard H-1** Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system’s perspective.

12. CACREP Standard H-2 Uses systems assessment models and procedures to evaluate family functioning.

13. CACREP Standard H-3 Determines which members of a family system should be involved in treatment.

14. CACREP Standard J-1 Applies relevant research findings to inform the practice of marriage, couple, and family counseling.

15. CACREP Standard J-2 Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.

16. CACREP Standard J-3 Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.

**VI. Course Topics**

Major topics and experiences will be counselor education, pedagogy, research, supervision, consultation, and training within a multicultural framework. Special topics may include: school/community/family program development, professionalism, ethical dilemmas, legal issues, submission of program proposals, presentations at state and national conferences, and writing for publication.

**VII. Instructional Methods and Assignments**

Field experiences; group, individual and/or triadic supervision.

Course Requirements:

1. Interns will obtain at least 300 hours of advanced professional experiences for each semester. This is inclusive of both supervision and field experience hours.

2. With approval of instructor, intern will secure a signed agreement with a site supervisor for 1 hour of weekly individual or triadic supervision of the internship experience. (15 hours total).

3. Submit proposal describing individual internship goals for semester. Refer to guidelines and topics in III. Course Objectives. Proposal should be attached to the site supervisor’s agreement form.

4. Actively participate in supervision by contributing to agenda and discussing internship activities including issues in ethics, supervision, counseling, research, evaluation, pedagogy, and scholarship.

5. Interns will participate in an average of 1 1/2 hours of group supervision each week. Students will be responsible for bringing supervision concerns, topics, and questions for the agenda. Ethical and legal practices, social and cultural issues, social justice, and advocacy will be addressed as related to each topic (Minimum of 22½ total hours of group supervision).
6. Read 2009 CACREP standards and prepare to discuss implications in class discussion.
7. Submit site supervisor evaluation at mid semester.
8. As reflected on schedule, submit cumulative weekly logs (use instructor's form) of internship experiences including direct/indirect hours, group and individual/triadic supervision sessions.
9. Before scheduling your individual evaluation meeting with professor during final exam week, submit paper reflecting on your internship experience. Describe and evaluate your career and professional growth and identify goals for the last semester of doctoral internship in the spring.
10. Submit to instructor appropriate materials documenting internship activities such as proposals, reports, program development/evaluation, manuscripts, audio/video tapes, copies of documents, programs etc.

VIII. Evaluation
Internship Proposal and Site Agreement 10%
Log of Activities (15 Hrs Individual or Triadic, 22 ½ Hrs Group Supervision) 10%
Reflection & Evaluation Paper 10%
Participation in Class/Supervision 20%
Site Supervisor Evaluation 25%
Instructor Evaluation 25%
Total grade 100%

IX. Course Schedule and Policies
A. Instructor: Manuel X. Zamarripa
B. Schedule: CNEP 6396 Fall 2011

August 30 Overview of Class Objectives & Requirements
Fall 2008 internship goals, career life goals
Group supervision
September 6 Holiday
September 13 Multicultural Counseling Competencies
Group Supervision
Due: Internship Proposal/Site Agreement
Signed Ethics Agreement
September 20 Addressing & teaching acculturation issues in counseling
Group Supervision
1st Doctoral Practicum/Internship Weekly Logs Due

September 27
October 4 Group Supervision
October 11 Group Supervision
2nd Doctoral Practicum/Internship Weekly Logs Due
October 18 Presenting and Publishing on Diversity in Counseling
Group supervision

October 25  Writing presentation proposals for national conferences
Group Supervision

November 1  Presenting at professional conferences
Group Supervision

3rd Doctoral Practicum/Internship Weekly Logs Due

November 8  Group Supervision
Due: Site Supervisor's Evaluation of Doctoral Intern

November 15  Reporting & Presenting Findings: Manuscripts, Tables, Figures, Themes
Group Supervision

November 22  Writing the Dissertation
Group Supervision
4th Doctoral Practicum/Internship Weekly Logs Due

November 29  Group Supervision
Semester Project Consultation

December 6  Group Supervision

December 13  Final Group Supervision
Due: Paper Reflecting Semester Internship Experience
Due: Schedule Individual Evaluation with Instructor,
Doctoral Intern Evaluation of Site Supervisor and Field Site
Final Cumulative Doctoral Practicum/Internship Log

C. Policies:
The required number of hours for each semester of field experience are 300 hours.
Internship standards require 22½ hours of group supervision that accumulate at an average of 1½ hours each week during regularly scheduled class meetings. In addition, each student will obtain 15 hours of individual/triad supervision, one hour each week from a site supervisor with a doctoral degree in counseling or similar field. Attendance and timeliness is needed for successful completion of the internship experience.

X. No Textbook
In lieu of a single textbook, doctoral students are expected to complete readings related to internship goals and area of specialization. Readings may also be selected from bibliography below. Additional readings will be required for various class activities and field experiences

XI. Selected Bibliography


XII. Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.