I. Course Description
CNEP 6396, DOCTORAL INTERNSHIP, 3 semester hours. 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. (Include course number, course title, and prerequisites)

II. Rationale
Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in counselor education and supervision (e.g., clinical practice, research, teaching). The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and training.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors (NA)

IV. TExES Competencies (NA)

V. Course Objectives/Learning Outcomes
This course is designed to meet CACREP standards and enable students to demonstrate understanding of the following:
A. CACREP standard B-1: Demonstrates the application of theory and skills of clinical supervision.
B. CACREP standard B-2: Develops and demonstrates a personal style of supervision.
C. CACREP standard D-1: Develops and demonstrates a personal philosophy of teaching and learning.
D. CACREP standard D-2: Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.
E. CACREP standard D-3: Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.
F. CACREP standard F-4: Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.
H. CACREP standard H-1: Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories.

I. CACREP standard H-2: Demonstrates effective application of multiple counseling theories.

J. CACREP standard H-2: Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings.

K. CACREP standard J-1: 1. Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.

VI. Course Topics

The major topics to be considered are: Major topics and experiences will be counselor education, pedagogy, research, supervision, consultation, and training. Special topics may include social and cultural issues, social change and advocacy action planning, CACREP standards, school/clinical mental health/marriage and family counseling 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 Activities

Methods and activities for instruction include field experiences, group, individual and/or triadic supervision:

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

B. 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 required to pass course).

C. Submit proposal describing individual internship goals for semester. Refer to learning outcomes in V. Course Objectives/learning Outcomes. Proposal should be attached to the site supervisor’s agreement form.

D. Come to class prepared, complete readings, and actively participate in supervision by contributing to agenda and discussing internship activities including issues in ethics, supervision, counseling, research, evaluation, pedagogy, and scholarship.

E. Interns will actively 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 required to pass course).

F. Read 2009 CACREP standards and prepare to discuss issues, implications, and applications in class discussion.

G. Submit site supervisor evaluation at mid semester.

H. Updated Curriculum Vita.
J. 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.

K. Submit a video or audio recording of a counseling or supervision session to be listened to and discussed in class.

L. Present and updated e-portfolio in class.

M. Submit to instructor materials documenting internship activities such as proposals, reports, program development/evaluation, manuscripts, audio/video tapes, copies of documents, programs, reading list etc.

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

Methods and Percentage of Final Course Grade Each Assessment Constitutes

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal, Ethics, Site Agreement &amp; Log</td>
<td>10%</td>
</tr>
<tr>
<td>Participation in Supervision Group</td>
<td>10%</td>
</tr>
<tr>
<td>Curriculum Vita</td>
<td>10%</td>
</tr>
<tr>
<td>Site Supervisor Evaluation</td>
<td>20%</td>
</tr>
<tr>
<td>Supervision/ Counseling Tape</td>
<td>10%</td>
</tr>
<tr>
<td>Supervision Technique</td>
<td>10%</td>
</tr>
<tr>
<td>Electronic Portfolio</td>
<td>10%</td>
</tr>
<tr>
<td>Instructor Evaluation</td>
<td>20%</td>
</tr>
<tr>
<td>Total grade</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale

80% - 100% = Credit
79.9% & below = Non Credit

IX. Course Schedule

This is a fluid syllabus and may be subject to change at the instructor’s discretion.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| January 12| Introduction  
Group Supervision  
Review Syllabus, Discuss Semester Goals |
| Jan 19    | Group Supervision  
Due: Internship Proposal/Site Agreement  
Signed Ethics Agreement |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 26</td>
<td>Group Supervision Supervision/ Counseling Tape Supervision Technique</td>
</tr>
<tr>
<td>Feb 2</td>
<td>Group Supervision Supervision/ Counseling Tape Supervision Technique</td>
</tr>
<tr>
<td>Feb 9</td>
<td>Group Supervision Supervision/ Counseling Tape Supervision Technique CACREP 2009 Standards</td>
</tr>
<tr>
<td>Feb 16</td>
<td>Group Supervision Supervision/ Counseling Tape Supervision Technique <strong>E-Portfolio Due</strong></td>
</tr>
<tr>
<td>Feb 23</td>
<td>Group Supervision Supervision/ Counseling Tape Supervision Technique</td>
</tr>
<tr>
<td>March 1</td>
<td>Group Supervision Supervision/ Counseling Tape Supervision Technique</td>
</tr>
<tr>
<td>March 8</td>
<td>Group Supervision Supervision/ Counseling Tape Supervision Technique <strong>1st Doctoral Practicum/Internship Cumulative Weekly Logs; Supervisor Evaluations Due</strong></td>
</tr>
<tr>
<td>March 29</td>
<td>Group Supervision Supervision/ Counseling Tape Supervision Technique Writing a Cover Letter</td>
</tr>
<tr>
<td>April 5</td>
<td>Group Supervision Supervision/ Counseling Tape Supervision Technique <strong>Curriculum Vitae Due</strong></td>
</tr>
<tr>
<td>April 12</td>
<td>Group Supervision Supervision/ Counseling Tape Supervision Technique The Professional Interview</td>
</tr>
<tr>
<td>April 19</td>
<td>Group Supervision Supervision/ Counseling Tape Supervision Technique Working as a New Faculty Member</td>
</tr>
<tr>
<td>April 26</td>
<td>Group Supervision Supervision/ Counseling Tape Supervision Technique</td>
</tr>
<tr>
<td>May 3</td>
<td>Group Supervision Termination</td>
</tr>
</tbody>
</table>
Class Policies
Attendance, participation, readings and other assignments are mandatory. Professor must be notified and approve of excused or unavoidable absences. CACREP internship supervision requirements must be met in order to pass the course. Incomplete grade requests are granted only in extraordinary circumstances and must be requested in advance by the student. All work will be submitted in APA format.

X. 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 as related to internship proposals.

XI. Bibliography
The knowledge bases that support course content and procedures include:


Psychology, 24, 72-84.

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. Academic Integrity

You are expected, at all times, to act with academic integrity.
“At its core, academic integrity requires honesty. This involves giving credit where it is due and acknowledging the contributions of others to one's own intellectual efforts. It also includes assuring that one's own work has been completed in accordance with the standards of one's course or discipline. Without academic integrity, neither the genuine innovations of the individual nor the progress of a given field of study can adequately be assessed, and the very foundation of scholarship itself is undermined. Academic integrity, for all these reasons, is an essential link in the process of intellectual advancement.”
The values that underpin the concept of academic integrity go beyond simply not cheating or plagiarizing. Embracing these values mean that you are responsible for your own learning; you have an obligation to be honest -- with yourself and others; and you have the responsibility to treat other students and your professors with respect and fairness." Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University. **Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work**

- **Do not use someone’s words without referencing the source or including the information in quotation marks or a block quote**
- Do not use someone’s ideas without referencing the source.

**XIV. 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.