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.

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 (Standard in bold indicates outcome which is primarily met and measured in this class.)

A. CACREP standard II-B-2: Doctoral students develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public.

B. CACREP standard II-C-7: Doctoral students understand the ethical and legal considerations in counselor education and supervision.

C. CACREP standard III-B: 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.

D. CACREP standard IV-B-1: Doctoral students will demonstrate the application of theory and skills of clinical supervision.

E. CACREP standard IV-B-2: Doctoral students will develop and demonstrate a personal style of supervision.

F. CACREP standard IV-C-1: Doctoral students understand the major roles, responsibilities, and activities of counselor educators.

G. CACREP standard IV-C-2; II-C-3: Doctoral students will know instructional
theory and methods relevant to counselor education.

H. CACREP Standard IV-C-3: Doctoral students will understand ethical, legal, and multicultural issues associated with counselor preparation training.

I. CACREP standard IV-F-4: Doctoral students will demonstrate the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.

J. CACREP standard IV-H-1 Doctoral students will demonstrate a personal theoretical counseling orientation that is based on a critical review of existing counseling theories.

K. CACREP standard IV-H-2: Doctoral students will demonstrate effective application of multiple counseling theories.

L. CACREP standard IV-H-3: Doctoral students will demonstrate an understanding of case conceptualization and effective interventions across diverse populations and settings.

M. CACREP standard IV-J-1: Doctoral students will demonstrate the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.

N. CACREP standard IV-J-2: Doctoral students will demonstrate the ability to advocate for the profession and its clientele.

The primary student learning outcome for this course includes the following:

**Doctoral students will complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in counselor education and supervision and will be documented through the doctoral internship log signed by both the site supervisor and the university instructor.**

**Doctoral students will demonstrate a personal theoretical counseling orientation that is based on a critical review of existing counseling theories that will be measured via clinical skills ratings on mid-semester and final evaluations by site and university supervisor, and ratings on required papers and projects.**

**Additional student learning outcomes may include, depending on doctoral student emphases:**

Doctoral students will demonstrate the application of theory and skills of clinical supervision as measured by the site supervisor mid-semester evaluation and the instructor final evaluation.

Doctoral students will develop and demonstrate a personal style of supervision as measured by the site supervisor mid-semester evaluation and the instructor final evaluation.

Doctoral students will know instructional theory and methods relevant to counselor education as measured by the mid-semester site supervisor evaluation and the instructor final evaluation.
Doctoral students will understand ethical, legal, and multicultural issues associated with counselor preparation training as measured by the site supervisor mid-semester evaluation and the instructor final evaluation.

Doctoral students will demonstrate the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences as measured by the mid-semester site supervisor evaluation and the instructor final evaluation.

Doctoral students will demonstrate effective application of multiple counseling theories as measured by the mid-semester site supervisor evaluation and the instructor final evaluation.

Doctoral students will demonstrate an understanding of case conceptualization and effective interventions across diverse populations and settings theories as measured by the mid-semester site supervisor evaluation and the instructor final evaluation.

Doctoral students will demonstrate the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs as measured on the mid-semester site supervisor evaluation and the instructor final evaluation.

Doctoral students will demonstrate the ability to advocate for the profession and its clientele as measured by the mid-semester site supervisor evaluation and the instructor final evaluation.

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. Student will submit proposal describing individual internship goals for semester. Refer to learning outcomes in V. Course Objectives/Learning Outcomes. Proposal should be submitted with the site supervisor’s agreement form.

D. Students will 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. Students will study 2009 CACREP standards and prepare to discuss issues, implications, and applications in class discussion.

G. Students will submit site supervisor evaluation at mid semester.

H. Students will submit updated Curriculum Vita suitable for a counselor educator (second internship).

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. **Internship I only:** Before scheduling individual evaluation appointment with professor during final exam week, submit paper reflecting on your internship experience. Describe, reflect on, and evaluate your personal and professional growth during the semester, and identify areas you will work on during Internship II.

L. **Internship II only:** Before scheduling individual evaluation appointment with professor during final exam week, submit paper reflecting on your internship experience. Describe, reflect on, and evaluate your personal and professional growth for this semester and conclude with an overall summary of your field experience over the three semesters of practicum/internship.

M. Students will 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:*

**A. Evaluation methods and contribution to final grade (Internship I)**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal</td>
<td>10</td>
</tr>
<tr>
<td>Timely submission required forms</td>
<td>10</td>
</tr>
<tr>
<td>Participation in Supervision Group</td>
<td>10</td>
</tr>
<tr>
<td>Counseling Skills Demonstration/Critique</td>
<td>15</td>
</tr>
<tr>
<td>Teaching/Supervision/Counseling Tape</td>
<td>15</td>
</tr>
<tr>
<td>Site Supervisor Evaluation</td>
<td>25</td>
</tr>
<tr>
<td>Reflection &amp; Evaluation Paper</td>
<td>10</td>
</tr>
<tr>
<td>Instructor Evaluation</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total grade</strong></td>
<td>120 pts</td>
</tr>
</tbody>
</table>

**B. Grading Scale**

- 96 and above = Credit
- 95 and below = Non Credit
IX. Course Schedule and Policies
A. Marvarene Oliver, Ed.D., LPC, LMFT, Approved Supervisor
   ECDC 149, 825-3326, marvarene.oliver@tamucc.edu
   Office Hours: TBA
B. This is a fluid syllabus and is subject to change at instructor discretion.

09/05 Overview of Class Objectives & Requirements
   Internship goals, career life goals
   Group supervision

09/12 Due: Internship Proposal/Site Agreement
   Signed Ethics Agreement
   Read, prior to class:
   Hansen, J. T. (2012). Extending the humanistic vision: Toward a
      humanities foundation for the counseling profession. Journal of
      Humanistic Counseling. 51, 144-245.
   Group Supervision

09/19 Group Supervision

09/26 Role as a counselor educator: Pedagogy and Teaching Issues (Readings in
   bibliography or as selected)
   Group Supervision

10/03 Role as a scholar: Boyer Model of Scholarship
   Group Supervision

10/10 Gatekeeping
   Group Supervision
   Due: 1st Doctoral Practicum/Internship Cumulative Weekly Logs

10/17 CACREP 2009 Standards
   **This class will be on-line. Specific instructions will be provided for
   participation.

10/24 Perspectives on Counselor Education Program Development
   Group supervision

10/31 Role as a supervisor
   Group Supervision
   Due: Site Supervisor's Evaluation of Doctoral Intern

11/07 Role as a Leader
   Group Supervision
   Due: 2nd Doctoral Practicum/Internship Cumulative Weekly Logs
11/14 Group Supervision

11/21 Group Supervision
**Schedule individual evaluation interviews with instructor**

12/05 Career goals and professional identity: Reassessment
**This session will be on-line.**

12/12 Final Group Supervision: Closing Activity
**Due: Paper Reflecting Semester Internship Experience**
**Due: Intern Evaluation of Site Supervisor and Field Site &
Final Cumulative Doctoral Practicum/Internship Logs**

B. 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. The Proposal and Reflection/Evaluation papers must be accepted by
the professor to receive credit.

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:
American Association for Counseling and Development (2005). ACA 2005 Code of
psychological association 6th ed.). Washington D.C., Author
American Psychiatric Association (2000). Diagnostic and statistical manual of mental
Bemak, F. (2000). Transforming the role of the school counselor to provide leadership in
educational reform through collaboration. Professional School Counseling, 3,
323-331.
Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the
dissertation literature review in research preparation. Educational researcher, 34
(6), 3-15.


ISSN 10962409.


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.
Texas A&M University-Corpus Christi  
College of Education  
Department of Counseling and Educational Psychology  
Doctoral Program

6396 (1)_____ 6396 (2) ______

MID SEMESTER EVALUATION OF INTERNSHIP STUDENT  
BY SITE SUPERVISOR

Student Name:_________________________ Date:____________________

Practicum/Internship Site:__________________________________________

Site Supervisor:___________________University Instructor:_____________

In addition to advanced counseling practice, doctoral students may be working in the following areas during the doctoral practicum/internship semesters: professional leadership roles in counselor education and school counseling, supervision, consultation, teaching/training, research/evaluation, program development, technical competence. Areas of focus are identified in an individualized practicum/internship plan proposed by the student and approved by the university instructor. Please indicate **Doctoral** student's skill/performance levels in the following areas by circling the appropriate rating: (1) low, (2) fair, (3) good, (4) very good, (5) excellent, or (N/ A) not applicable. Narrative comments are requested on the last page of the evaluation.

<table>
<thead>
<tr>
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<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrates willingness to accept feedback, critique, and suggestions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Indicates a desire to develop advanced professional skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrates openness to make changes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Shows evidence of advanced counseling/professional competence.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>Demonstrates ability to establish and maintain productive relationships with individuals, clients or students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>Demonstrates advanced ability to explore and assess concerns of individuals, clients, or students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>Demonstrates an ability to handle stressful situations constructively.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>Demonstrates flexibility in working with unique situations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>Practices professional and ethical behavior.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
10. Abides by university/institution/agency policies. 1 2 3 4 5 N/A

11. Indicates enthusiastic commitment to the counseling profession. 1 2 3 4 5 N/A

12. Displays professional self-confidence. 1 2 3 4 5 N/A

13. Demonstrates ability to use effective interpersonal communication skills with colleagues, supervisors, clients, and/or students. 1 2 3 4 5 N/A

14. Demonstrates ability to professionally and effectively convey information orally as well as in writing. 1 2 3 4 5 N/A

15. Develops collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession. 1 2 3 4 5 N/A

16. Demonstrates understanding of the major roles, responsibilities, and activities of counselor educators. 1 2 3 4 5 N/A

The following CACREP Course Objectives/Learning Outcomes are measured and met in CNEP 6396 Doctoral internship. In developing counselor education competencies, doctoral students may collaborate with faculty members other than the site supervisor and internship instructor in the areas of supervision, teaching, research and scholarship, counseling, and leadership and advocacy. The following skill/performance areas are to be assessed by the appropriate faculty member/instructor/supervisor. Signatures indicate ongoing collaboration, monitoring, supervision, and evaluation relevant to the specific area.

SUPERVISION

17. Demonstrates the application of theory and skills of clinical supervision. 1 2 3 4 5 N/A

18. Develops and demonstrates a personal style of supervision. 1 2 3 4 5 N/A

Practicum Instructor Signature: ___________________________ Date: __________

TEACHING

19. Knows instructional theory and methods relevant to counselor education. 1 2 3 4 5 N/A

20. Understands ethical, legal considerations in counselor education and teaching. 1 2 3 4 5 N/A

Supervising Instructor Signature: ___________________________ Date: __________
RESEARCH AND SCHOLARSHIP

21. Demonstrates the ability to develop and submit a program Proposal for presentation at state, regional, or national counseling conferences. 1 2 3 4 5 N/A

COUNSELING

22. Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories. 1 2 3 4 5 N/A

22. Demonstrates effective application of multiple counseling theories. 1 2 3 4 5 N/A

23. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings. 1 2 3 4 5 N/A

Clinical Supervisor Signature: ___________________________ Date: _________

LEADERSHIP AND ADVOCACY

24. Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs. 1 2 3 4 5 N/A

25. Demonstrates the ability to advocate for the profession and its clientele. 1 2 3 4 5 N/A

Faculty Signature: ___________________________ Date: _________

26. OVERALL PERFORMANCE 1 2 3 4 5 N/A
MAJOR STRENGTHS

OPPORTUNITIES FOR CHANGE AND GROWTH

GRADE RECOMMENDATION (Please include a brief explanation of grade.)

(   ) Credit  (   ) Noncredit

Site Supervisor Signature: ___________________________ Date: ____________

Student Signature: _________________________________ Date: ____________

University Instructor Signature: _____________________ Date: ____________
Texas A&M University-Corpus Christi  
College of Education  
Department of Counseling and Educational Psychology  
Doctoral Program

CNEP 6395__________6396 (1)__________6396 (2)__________  
Please indicate semester and year.

FINAL EVALUATION OF PRACTICUM/INTERNSHIP STUDENT  
BY UNIVERSITY INSTRUCTOR

Student Name:________________________________________Date:____________________

Practicum/Internship Site:________________________________________

Site Supervisor:__________________________________________________

University Instructor:____________________________________________

In addition to advanced counseling practice, doctoral students may be working in the following areas during the doctoral practicum/internship semesters: professional leadership roles in counselor education and school counseling, supervision, consultation, teaching/training, research/evaluation, program development, technical competence. Areas of focus are identified in an individualized practicum/internship plan proposed by the student and approved by the university instructor.

Please briefly describe practicum/internship accomplishments:
Please circle **Doctoral** student's overall skill/performance level by circling the appropriate rating:

(1) low  (2) fair  (3) good  (4) very good  (5) excellent

Comments and observations:

GRADE RECOMMENDATION (Please include a brief explanation of grade.)

( ) Credit  ( ) Noncredit

Student Signature: __________________________ Date: ____________

University Instructor Signature: __________________________ Date: ____________