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. 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. Submit proposal describing individual internship goals for semester. Refer to leaning 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. Submit an up to date Curriculum Vitae.

J. As reflected on schedule, submit cumulative weekly logs (use instructor's form) of internship experiences including direct/indirect hours, group and individual/triad supervision sessions.

K. Schedule and Submit a video or audio recording of counseling or supervision session, OR a tape of student teaching a class session to be reviewed and discussed in class.

L. Present a complete professional e-portfolio in class.

M. Submit to instructor one supervision technique to be presented and demonstrated in class.

N. 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 Points towards Final Course Grade for Each Assignment:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal, Ethics, Site Agreement &amp; Log</td>
<td>20</td>
</tr>
<tr>
<td>Participation in Supervision Group</td>
<td>20</td>
</tr>
<tr>
<td>Curriculum Vitae</td>
<td>30</td>
</tr>
<tr>
<td>Site Supervisor Evaluation</td>
<td>50</td>
</tr>
<tr>
<td>Supervision/ Counseling/ Teaching Tape</td>
<td>30</td>
</tr>
<tr>
<td>Supervision Technique</td>
<td>30</td>
</tr>
<tr>
<td>Electronic Portfolio</td>
<td>30</td>
</tr>
<tr>
<td>Instructor Evaluation</td>
<td>50</td>
</tr>
<tr>
<td>Total points</td>
<td>260</td>
</tr>
</tbody>
</table>

**Grading Scale**

- 200-260 points = Credit
- 199 points and 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>
<tbody>
<tr>
<td>January 23</td>
<td>Introduction&lt;br&gt;Group Supervision&lt;br&gt;<em>Review Syllabus, Discuss Semester Goals</em></td>
</tr>
<tr>
<td>Jan 30</td>
<td>Group Supervision&lt;br&gt;<em>E-Portfolios Due: Internship Proposal/Site Agreement</em>&lt;br&gt;<em>Signed Ethics Agreement</em></td>
</tr>
<tr>
<td>February 6</td>
<td>Group Supervision&lt;br&gt;Supervision/ Counseling Tape&lt;br&gt;<em>Triadic Supervision</em></td>
</tr>
<tr>
<td>Feb 13</td>
<td>Group Supervision&lt;br&gt;Supervision/ Counseling Tape&lt;br&gt;<em>CACREP 2009 Standards</em></td>
</tr>
<tr>
<td>Feb 20</td>
<td>Group Supervision&lt;br&gt;Supervision/ Counseling Tape&lt;br&gt;<em>Cyber Supervision</em></td>
</tr>
<tr>
<td>Feb 27</td>
<td>Group Supervision&lt;br&gt;Supervision/ Counseling Tape&lt;br&gt;<em>E-portfolio Due</em></td>
</tr>
<tr>
<td>March 6</td>
<td>Group Supervision&lt;br&gt;Supervision/ Counseling Tape&lt;br&gt;<em>Service Activities as a Faculty Member</em>&lt;br&gt;<em>1st Doctoral Practicum/Internship Cumulative Weekly Logs; Supervisor Evaluations Due</em></td>
</tr>
<tr>
<td>March 13</td>
<td><strong>SPRING BREAK</strong></td>
</tr>
<tr>
<td>March 20</td>
<td>Activities via Blackboard</td>
</tr>
<tr>
<td>March 27</td>
<td>Group Supervision&lt;br&gt;Supervision/ Counseling Tape&lt;br&gt;<em>Writing for Publication</em></td>
</tr>
<tr>
<td>April 3</td>
<td>Group Supervision&lt;br&gt;Supervision/ Counseling Tape&lt;br&gt;<em>Writing a Cover Letter</em></td>
</tr>
<tr>
<td>April 10</td>
<td>Group Supervision&lt;br&gt;Supervision/ Counseling Tape&lt;br&gt;<em>Curriculum Vitae Due</em></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.

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 Rule13.02.99.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 116 Corpus Christi Hall.

XI. Bibliography

The knowledge bases that support course content and procedures include:


Constantine, M. G., Hage, S. M., Kindaichi, M. M., & Bryant, R. M. (2007). Social justice and multicultural issues: Implications for the practice and training of


McAuliff, G., & Erikson, K. (Eds.). (2002). Teaching strategies for constructivist and...
developmental counselor education. Westport, CN: Bergin & Garvey.
sourcebook. NY: Guilford Press.
training. Counseling Psychologist, 26 (1), 43-68.
Upper Saddle River, NJ: Merrill Prentice Hall.
Psychology, 24, 72-84.
school counselor's guide to hope theory. Professional School Counselor, 5, 298.
ISSN 10962409.
Indianapolis, IN: John Wiley & Sons.
Thompson, B. (2007). The syllabus as a communication document: Constructing and
presenting the syllabus. Communication Education, 56, 54-71.
surgeon general. Retrieved January 9, 2009, from
http://www.surgeongeneral.gov/library/mentalhealth/
and ethnicity. Retrieved January 9, 2009, from
http://www.surgeongeneral.gov/library/mentalhealth/
U. S. Department of Education and U. S. Department of Health and Human Services
(2008, November). Joint guidance on the application of the Family Educational
Rights and Privacy Act (FERPA) and the Health Insurance Portability and
Accountability Act of 1996 (HIPAA) to student health records. Retrieved January
guidance.pdf