I. Course Description

The Internship I or II experience requires a minimum of 100 clock hours of supervised counseling, including 50 hours of direct service with Spanish-speaking clients. Students will provide counseling to community members in the CNEP Counseling and Training Clinic or other designated location under faculty supervision. All coursework and required forms will be submitted via BlackBoard and supervision will be done using a combination of distance learning media.

II. Rationale

This course is designed to provide an internship experience to meet certificate requirements. The internship provides direct counseling experiences in Spanish.

III. Student Learning Outcomes

- Become culturally responsive as evidenced by skills measured on video-taped sessions.
- Develop a therapeutic relationship with Spanish-speaking clients as assessed by skills measured on video-taped sessions.
- Facilitate counseling sessions with Spanish-speakers as evidenced by skills measured on video-taped sessions.
- Conceptualize, consult and discuss client cases as evaluated by participation in group supervision and rated by peers and supervisor.

IV. Course Topics

Course topics will vary with the cases presented for supervision. In addition, course topics may include, but are not limited to, legal/ethical issues, collaboration, treatment planning, and cultural issues.

V. Instructional Methods and Activities

Internship is a field experience. The in-class work is group supervision, which will include presentation of audio and/or videotapes as well as case conceptualization and discussion.

VI. Evaluation and Grade Assignment

Grade assignment Credit/No-Credit (CR/NC) is based on student performance in all aspects of the class during the entire semester. This includes performance assessments based on formal evaluations by site supervisor and university instructor. A student who is asked to leave an internship site for unethical behavior will receive a No-Credit. Students will complete a total of 100 hours (50 hours direct counseling experience) to receive credit for the course. The students will submit audio or videotapes of clinical work as required by instructor.

Each student will attend an average of 1 hour per week of group supervision and 1 hour of weekly individual supervision as scheduled by the site supervisor. Students must obtain all group supervision hours required during a semester in order to receive a grade of CR in the class.
For 3-semester credit hours, students will be required to:

1. Make a weekly audio or video case presentation of your counseling work. (See page 5).
2. Attend an average of 1 hour a week of group supervision (method TBD).
3. Obtain at least 1 hour of individual/triad supervision weekly from Spanish-speaking site supervisor.
4. Submit all required forms, including mid-and final evaluations from Spanish-speaking site supervisors. The Site Agreement and Ethics Agreement are due the first-class meeting.

VII. Course Schedule

A. Tentative Course Schedule and Assignments

<table>
<thead>
<tr>
<th>Week 1-2</th>
<th>Introductions – Meet via distance learning media (Week 1) Goals and Expectations Submit Site &amp; Ethics Agreements (Scan and email to instructor on BB) Audio/Video Case Conceptualization/Presentations (via BB) Group Supervision (Day to be determined for entire course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3-4</td>
<td>Audio/Video Case Conceptualization/Presentations Group Supervision</td>
</tr>
<tr>
<td>Week 5-6</td>
<td>Audio/Video Case Conceptualization/Presentations Group Supervision Mid-term evaluation due week 5</td>
</tr>
<tr>
<td>Week 7-8</td>
<td>Audio/Video Case Conceptualization/Presentations Group Supervision</td>
</tr>
<tr>
<td>Week 9-10</td>
<td>Audio/Video Case Conceptualization/Presentations Group Supervision Final Evaluation due week 10</td>
</tr>
</tbody>
</table>

B. Class Policies

Students are expected to:
- Participate and maintain professional behavior at all times in designated counseling sites.
- Complete all assignments as per course schedule.

VIII. Textbook

No textbook will be adopted for this course. Faculty will provide all instructional resources.

Web Resources
- Class Notes and Assignments on Blackboard: [http://www.tamucc.edu](http://www.tamucc.edu)
- [http://tamucc.libguides.com/tamucc_help_edu](http://tamucc.libguides.com/tamucc_help_edu)
- [www.psicoactiva.com/arti](http://www.psicoactiva.com/arti)

IX. Bibliography


XII. **Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of 0 on the particular assignment and a grade of Non-Credit in the course. In addition, a record of the academic misconduct will be filed with the Dean. Students have the right to appeal the judgment or penalty. In addition, academic misconduct will be referred to the CNEP department for consideration.

XIII. **Dropping a class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation will not automatically result in your being dropped from the course. Be sure to check the University’s academic calendar to verify the last day to drop a class with an automatic grade of “W” this term.

XIV. **Grade Appeals**

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

XV. **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 Corpus Christi Hall 116. 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.

XVI. Statement of Academic Continuity

In the event of an unforeseen adverse event such as a major hurricane or other event that prevents classes from being held on the campus of Texas A&M University-Corpus Christi, course will be continued insofar as possible through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the . I will continue to interact with you by using the Blackboard Announcement, Bb Messages, Email, Collaboration, Discussions this, Blogs, Journals, and/or Wiki tools. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of closing of the physical campus. However, you must make certain the course instructor has a primary and secondary means of contacting you. Because this course requires a specified number of group supervision hours that includes disclosure of confidential client information, it may be necessary to establish conference calls or other mechanisms to complete the supervision requirements.
**Case Presentation Format**

Students will receive a PowerPoint template for case presentations, which will be posted as a Required Forms tool on Blackboard. Each case presentation must include the following:

1. Intern name, site name, and date.
2. Background information, including age, gender, ethnicity, support systems/strengths, previous treatment, assessments completed (if appropriate), other significant information, presenting problems. *Do not include identifying information.*

3. Diagnostic impression
4. Hypothesis: your ideas/theories about what is going on with client(s) and any ideas you may have about causes.
6. This session: brief description of goals for present session and brief description of what is happening during the clip or audio you will play.
7. Session: insert your clip or audio at this point in presentation.
8. Future direction: where you will be going from this point with your client and with your own growth, learning, and development as a counselor.

**Rubrics**

Peer/Supervisor Feedback

Provide feedback on:

(1) unsatisfactory  (2) adequate    (3) good    (4) very good    (5) outstanding    (N/A) not applicable/not observed

**PROCESS AND SKILLS**

1. Maintained a helpful counseling relationship.  
   
2. Refrained from being judgmental.  
   
3. Demonstrated attentive listening skills.  
   
4. Presented a hypothesis.  
   
5. Used effective communication skills: Ability to reflect content, feelings; reflect meaning, use of verbal and non-verbal.  
   
6. Facilitated counseling session with Spanish speaker.  
   
7. Appropriated use of confrontation, questions, clarification.  
   
8. Demonstrated an ability to identify and explore problems.  
   
9. Maintained client focus on topic.  
   
10. Assisted clients through stages of problem-solving.  
   
11. Demonstrated culturally appropriate responses  
   
12. Consulted and accepted feedback  

Comments:

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