Course Description
Internship. A minimum of 600 clock hours of supervised counseling experiences, including 240 hours of direct service with clients. Clinical setting must be approved and appropriate to the student’s emphasis. The semester prior to enrollment, the student must complete the internship application process.

Prerequisites: CNEP 5397 and CNEP 5381. Additional prerequisites include CNEP 5316 for School Counseling program emphasis; CNEP 5319 for the Clinical Mental Health program emphasis; CNEP 5320 and CNEP 5322 for the Marriage, Couple and Family Counseling program emphasis; and, CNEP 5312 and CNEP 5313 for the Addictions program emphasis. Grade assigned will be “credit” (CR) or “no credit” (NC).

Course Requirements for One Semester of Internship (3 semester hours): substantial progress towards 300 clock hours of supervised counseling experiences for Internship I and completion of 600 clock hours of supervised counseling experiences for Internship II, including 240 hours of direct service with clients across a minimum of two semesters of Internship (6 hours credit).

Instructional Methods
Learning objectives will be met using multiple instructional strategies including group discussion; demonstrations; in-class simulations; video exercises and tape review; case studies; and individual, triadic, and/or group supervision.

Learning Objectives
This course is designed to meet 2016 CACREP professional counseling identity standards (Section 2) for all entry-level and doctoral-level programs. The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- **CACREP Standard 5-II-F-1-k:** strategies for personal and professional self-evaluation and implications for practice. [Students will successfully complete this learning objective by completing the Individual Development Plan to assess their own personal and professional development and earn a “meets expectations” or higher on the self-reflection paper as evidenced by the rubric]
• CACREP Standard 5-II-F-1-m: the role of counseling supervision in the profession. [Students will successfully complete this learning objective by earning a “meets expectations” or higher on the supervision paper]

• CACREP Standard II-F-2-f: help-seeking behaviors of diverse clients [Students will successfully complete this learning objective by earning a “meets expectations” or higher on the case presentation as evidenced by the rubric]

• CACREP Standard 5-II-F-2-h: strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination [Students will successfully complete this learning objective by earning a “meets expectations” or higher on the case presentation as evidenced by the rubric]

• CACREP Standard 5-II-F-5-c: theories, models, and strategies for understanding and practicing consultation. [Students will successfully complete this learning objective by earning a “meets expectations” or higher on the consultation paper as evidenced by the rubric.]

• CACREP Standard 5-II-F-5-g: essential interviewing, counseling, and case conceptualization skills. [Students will successfully complete this learning objective by earning a “meets expectations” or higher on their case presentations as evidenced by the rubric and also earn a rating of “good” or above on the final evaluations by site supervisor and university instructor.]

• CACREP Standard 5-II-F-5-h: developmentally relevant counseling treatment or intervention plans [Students will successfully complete this learning objective by earning a “meets expectations” or higher on their case presentations as evidenced by the rubric, and “adequate” or above on relevant clinical items on final site and university evaluations.]

• CACREP Standard 5-II-F-5-i: development of measurable outcomes for clients. [Students will successfully complete this learning objective by earning a “meets expectations” or higher on their case presentations as evidenced by the rubric.]

• CACREP Standard 5-II-F-5-k: strategies to promote client understanding of and access to a variety of community-based resources. [Students will successfully complete this learning objective by earning a rating of “good” or above on relevant items on the mid-semester and final evaluations by the site supervisor.]

• CACREP Standard 3-J: After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. [Students will successfully complete this learning objective by earning 600 clock hours of supervised counseling internship as evidenced by submission of time logs that include student, site supervisor, and university supervisor signatures.]

• CACREP Standard 3-K: Students complete at least 240 clock hours of direct service. [Students will successfully complete this learning objective by earning at least 240 clock
hours of direct service evidenced by submission of time logs that include student, site supervisor, and university supervisor signatures.]

- **CACREP Standard 3-L**: Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member. [Students will successfully complete this learning objective as evidenced by submission of time logs that include student, site supervisor, and university supervisor signatures.]

- **CACREP Standard 3-M**: Internship students participate in an average of 1.5 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. [Students will successfully complete this learning objective as evidenced by submission of time logs that include student, site supervisor, and university supervisor signatures.]

**Major Course Requirements**

1) **Internship Hours**
   - Students must complete 300 hours for each internship class with a minimum of 120 hours of direct counseling services. In total, students are expected to earn a minimum 600 hours with a minimum 240 direct counseling services over the course of both internships. A marriage, couple, and family counseling emphasis requires a systemic focus with a minimum of 80 hours (1/3) of the total 240 direct counseling hours being with couples or family units/subunits. Students pursuing the addictions program emphasis must obtain at least half of their combined internship overall hours in a setting serving clients with substance abuse concerns. Students in the addictions program who wish to pursue LCDC licensure are advised to check licensure requirements as a minimum number of hours in specific areas may be required. Please note that additional documentation for specific areas required for the LCDC are your responsibility and will require documentation in addition to the internship log. Students pursuing the school counseling program emphasis must complete both internships in a school setting that provides the opportunity to participate in a developmental school counseling program.

2) **Taping and Case Presentations**
   - Students must complete at least two case presentations, including audio/video recordings of counseling work, utilizing the format described herein. At least one recording must be accompanied by a transcript, using the format provided in this syllabus or, alternatively, provided by the instructor. Having someone else or a transcription service complete this assignment is grounds for failure of the course. At least one case presentation for those in the marriage, couple, and family specialty must be with a couple or family unit/subunit. At least one case presentation for those in the addictions specialty must clearly address a substance use-related issue.
3) Supervision

- Each student will attend an average or minimum of 1.5 hours per week of group supervision and 1 hour of weekly individual supervision as scheduled by the site supervisor. **Please note: You must obtain all group supervision hours required during a semester in order to receive credit in this course.** If you must miss a scheduled group supervision, consult with the instructor about how to make up the time. Students who are not making substantial progress toward accumulation of hours should consult with their instructor. **Failure to obtain sufficient hours is not, in and of itself, grounds for an incomplete.** Students must demonstrate effort to address insufficient hours, including discussion with the instructor during the progression of the course.

- In addition, your regular site supervision must be conducted by the site supervisor who is named and has signed as such on your site supervision form in Tevera. If you must change site supervisors (even if you are remaining at the same site), you must complete, have signed, and submit a new site supervision form to your instructor via Tevera. Failure to do so may result in loss of any hours accrued under the new supervisor. Please notify your instructor immediately if there are times when your supervision will be conducted by another individual (e.g., vacation of the site supervisor) to ensure you are in compliance with standards. If there is one individual at your site who signs all site supervision agreements, your agreement may be co-signed by that individual in the space marked Other on the site supervisor agreement.

4) Reflective Paper

- All internship students will submit an evaluative reflection paper by the second class period assessing current skill level, skills to be enhanced during the course, steps that will be taken to enhance those skills, and values or attitudes that have been challenged in the practicum or internship experience to date. This paper should reflect critical thinking about one’s own process in development as a counselor. Refer to the rubric for specific instructions and a description of how credit will be awarded.

5) Supervision Paper

**Internship I** students will submit a research paper that explains the discrimination model of supervision and one other specific clinical supervision model. This paper should be well-written and meet graduate-level expectations (i.e., proper spelling, grammar, punctuation, APA format - title page, headings, reference page etc.). The paper must include tenets of models discussed as well as ethical, multicultural, and diversity issues identified in the literature that pertain to counseling supervision in general as well as the specific models presented. Some supervision models include:

1. **Psychotherapy-Based Supervision Models**
   a. Psychodynamic
   b. Humanistic-relationship
   c. Cognitive-behavioral
   d. Systemic
   e. Constructivist

2. **Developmental Supervision Models**
   a. Loganbill, Hardy, and Delworth’s Model
b. Integrated Developmental Model (Stoltenberg & McNeill)
c. Systemic Cognitive-Developmental Supervision Model
d. Reflective Developmental Models
e. The Ronnestad and Skovholt Lifespan Developmental Model

3. Supervision Process Models
   a. The Discrimination Model
   b. Holloway’s Systems Approach to Supervision

4. Second-Generation Models of Supervision
   a. Common-Factors Model
   b. Evidence-Based Supervision

Please refer to the rubric for additional requirements and instructions.

6) Consultation Paper
   - Internship II students will submit a research paper discussing models of counseling consultation. The paper must appropriately identify consultation model that can be used with parents, teachers, and/or other mental health professionals. This paper should include current research and incorporate cultural considerations. Refer to the rubric for specific instructions and a description of how credit will be awarded.

7) Forms and Evaluations
   - Complete all required forms, including mid- and final evaluations from site supervisors, via Tevera. Forms must be signed and submitted when they are required. Chronic late submission of forms, including logs, will be addressed in your evaluations, including the Professional Issues and Behavior Evaluation.
   - Internship II students will complete the final IDP and meet with their faculty advisor to review their results. The student will attest to this meeting in writing.
   - Instructors will complete a final evaluation of each student’s clinical skills and professional conduct at the end of the semester.

8) Ethics and Professional Behavior
   - Students must abide by the guidelines and policies described in the Internship Manual and departmental Handbook, as well as by appropriate ethical standards as cited in the ACA, ASCA, TEA, TSBEP, and/or TSBEMFT Codes of Ethics as appropriate. See below the notes below for more specific language regarding professional behavior.

**Point Allocation**

| Case presentations (@ 38 points each) | 76 points |
| Reflection paper | 8 points |
| Supervision paper or consultation paper | 12 points |
| Group supervision participation | 2 points |
| On-time submission of all forms and evaluations | 2 points |
| **Total** | **100 points** |

**Grading scale**

- 80-100 points = Credit
- 79 points and below = No credit
Grade assignment is based on your performance in all aspects of the class listed above as well as your performance at the internship site during the entire semester. However, there is one caveat that is factored into receiving credit for this course. Regarding professional behaviors, please note the following:

1) In addition to completing all assignments on-time and demonstrating effective and appropriate use of counseling skills, students are expected to demonstrate professional behaviors both in class and at the internship site. Students’ professional conduct and behavior are continually assessed throughout the semester by both the site supervisor and faculty instructor. Faculty instructors complete a final evaluation of the student’s clinical skills and professional behaviors at the end of the semester. Though a student may have earned enough points to receive credit and also received adequate to excellent ratings on the clinical skills, repetitive or serious negative ratings on the Professional Issues and Behavior Rating Scale will result in no credit for the course. Additionally, a student who is asked to leave an internship site for unethical or unprofessional behavior may receive a failing grade and may be asked to retake certain courses and/or seek personal counseling. In addition, unethical or unprofessional behavior will result in completion of a formal Student Competency Evaluation. Earning no credit in internship requires re-taking of the course.

Please Note: In order to receive credit in Internship I, all supervision hours, both group and individual, must be completed. In addition, all forms and papers must be submitted. Students will not be granted an incomplete for failure to submit forms or failure to complete required supervision hours, and will receive NC in the course. Students in Internship II must, in addition to the foregoing, complete the total 600-hour requirement, including specific requirements for direct hours. Students who do not reach minimal levels of competency may be given the option of continuing their internship experience in an attempt to upgrade skills to an acceptable level. Internship evaluation is an on-going process and consequently final evaluation should not be a surprise to either student or supervisor. Ideally, evaluation will not only focus on exit level skills but also on student growth during the semester; however, students are expected to reach levels of competency appropriate to the course in order to receive credit. Late assignments are unacceptable.

Required or Recommended Readings

Required readings:
Practicum/Internship Handbook (available via BlackBoard or the CNEP Departmental website).


Additionally, students are also required to purchase the software system called Tevera as the method of documentation. The fee for Tevera is $100. This software system will be utilized throughout both internships and students will have lifetime access to their materials.
Recommended or supplemental readings:


**State Adopted Proficiencies for School Counselors**

**School Counselor Standard I: Learner-Centered Knowledge**

The professional school counselor must have a broad knowledge base.
School Counselor 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 as outlined in The Texas Model for Comprehensive School Counseling Programs.

School Counselor Standard III: Learner-Centered Process
The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on The Texas Model for Comprehensive School Counseling Programs that promotes learners' knowledge, skills, motivation, and personal growth.

School Counselor Standard IV: Learner-Centered Equity and Excellence for All Learners
The professional school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

School Counselor Standard V: Learner-Centered Communications
The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

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

TExES Competencies (COE)
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, which 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 can 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 Policies

Tevera and Logs
All practicum and internship logs and evaluations will be completed and signed via Tevera. Students must register for Tevera prior to enrolling in practicum.

Attendance
Students must attend all group supervision hours. Much of the learning occurs in the context of the group interaction; thus, full participation in all aspects of group supervision is expected. If illness or emergency requires an absence, the group supervision time must be made up in another section of group supervision with consent of the instructor involved. Students must be on time and remain for the entire class in order to receive credit for the group supervision hours indicated. All electronic devices must be off. If cell phones must remain on due to on-call status, family demands, etc., they must be on courtesy mode and the instructor must be notified in advance. Do not answer phone calls except in case of emergency. Absence from the classroom due to telephone calls will result in a loss of group supervision time.

Students are expected to attend and participate in every class session unless there is a valid emergency/reason. Promptness is expected, as is staying for the entire class. Inform the instructor about legitimate reasons for missing class. If part or all of a class is missed, it must be made up by attending group supervision at another time during the semester. If you must make up a group supervision session, you must obtain approval from your instructor as well as the instructor whose supervision group you would like to attend.

Group Supervision and Confidentiality
Participating in group activities involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. If you wish to share with others outside the class, discuss only your own reactions or experience, and in no event discuss client information or personal information provided by your peers. This is an ethical issue and will be treated as such.
Communication
Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their questions from me within 48-72 hours (excluding weekends & university-recognized holidays).

Late Submissions of Student Work
All paperwork must be submitted by due dates. Continuing to work in your internship site without appropriate documentation is a serious violation and will be dealt with as such.

Extra Credit
As a rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

Academic Integrity and Plagiarism

TAMUCC Graduate Catalogue (please refer to current version)
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, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:
- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.
The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

**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. Simply discontinuing your attendance and participation **WILL NOT** automatically result in you being dropped from the class. **November 8**\(^{th}\) is the last day to drop a course with an automatic grade of “W” this term.

**Classroom/Professional Behavior**
Texas A&M University-Corpus Christi, as an academic community, requires everyone to respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc. Since this is an online course, please practice proper netiquette and respect the experience of all students enrolled in the course.

Regarding the assignment of grades, grades are earned and not given. The expectation of earning a 100 on every assignment or even an A on every assignment is unrealistic. This is a rigorous graduate program in which students will be training to work with clients in vulnerable situations, so the assignment demands are high. With this expectation of excellence, students are welcomed and encouraged to inquire about how to improve their grades in class. In doing so, students are expected to maintain respectful and professional behavior during such inquiry. Discussion of grades will be focused on the student’s own work in reference to the assigned rubric and instructions. Discussing the work of other students in comparison to your own is not permitted.

**Statement of Civility**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational
experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

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. Documents are accessible through the University Rules Web site at http://academicaffairs.tamucc.edu/rules_procedures/. For assistance 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.

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 Disability Services for assistance at (361) 825-5816.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue using Blackboard and/or e-mail. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., e-mails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
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<th>Date</th>
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<tr>
<td>8/29/19</td>
<td>Review syllabus, assignments/requirements Sign up for case presentations AND end of semester individual meetings Group Supervision</td>
<td>Site Agreement(s) Ethics Agreement</td>
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<td>9/5/19</td>
<td>Case Presentations Group Supervision</td>
<td>Reflection Paper Due</td>
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<td>10/17/19</td>
<td>Case Presentations Group Supervision</td>
<td>Mid-Semester Site Supervisor Evaluation</td>
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<td>11/28/19</td>
<td>Thanksgiving – No class</td>
<td>Final Site Supervisor Evaluation – due anytime between Thanksgiving and 12/5</td>
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Case Presentation Format

Students will receive a PowerPoint template for case presentations which will be posted in the Blackboard section for the course. Each case presentation is **ONE hour long (i.e., 30 minutes to present content, 15 -18 minutes of clips, and 10 – 12 minutes for feedback/discussion)** and is worth 38 points. Presentation must include the following:

1. Intern name, site name, and date of presentation
2. Background information including age, biological sex, gender, ethnicity, race, support systems/strengths/protective factors, challenges/barriers the client faces, previous treatment, assessments completed, other significant information/contextual factors (i.e., SES, social and cultural issues, abilities status, legal and/or ethical issues, and relevant personal history etc.), presenting problems. **Do not include identifying information** (2.5 points)
3. Diagnostic impression including full DSM-5 diagnosis (required for all students) and mental status exam (1.5 points)
4. Theoretical Foundation & Hypothesis: Discuss your theory-based and/or evidenced-based, culturally appropriate counseling approach with this client. Please demonstrate a clear understanding and application of your approach and state your hypotheses (based in theory) about what is going on with your client(s). (4 points)
5. Case conceptualization: Discuss how your theory-based and/or evidenced-based, culturally appropriate counseling approach conceptualizes and/or explains the causes of your client(s) presenting concerns. (4 points)
6. Treatment goals: Include at least 2 goals and relevant objectives and interventions. (2 points)
7. Community resources (.5 points)
8. Multicultural and Social Justice Counseling Competencies (MSJCC): how have you applied the MSJCC to this case? (2.5 points)
9. Demonstration of counseling skills: Show brief clips (up to 10 minutes) of what you did well and/or are proud of (i.e., clips that demonstrate basic and advanced counseling skills/techniques you used in this session) (16.5 points). **Do not upload your presentation with the clips inserted!**

**Note:**

**Basic counseling skills/techniques** include invitational skills, reflecting skills (i.e., paraphrasing, reflecting feelings, and reflecting meaning), summarization skills, challenging/confrontation skills, assessment and goal setting skills, treatment planning skills, and termination skills.
Advanced counseling skills/techniques include change techniques and interventions associated with a specific theoretical orientation (for e.g., Adlerian therapy – intentional encouragement, psychoeducation, interpretation, exploring early recollections etc.; Existential therapy – psychoeducation, paradoxical intention etc.; Behavior therapy – modeling, self-management and operant conditioning techniques etc.; Narrative therapy – reflexivity, identifying exceptions, double listening etc.), as well as counseling outcome evaluation skills.

10. Future direction: where will you be going from this point with your client and with your own growth, learning, and development as a counselor. What basic and advanced counseling skills/techniques do you plan to use with your client in the future. Also, briefly discuss how you are or will be evaluating your work/progress with this client (2.5 points)

11. Counseling session segment: Identify the goals for present session and briefly describe what is happening during the clip or audio you will play, ask 2 specific questions to solicit feedback from your peers and instructor, and play your clip or audio (5-8 minutes). Do not upload your presentation with the clip inserted!(2 points)

12. References

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<tr>
<th>Does Not Meet Expectations (29 points and below)</th>
<th>Meets Expectations (30-33 points)</th>
<th>Exceeds Expectations (34-38 points)</th>
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<tr>
<td>Case presentation and transcript assignment appear to be hurriedly assembled with little thought or serious consideration to the requirements; information is not communicated clearly and effectively; one or more of the required elements in the case presentation template and transcript template are missing; information in presentation has significant issues (ex. hypothesis not correctly rooted in theoretical orientation; Treatment plan does not align with theoretical orientation and/or client’s needs and diagnosis; demonstrates inappropriate and/or ineffective use of basic and advanced counseling skills; inadequate personal</td>
<td>Case presentation and transcript assignment appear well-prepared and information is communicated clearly and effectively. Includes all required elements of the presentation and transcript, but does not demonstrate as much depth or critical thinking in conceptualizing client issues; hypothesis is somewhat rooted in theoretical orientation (i.e., has some minor flaws); theoretical orientation and treatment plan are properly aligned, but may not be best plan of action for presenting client’s needs and diagnosis; demonstrates appropriate and effective use of basic counseling skills, however advanced counseling</td>
<td>Case presentation and transcript assignment appear well-prepared and information is communicated clearly and effectively. Case presentation and transcript assignment include all required elements and reflects thoughtful and thorough consideration in conceptualizing client issues; hypothesis is correctly rooted in theoretical orientation; theoretical orientation and treatment plan are properly aligned and consistent with presenting client’s needs and diagnosis; demonstrates appropriate and effective use of basic and advanced counseling skills; in-depth personal reflection and professional self-evaluation</td>
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</tbody>
</table>
reflection and professional self-evaluation regarding growth and development as a counselor; inadequate or superficial completion of transcript components (i.e., lacks thoughtful consideration and in depth reflection on clinical skills & performance etc.); significant issues with spelling/grammar/formatting; presentation does not meet time requirement.

| skills not adequately demonstrated; adequate personal reflection and professional self-evaluation regarding growth and development as a counselor; adequate completion of transcript components (i.e., shows some thoughtful consideration and reflection on clinical skills and performance etc.); minimal issues with spelling/grammar/formatting; presentation meets time requirement. |

**Transcript Format**

Identify and transcribe ten exchanges with your client(s). In this context, an exchange is a series of back-and-forth interactions between you and your client that are sufficient to give the instructor context about the responses you are making. Provide your intent/skill used with each of your statements within the exchange, describe what happened, and provide an alternate response. The alternate response may have the same intent as your original response or may provide a different direction you could have taken. The format below is provided as an example. Note the requirement of identification of the theoretical model or skills you are attempting to use. If you assert an integrated model, name the models you are integrating.

**Note:** Individual instructors may provide alternative instructions about the transcript.

**Transcript Format**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Session #:</th>
<th>Theoretical Orientation(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client’s statement</td>
<td>Counselor’s response &amp; Skill used</td>
<td>Counselor’s intent</td>
</tr>
</tbody>
</table>

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**Evaluative Reflective Paper Grading Rubric**

_This paper should be 4-5 pages in length._

_Internship I and II_

All internship students will submit an evaluative reflection paper assessing (a) current skill level,
(b) skills to be enhanced during the course, (c) steps that will be taken to enhance those skills, and (d) values or attitudes that have been challenged in the practicum or internship experience to date. Students will also attach a completed copy of the Internship Rating Scale (p. 21) that assesses their current skill level. This is not included in the minimum page count. This paper should reflect critical thinking about one’s own process in development as a counselor. Paper should be consistent with APA style guidelines, including an appropriate title page, headings, margins, and spacing (no abstract is necessary).

Point allocation for the evaluative paper includes the following:

a) Introduction (.5 points)

b) Assessment of current skill level including, but not limited to, microskills, advanced skills, theory integration, case conceptualization, etc. (1.5 points)

c) Specific skills to be enhanced during course (1.5 points)

d) Specific and concrete steps taken to enhance skills (1.5 points)

e) Values, attitudes, and assumptions that have been challenged in the practicum or internship experience (1.5 points)

f) Conclusion (.5 points)

g) Copy of completed Internship Rating Scale (0.5 point)

h) This paper should be well-written and meet graduate-level expectations (i.e., proper spelling, grammar, punctuation, APA 6th edition style guidelines - title page, headings, reference page etc.). (0.5 point)

<table>
<thead>
<tr>
<th>Does Not Meet Expectations 0-6 points</th>
<th>Meets Expectations 6.25 -7 points</th>
<th>Exceeds Expectations 7.25 - 8 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper appears to be hurriedly assembled with little thought or serious consideration to the elements outlined in the rubric; significant writing and/or grammar issues; spelling issues; lack of flow, making the paper difficult to follow. Paper does not include a completed copy of the Internship Rating Scale.</td>
<td>Includes all elements of the excellent paper, but may not demonstrate as much depth or critical thinking; may lack a single element of the excellent paper, yet include critical thinking about the elements that are present; some writing, grammar, or spelling issues may be present but they are few; flow of ideas may lack organization.</td>
<td>Reflects critical thinking about one’s personal development as a counselor; considers personal values and attitudes that impact counseling; gives thoughtful consideration to current skill level as well as skills to be developed during the semester; provides a realistic plan for developing skills; realistically identifies challenges. Well written and well organized; easy to follow; includes introduction and conclusion. Few grammar or writing issues. No spelling issues. Includes a completed copy of the Internship Rating Scale.</td>
</tr>
</tbody>
</table>
Supervision Paper Grading Rubric
This paper should be a total of 8 – 10 pages in length.
Internship I students only

The supervision paper is a research paper. It must include, at minimum,
(a) an introduction (.25 points)
(b) a brief definition of clinical supervision (.5 points)
(c) a brief definition of the discrimination model of supervision and one other specific clinical
supervision model (1.5 points)
(d) tenets of each model discussed (i.e., the basis of the model, goals of the model, how
supervisee development/change occurs, what factors contribute to change/development,
appropriate roles of the supervisor, and supervisory techniques (5 points)
(e) ethical issues in supervision (1.25 points)
(f) multicultural and/or diversity issues that should be addressed in supervision (1.5 points)
(g) discussion of personal experience of individual supervision based on what has been learned
via research for this paper (1.25 points)
(h) conclusion (.25 points)
(i) At least six references should be cited, with two being the ACA Code of Ethics (see section
on supervision) and the TSBEP Rules (see requirements of supervisors). (.25 points)
(j) This paper should be well-written and meet graduate-level expectations (i.e., proper spelling,
grammar, punctuation, APA 6th edition style guidelines - title page, headings, reference page
etc.). (.25 points)

<table>
<thead>
<tr>
<th>Does Not Meet Expectations (9.25 points and below)</th>
<th>Meets Expectations (9.5 – 10.75 points)</th>
<th>Exceeds Expectations (11 – 12 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper does not address all required elements, or several elements are inadequately considered; paper is not written using APA style; insufficient citations are used; writing is not clear or is difficult to follow; multiple errors in grammar, style, and/or spelling</td>
<td>Paper addresses all required elements though one or two elements may benefit from additional consideration; flow of the writing may be somewhat unclear in parts; some writing or APA errors may be present but they are few; sufficient citations are used</td>
<td>All required elements are present and thoroughly addressed; reflects critical thinking and ability to synthesize information; well-written and well organized; easy to follow; accurate use of the APA 6th edition style manual; sufficient citations are used; Few grammar or writing issues.</td>
</tr>
</tbody>
</table>

Consultation Paper Grading Rubric
This paper should be 4-6 pages in length.
Internship II students only

Describe, on the basis of professional literature, a practical consultation model to use when working with parents, teachers, or other mental health professionals. Within the discussion, include references to consultation theories and address (a) consultation stages, (b) cultural considerations, (c) consultation goal setting, and (d) how you will evaluation consultation
effectiveness. Next, reflect on your in time in practicum and internship I, if applicable, and write about an instance when you used (or could have used) a consultation model. Describe your role in the consultation as well as the role of others using the model you previously identified. Include any relevant interventions or techniques. Paper should use a minimum of three peer-reviewed references and be consistent with APA style guidelines, including an appropriate title page, headings, margins, and spacing (no abstract is necessary).

Point allocation for the consultation paper includes the following:

a) Introduction (.25 points)
b) Brief description of consultation (.5 points)
c) Identify and describe at least one consultation model including the various roles of each person involved in the consultation and the stages of consultation, if applicable (2.5 points)
d) Describe any relevant techniques or interventions that are applicable with this consultation model (1.5 points)
e) Describe any relevant cultural considerations (1.5 points)
f) Identify the goals associated with selected consultation model (1.5 points)
g) Describe how you would evaluate the consultation’s effectiveness (1.25 points)
h) Provide personal from practicum or internship where consultation was utilized or should have been utilized (1.5 points)
i) In the context of the consultation theory you previously identified, describe your role in the consultation as well as the role of others (.75 points)
j) Conclusion (.5 points)
k) This paper should be well-written and meet graduate-level expectations (i.e., proper spelling, grammar, punctuation, APA 6th edition style guidelines - title page, headings, reference page etc.). (.25 points)

<table>
<thead>
<tr>
<th>Does Not Meet Expectations (9.25 points and below)</th>
<th>Meets Expectations (9.5 – 10.75 points)</th>
<th>Exceeds Expectations (11 – 12 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper appears to be hurriedly assembled with little thought or serious consideration to the elements outlined in the rubric; significant writing and/or grammar issues; spelling issues; lack of flow, making the paper difficult to follow.</td>
<td>Includes all elements of the excellent paper, but demonstrates satisfactory understanding of theories, models, and strategies of consultation; demonstrates satisfactory understanding of community-based resources; demonstrates satisfactory understanding of consultation implementation; some writing, grammar, or spelling issues may be present, but they are few; flow of ideas may lack organization.</td>
<td>Includes all required elements; Demonstrates exceptional understanding of theories, models, and strategies of consultation; demonstrates exceptional understanding of community-based resources; demonstrates exceptional understanding of understanding of consultation implementation; well written and well organized; easy to follow; includes introduction and conclusion. Few grammar or writing issues. No spelling issues.</td>
</tr>
</tbody>
</table>
Internship Tape Rating Scale  
Department of Counseling and Educational Psychology

This rating scale includes skills emphasized in practicum and adds skills related to specific interventions, diagnosis, and case conceptualization. Internship students are expected to progress toward “good” or “very good” ratings in each of the skill areas shown.

<table>
<thead>
<tr>
<th>-2</th>
<th>-1</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>n/a</th>
<th>n/o</th>
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</thead>
<tbody>
<tr>
<td>Poor: Skill absent or performance has potential for harm</td>
<td>Unsatisfactory: Some evidence of beginning skill, but insufficient for counseling</td>
<td>Adequate: Evidence of skill but inconsistent in application</td>
<td>Good: Skill generally well performed</td>
<td>Very Good: Skill consistently well performed</td>
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<tr>
<td>Opening/greeting</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<tr>
<td>Eye contact</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
</tr>
<tr>
<td>Attentive body language</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<tr>
<td>Vocal style</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<tr>
<td>Use of questions</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<tr>
<td>Minimal encouragers</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<tr>
<td>Strategic/appropriate silence</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<tr>
<td>Restatement/paraphrase</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<tr>
<td>Reflection of feeling</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<tr>
<td>Being “present” with the client</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<tr>
<td>Appropriate and collaborative goal setting</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<tr>
<td>Immediacy</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<tr>
<td>Awareness of and attention to meaning</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<tr>
<td>Accurate diagnosis using DSM IV or 5</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<tr>
<td>Use of theoretically and client-specific appropriate interventions</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<tr>
<td>Appropriate treatment planning</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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</tbody>
</table>
In addition to counseling skills, professional counselors should demonstrate appropriate professional behavior as well as the ability to manage themselves effectively and appropriately. Items below are representative of the kinds of behavior practicum and internship instructors and supervisors will consider as part of their overall evaluation of students in practicum/internship. Faculty members may indicate other specific items as needed.

Depending on severity, number of issues, and response to faculty/supervisor feedback, results on this evaluation may impact grade in the course, ability to proceed to the next course in the practicum/internship sequence, and/or the departmental remediation process.

*N/O denotes Not Observed.

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<tr>
<th>-2</th>
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<th>0</th>
<th>+1</th>
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<tbody>
<tr>
<td>Poor: Consistently or usually performs in a way that is unacceptable or inconsistent with professional behavior</td>
<td>Unsatisfactory: Often behaves in a way that is unacceptable or inconsistent with professional behavior; however, there is some evidence of growth</td>
<td>Adequate: Evidence of professional behavior at a level consistent with the counselor-in-training’s development; however, there is inconsistency</td>
<td>Good: Professional behavior generally demonstrated</td>
<td>Excellent: Professional behavior consistently demonstrated to a high degree</td>
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<tr>
<td>Is open and receptive to supervision</td>
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<td>Is prepared for supervision</td>
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<td>Willingly makes changes in response to supervision</td>
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<td>Actively solicits feedback about their work</td>
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<tr>
<td>Receptive to feedback from peers</td>
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<td>Is actively attentive when peers present their work</td>
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<td>Provides appropriate and useful feedback to peers</td>
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<td>Demonstrates ability to be self-reflective about work with clients</td>
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<td>Demonstrates ability to be self-reflective about personal attitudes, behaviors, and beliefs</td>
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<td>Demonstrates good interpersonal skills with peers</td>
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<tr>
<td>Description</td>
<td>-2</td>
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<td>0</td>
<td>+1</td>
<td>+2</td>
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<tr>
<td>Demonstrates a collaborative stance with peers</td>
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<td>Adheres to general standards of professional ethics</td>
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<td>and practice (e.g., ACA, IAMFC)</td>
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<td>Demonstrates knowledge of and adheres to state regulatory rules and</td>
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<td>regulations (e.g., TSBEP, TSBEMFT, TEA)</td>
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<td>Demonstrates sound judgment in matters related to the profession and</td>
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<td>practice of counseling</td>
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<tr>
<td>Demonstrates commitment to personal growth and professional development</td>
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<td>Demonstrates openness to new ideas</td>
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<td>Demonstrates ability to accept personal responsibility</td>
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<td>Demonstrates ability to regulate and express emotions effectively and</td>
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<td>appropriately</td>
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<td>Demonstrates awareness of own impact on others</td>
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<td>Demonstrates openness to issues of multiculturalism and diversity,</td>
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<td>including willingness to enhance skills and competence in these areas</td>
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</tbody>
</table>

__________________________________________________________________________

Instructor Signature

Date

__________________________________________________________________________

Student Signature

Date