

University of Texas at Tyler
Department of Psychology and Counseling
Spring 2022 Course Syllabus
COUN 5396/5397.001: Clinical Mental Health Counseling Internship I & II
Meeting Times: Wednesday 5:00-7:45 pm
BEP 215

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Course Description

COUN 5396: Internship I (3 hours)

A minimum of 300 clock hours of supervised experiences in which counseling services are provided, including 120 client contact hours. Required supervision on-site and in-class. The semester prior to enrollment, the student must complete the internship application process. CR/NC only.

COUN 5397: Internship II (3 hours)

A minimum of 300 clock hours of supervised experiences in which counseling services are provided, including 120 client contact hours. Required supervision on-site and in-class. The semester prior to enrollment, the student must complete the internship application process. CR/NC only.

Course Prerequisites:

COUN 5393, COUN 5308, PSYC 5320, COUN 5324, COUN 5368, COUN 5345, COUN 5340, COUN 5335

Course Learning Objectives:

The following program learning objectives are addressed through clinical work, clinical supervision, class discussion in the Internship course.

SLO 1.0 Professional Counseling Orientation & Ethical Practice

Students will demonstrate an understanding of professional counselor identity and utilize counselor ethical codes and ethical decision making skills to practice in an ethical manner.

SLO 2.0: Social & Cultural Diversity

Students will demonstrate an understanding of how to work with and advocate for different client populations including clients from diverse racial, ethnic, gender, and socioeconomic backgrounds.

SLO 3.0 Human Growth & Development

Students will demonstrate knowledge and skills necessary to conceptualize and counsel clients from a developmental perspective.

SLO 4.0 Career Development

Students will demonstrate knowledge of career counseling theories and skills/strategies for implementing career counseling with diverse populations

SLO 5.0 Counseling & Helping Relationships

Students will demonstrate knowledge and understanding of evidence-based counseling skills and the ability to apply these skills prevent and treat clients with mental health diagnoses in an ethical and culturally relevant manner.

SLO 6.0 Group Counseling & Group Work

Students will demonstrate knowledge of culturally and ethically relevant approaches to group counseling and the ability to apply group counseling skills in different settings

SLO 7.0 Assessment and Testing

Students will demonstrate knowledge and skills to competently apply the use of assessment in counseling including the diagnosis of mental and emotional disorders

SLO 8.0 Research & Program Evaluation

Students will demonstrate knowledge of research methods and apply these research skills to critically appraise mental health research, and assess client care.

SLO 9.0 Clinical Mental Health Counseling

Students will demonstrate the knowledge and skills necessary to address wellness and mental health in a variety of clinical mental health counseling settings

Required Text:

None

Recommended Text:

Kottler, J. (2010). *On being a therapist* (4th ed.). San Francisco, CA: John Wiley & Sons.

Yalom, I. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York, NY: HarperCollins.

2016 CACREP Standards Addressed:

COUN 5396/7 Internship I&II fulfill the CACREP Internship requirements outlined below:

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.

Internship students complete at least 240 clock hours of direct service.

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.

Internship students participate in an average of 1 1/2 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.

Course Policies

COVID 19/ Masks: Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code \(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures \(Links to an external site.\)](#) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Attendance Policy:

Students MUST attend **all scheduled class meetings**. **Please note that this is an accreditation requirement and that making up group hours is not possible.** Please communicate proactively if there are extenuating circumstances.

Should the class need to meet via zoom, we have the same expectations for students attending synchronous zoom classes that we would for students attending an in-person class.

- (1) We expect that students will fully attend each class from the start time to the end time of class. Being in attendance for a zoom class means that a student has their camera turned on for the entire duration of class.
- (2) We expect that students exhibit the same professional behaviors during class time that would be expected in an in-person class. That includes sitting up right (i.e., not laying down), being awake and alert, and participating during class.
- (3) We expect that students are able to find an appropriate environment to participate in class. An appropriate environment is one that is free from distraction and has privacy from other individuals (i.e., friends, family members, children). This is essential in clinical courses and courses with large group discussion components, as confidential information is discussed that is not appropriate for others to hear.

Late Work

All assignments are due according to the timeline established by the syllabus, unless otherwise noted by the instructor. Late submissions will not be accepted.

Insurance

Professional liability insurance is required. All students must obtain professional liability insurance, prior to commencing any counseling activity. **Proof of insurance must be uploaded to the student's Tevera account before they can see clients.** You may choose any insurance provider you wish for your liability coverage. As a student member of ACA, you receive insurance through ACA Trust at no cost to you through their website: <http://www.acait.com>.

Ethical Behavior and Professional Conduct

Professional conduct is expected of all students in the performance of counseling and related activities. Students must adhere to the ACA code of ethics, the laws governing counselors (LPCs) in Texas, and the policies of the UTT psychology and counseling department. It is assumed that you have completed the ethics course prior to this class and that you know the ACA code of ethics, understand the concept of “standard of care/practice”, and are familiar with Texas laws governing your obligation as a mandated reporter. **If you are unfamiliar with these basics, inform the instructor during the first class session.** Required remedial activities, a grade of incomplete, a failing grade, or dismissal from the class are potential consequences for engaging in unprofessional behavior. Students are expected to have read and be familiar with the UT Tyler CMHC program Practicum & Internship Manual.

Emergencies

Students must familiarize themselves with services, available on campus and in the community, that are designed to meet the short-term and emergency needs of clients. You will learn to evaluate client emergencies and make appropriate referrals. In the case of an emergency you should contact your site supervisor and/or a backup licensed professional at your site. If needed you can also contact Dr. Holm at 352.266.4983 or Dr. West at 330.780.5153.

Security of Records

Students are responsible for the security of all records made in relation to a client and case. Clients' records should remain secured in their appropriate location at all times. **Do not e-mail any client records or other identifying information. Email is not a secure method of communication.**

Patriot Email

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord with university policy your instructor will respond only to student correspondence sent via Patriot E-mail.

Course Assignments/Requirements

Course Requirements:

1. Students MUST attend all scheduled class meetings, including the group seminar meetings to equal 1 ½ hours per week. **Please note that this is an accreditation requirement and that making up group hours is not possible.** Please plan accordingly.
2. Attend one (1) hour of clinical supervision with the site supervisor each week.
3. Complete a minimum of **300 clock hours** in a clinical mental health counseling setting under the supervision of a licensed professional counselor, including a minimum of **120 hours of direct** client contact (this must be completed for Internship I & Internship II resulting in a grand total of 600 hours; 240 of which are direct client contact hours).
4. Complete a minimum of **10 clock hours** (included in the total 120 direct hours) of **group counseling** between your two semesters of internship.
5. Maintain an **internship log** for weekly review and signature by the site supervisor and by the University supervisor in Tevera.
6. Obtain and provide proof of **professional liability insurance** for counselors.
7. Present one **counseling skill/psychoeducation activity with peer.**
8. Prepare and **present at least two (audio-recorded) case presentations** for discussion at designated class sessions. One case presentation will be presented in a formal format using

the worksheet attached to this syllabus. A copy of consent for Audio/Video Recording should be obtained and placed in the client's on-site file. The other case presentation will be more informal and does not require a formal write-up. Please note, you will utilize your recordings for supervision at other times during the semester.

9. Write **two assigned reflection papers**.
10. Complete **evaluation forms and live supervisions** with your site supervisors at the mid-term and end of the semester.

Audio Recording of Counseling Sessions:

For supervision purposes each student must audio record counseling sessions on a weekly basis. Audio recorders will be provided by the CMHC program at the beginning of each semester and collected at the end of each semester. All session recordings will be deleted each semester. Audio recordings are only housed on the recorders and are never uploaded or transferred to other devices or cloud-based systems. Practicum/internship students are required to purchase a lockable bag for the audio recorder (these can be purchased for under \$30.00 on Amazon). Practicum/internship course instructors will confirm students have purchased these at the beginning of the semester. Students are expected to keep their audio recorder in the locked bag in a safe location anytime it is not in use (i.e., it should not be kept in your car). Audio recorders contain confidential information and should be treated as such. Student inappropriate handling of audio recorded information will result in earning no credit for practicum/internship and/or dismissal from the CMHC program. Prior to audio recording a session, students **MUST** obtain client consent and have the client (or client's parent if client is a minor) complete the UT Tyler CMHC Consent to Audio Record form. This form will be provided to students from their practicum/internship course instructor. **Audio recording of sessions is a requirement for this class in order to assess your clinical skills. You will utilize these recordings during your weekly supervision with your site supervisor and during group supervision. You cannot complete or pass internship if you do not regularly (i.e., weekly) record your sessions.**

Graded Assignments

Final grades for this course are Credit (CR) or No Credit (NC). Evaluation is based on timely completion of assignments, adequate class preparation, class attendance, supervision session attendance, and quality of work. To receive credit for the course, students must:

- a. Accumulate a minimum of 300 hours, at least 120 of which must be direct contact with clients, and 10 of which must be group counseling.
- b. Accumulate a minimum of 20 hours of group supervision.
- c. Accumulate a minimum of 12 hours of on-site supervision.
- d. Submit weekly activity logs signed by the site supervisor and semester summary logs.
- e. Receive ratings of 4s and 5s on the final skill evaluation. If a student receives scores of 3 or lower on any skill set, this may be grounds for class remediation.
- f. Receive an overall recommendation for a CR grade from both the site and university supervisors.
- g. Take the CPCE exam (COUN 5397: Internship I).
- h. Successfully complete class assignments and paperwork as assigned.

Sources for evaluation include:

Written and oral activities	33%
Weekly and final logs, documenting direct, indirect, and supervision hours	
Proof of professional liability insurance for counselors	

Reflections I & II
 Case Presentation
 Counseling Skill Presentation

On-site supervisor evaluation 33%

Faculty supervisor evaluation including in-class engagement 33%

This portion will be based in part upon:
 Group supervision
 Class discussion
 Individual/triadic supervision (as needed)

Free point (You're welcome ☺) 1%

Tentative Course Schedule

Date:	Topics	Assignments
Week 1 1/12	MEET	Syllabus Overview ACA Code of Ethics (please read prior to class) Copy of Insurance Due
Week 2 1/19		
Week 3 1/26	MEET	Reflection 1 Due Counseling Skill: Case Presentation: Case Presentation:
Week 4 2/2		
Week 5 2/9	MEET	Counseling Skill: Case Presentation: Case Presentation: Case Presentation:
Week 6 2/16		
Week 7 2/23	MEET	Counseling Skill: Case Presentation: Case Presentation: Case Presentation: Observation #1 Due Mid Semester Eval Due
Week 8 3/2		
Week 9 3/9	MEET	Counseling Skill: Case Presentation: Case Presentation: Case Presentation:
Week 10 3/16	SPRING BREAK!	
Week 11 3/23	MEET	Counseling Skill: Case Presentation:

		Case Presentation: Case Presentation:
Week 12 3/30		
Week 13 4/6	MEET	Case Presentation: Case Presentation: Case Presentation:
Week 14 4/13		
Week 15 4/20	MEET	Case Presentation: Case Presentation: Case Presentation:
Week 16 4/27		Reflection 2 Due Observation #2 Due Final Eval Due

The instructor reserves the right to make adjustments in the syllabus, assignments, activities, and the grading schedule as needed to meet course objectives and needs.

Transition from COUN 5396 Internship I to COUN 5397 Internship II:

Students in COUN 5396 Internship I may be given a grade of In Progress (IP) and allowed to continue into COUN 5397 Internship II provided they have accrued at least 75% of their direct hours (75% of 120 direct hours = 90 direct hours) and have met all other requirements, including a total of at least 270 hours and all supervision and paperwork requirements. The remaining 30 direct hours will be added to the requirements for COUN 5397 Internship II (120+30 = 150 direct hours).

Students in COUN 5396 Internship I who do not accumulate at least 90 direct hours during the semester will not be allowed to continue into COUN 5397 Internship II. They may either earn a grade of In Progress (IP) or No Credit (NC), depending on the nature and magnitude of the shortfall and the status of other course requirements.

Students in COUN 5396 Internship I may continue to accrue hours for one week beyond the end of the semester with the permission of the university instructor and site supervisor. Students in COUN 5397 Internship II may begin to accrue hours for one week before the beginning of the semester with the permission of the university instructor and site supervisor. In both cases, the site supervisor must continue to provide the 1 hour per week of site supervision. Due to CACREP group supervision requirements, these timeframes may only be extended if university group supervision is provided. The university is under no obligation to provide such supervision outside the regular course structure.

Students in COUN 5397 Internship II must meet all CACREP, departmental, and course requirements for internships, including but not limited to 600 total hours with at least 240 direct hours, individual/triadic site supervision, and group university supervision mandates before credit will be awarded.

Informed Consent Statement

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these

roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2005).
- Students often experience personal growth as they progress through the program. However, the courses are *not* meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

Program and Departmental Policies

Clinical Mental Health Counseling Program Mission Statement:

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

UT Tyler Department of Psychology and Counseling Student Code of Conduct:

<https://www.uttyler.edu/psychology/policies.php>

UT Tyler Clinical Mental Health Counseling Student Handbook:

<https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/>

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment

- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. “Cheating” includes, but is not limited to:
 - o copying from another student’s test paper;
 - o using, during a test, materials not authorized by the person giving the test;
 - o failure to comply with instructions given by the person administering the test;
 - o possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - o using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - o collaborating with or seeking aid from another student during a test or other assignment without authority;
 - o discussing the contents of an examination with another student who will take the examination;
 - o divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - o substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - o paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - o falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - o taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - o misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center](https://www.uttyler.edu/writingcenter) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](https://www.uttyler.edu/tutoring) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](https://www.uttyler.edu/counseling) (903.566.7254)

**University of Texas at Tyler
Clinical Mental Health Counseling Program
Consent for Audio Recording**

I hereby agree to allow audio taping of my (or my child's) counseling session with: _____

(name of counselor-in-training)

I understand that these audio recordings are reviewed during:

- (a) individual clinical supervision with the counselor-in-training's site supervisor
- (b) in-class clinical group supervision with the counselor-in-training's university instructor

I understand that these recordings are treated as confidential material and are not discussed outside of the counselor-in-training's individual and group clinical supervision. I understand all audio recordings are erased immediately after use and are not used for any other purpose than those stated above.

SIGNATURES:

Client (or Parent/guardian if client is under 18 years of age)

Date

Counselor-in-training

Date

Note: A copy must be signed by each person participating for the counseling session prior to audio recording. The parent or legal guardian must sign a copy for each participating minor. **Completed form should be placed in client's file at the clinical site. This form is not to be placed in counselor-in-training's university file.**

COUN 5396/5397**Course Syllabus Addenda
Internship I / Internship II****Internship Services Distribution****Direct Services**

Direct hours are comprised of time spent in direct contact with clients in a counseling situation. This includes family sessions, group sessions, individual sessions, etc. Specific examples of direct hours include face-to-face:

- Work with individuals (IND)
 - Individual counseling
 - Intake interviews with clients – intake interview, psychosocial history, etc. with client and/or family
 - Marriage, family, couples counseling
 - Sessions with parents
 - Career counseling
 - Shadowing and co-counseling (limited to 10 hours per semester with the exception of co-counseling a group)
 - Crisis/hotline counseling
 - Psychological testing and assessments – suicide assessments, etc., but not academic/placement testing
- Work with groups (GRP)
 - Group counseling – counseling interaction with two or more clients with a specific goal or mutual direction
- Work in group guidance (GG)
 - Classroom guidance, character development, and psychoeducation
- Other activities as approved by your University supervisor prior to the activity taking place

Indirect Services

Indirect hours consist of time spent preparing for or processing after delivery of clinical services, as well as supervision. Indirect contact includes:

- Case Notes – Preparation of case notes for client files
- Staffing – Staffing cases with other staff at your on-site facility
- Consultation with other mental health professionals
- Session Preparation – Session preparation may include creating activities for clients, locating credible resources, preparing homework assignments, etc.
- Workshops/trainings related to clinical work
- Testing/Assessment – all non-psychological testing
- Phone contact with a client or related to client services
- On the job training
- Research and readings as it relates to internship duties
- Professional presentations
- Other activities related to client services that are relevant to internship duties
- Other activities as approved by your University supervisor prior to the activity taking place

Remember: Time that is spent engaging in work typical of a professional counselor while ‘on the clock’ is considered allowable. As professionals, you are expected to be honest and uphold a strong philosophy of integrity when including your hours of service delivery. All time spent acting in the role of a counselor should be counted. When in doubt, check with your site or university supervisor.

Supervision

Supervision hours consist of time spent processing cases with a supervisor. Supervision includes:

- The required one hour each week with your site supervisor
- The three hours of class time each week, not counting guest presentations
- Individual conferences with your university supervisor or university faculty regarding a client-related situation

Hours That Do Not Count as Direct or Indirect Hours

While potentially related to your educational experience and preparation as a counselor, these activities are not directly related to your practicum and/or internship duties, and therefore do not count as direct or indirect services, nor towards your required hours.

- Travel to and from your site
- Time spent engaged in class work
- Time spent in any class other than COUN 5396/COUN 5397

COUN 5396/5397
Course Syllabus Addenda
Internship I / Internship II

Reflections

Reflection 1 – COUN 5396

Reflect upon your experiences in the counseling program to date. In what ways do you feel well prepared for this internship? In what areas do you feel you need more training or more experience? How do you intend to apply your theoretical orientation in this setting? What are your personal strengths and weaknesses? What are your impressions, thoughts, and emotions as you prepare to see clients in this setting? What do you hope to gain from this internship?

The assignment should take between 1½ and 2 pages of content. Feel free to write more, but do not write less than 1½ pages of content in proper APA 6 style. Please also include a title page.

Reflection 1 – COUN 5397

Reflect upon your experiences in the counseling program to date. What professional goals do you have for yourself this semester? What concrete steps will you put in place to accomplish these goals? How will you identify your own strengths and weaknesses? How do you plan to build on your existing strengths and improve upon your weaker areas? What do you hope to gain from this internship?

The assignment should take between 1½ and 2 pages of content. Feel free to write more, but do not write less than 1½ pages of content in proper APA 6 style. Please also include a title page.

Reflection 2

As the semester draws to a close, reflect upon your experiences at your site. What did you gain this semester? What did you discover about yourself? How was this experience like what you expected, and how was it different? How will you take this experience and apply it as you move forward into the professional world? What will you leave behind?

The assignment should take between 1½ and 2 pages of content. Feel free to write more, but do not write less than 1½ pages of content in proper APA 6 style. Please also include a title page.

**COUN 5396/5397
Course Syllabus Addenda
Internship I / Internship II**

Formal Case Presentation Format

Client: (use a pseudonym)

Session #:

Age:

Anticipated Sessions:

Gender:

Race:

Counselor's Theoretical Orientation:

Presenting Problem: Describe why the client is seeking or referred for counseling.

Family History: Describe family of origin and family of creation (where appropriate) including current living situation. Describe client resources and support systems.

Diagnostic Impression: What is this client's diagnosis or what is your impression of a diagnosis that is appropriate for this client? If more than one diagnosis should be ruled in or out explain what they are and how you will know if the criteria are met. Current medications?

Clinical Focus Through the Lens of Your Theory: Describe your focus of clinical attention, what will you treat first, including specific interventions and rationale? What are your treatment goals?

Anticipated Results: Describe what you reasonably expect from your treatment interventions. Based on your theory, what are you looking for to know if this client is improving?

What do you think is going well in your work with your client?

What is your biggest growth edge when working with this client?

What questions do you have for your peers?

Assessment Instruments: Identify an assessment that you would like to, or have given, this client. Remember you can use the Mental Measurements Yearbook to help you decide on assessments. Describe what impressions you may confirm or discard as a result of using the assessment.

Professional Consultation: Discuss this case with at least one professional outside of your faculty (MAKE SURE TO MAINTAIN APPROPRIATE CONFIDENTIALITY).

Case Study Expectations:

5-10 minutes of sharing of relevant information

(A copy of your full written presentation will be shared from canvas for the class to read)

10 minutes of sharing audio recording

Remainder of time will be spent processing

Note: Remember that you are directing this case presentation and will be evaluated on the following:

- Preparation for case study
- Presentation materials (completeness)
- Group facilitation skills

General Notes Related to Case Studies

- A case study is a synopsis of a client and your treatment of that client. Include only information which has bearing on the case or is consistent with established reporting procedures (i.e. family history, behavioral observations).
- Be as thorough as possible while being succinct. Often, you will have only a few minutes to paint a picture of the client for the staffing team. What you present and how you choose to present it will affect their understanding of the client.
- Consider what points need to be emphasized in your oral presentation. Placing an emphasis on one area (family) while underemphasizing something that was equally important during the clinical interview (medical history) will skew the treatment team's interpretation of the case.

COUN 5396/5397
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Counseling Skill Expectations

This presentation should be 20 minutes long and will present a counseling skill (or skills) with a **peer** that you could use with a client population. Alternatively, you can present on a special topic in the area of counseling. Along with introducing the topic/exercise you will have you peers engage in an experiential component and facilitate the group processing.

Note: Remember that you are directing this activity and will be evaluated on the following:

- Preparation
- Presentation materials
- **Group facilitation skills**