

# INTERNSHIP

## COUN 5386.140, Spring 2018

Instructor: Ray Eary, PhD, LPC-S  
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Course Web Page: <https://tamuct.blackboard.com>  
Office hours: by appointment

### Course Overview

The purpose of COUN 5386 is to help students implement counseling skills into counseling practice. Major emphasis is placed on the student's involvement in successful practices at the educational level of interest. Students have met all academic and professional standards of practice before placement. Over the course of their Internship experiences students are required to complete 600 clock hours, of which at least 240 are direct client contact. For this semester you will be required to earn a minimum of 200 clock hours. Weekly supervision is provided by the on-site supervisor and the faculty supervisor.

### Student Learning Outcomes

1. Students will demonstrate appropriate primary counseling skills. This will be assessed via observation of live and recorded client interactions using Part I of the CCS-R and via items in their Portfolios.
2. Students will demonstrate appropriate professional and ethical behavior in their interactions with clients, colleagues, and supervisors. This will be assessed using Part II of the CCS-R and via items in their Portfolios.

**\*\*Students are typically held to a higher standard regarding what constitutes *appropriate skills/behaviors* when enrolled in Internship than they were when enrolled in Practicum\*\***

### CACREP Standards

CACREP standards can be viewed at <http://www.cacrep.org/wp-content/uploads/2012/10/2016-CACREP-Standards.pdf>. CACREP stipulates that certain standards must be met for accreditation and this course addresses several of those standards. CACREP stresses the importance of professional ethics and values, as well as skills and knowledge in the use of technology, and a commitment to multicultural competence and awareness

#### PRACTICUM/INTERNSHIP REQUIREMENTS (CACREP, 2016, Section III, A-E)

1. Students must provide documentation of individual professional counseling liability insurance policies when enrolled in practicum and internship (III.A).
2. Supervision of practicum and internship students will include program-appropriate audio/video recordings and/or live supervision of students' interactions with clients (III.B).
3. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge will be conducted as part of the student's practicum and internship (III.C).
4. Students will have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship (III.D).
5. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group (III.E).

#### INTERNSHIP REQUIREMENTS (CACREP, 2016, Section III, J-M)

1. After successful completion of the practicum, students must complete **600 clock hours** of supervised counseling internship in roles and settings with clients relevant to their specialty area (III.J) over the course of a minimum of two semesters. Students may enroll in a third semester of Internship if needed to complete their hours.
2. Internship students must complete a total of **240 clock hours** of direct service (III.K) over the course of a minimum of two semesters. A minimum of 90 direct services hours are required to earn a passing grade in Internship during long semesters (Fall/Spring), and a minimum of 60 direct service hours are required of students enrolled in Internship during the summer.
3. Internship students will 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 or (2) counselor education program faculty (III.L). Site supervisors typically provide this individual/triadic supervision, but faculty may be called upon to provide up to 50% of this supervision for students who work at sites that alternate between individual and group supervision.
4. Internship students will participate in an average of **1½ 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.

#### SUPERVISOR QUALIFICATIONS AND SUPPORT FOR PRACTICUM/INTERNSHIP (CACREP, 2016, Section III, N-R)

1. Program faculty members serving as individual/triadic or group practicum/internship supervisors must have the following qualifications (III.N):
  - a. Relevant experience,

- b. Professional credentials,
  - c. Counseling supervision training and experience.
2. Site supervisors must have the following qualifications (III.P):
    - a. A minimum of a master's degree in counseling or a related profession,
    - b. Relevant certifications and/or licenses,
    - c. A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled,
    - d. Knowledge of the program's expectations, requirements, and evaluation procedures for students, and
    - e. Relevant training in counseling supervision.
  3. Orientation, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors (III.Q).
  4. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning (III.R).

**Relation to 2016 CACREP Curricular Standards (Section II.F) and CMHC Standards (Section V.C):**

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

Common Core for all students. Students will have knowledge of...	Standard	Activity	SLOs:
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	II.F.1.i	Portfolio #3	2
Strategies for personal and professional self-evaluation and implications for practice	II.F.1.k	Portfolio #5	2
Self-care strategies appropriate to the counselor role	II.F.1.l	Portfolio #5	2
The role of counseling supervision in the profession	II.F.1.m	Portfolio #1	2
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	II.F.2.a	Group supervision	1
Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	II.F.2.b	Portfolio #9	1
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	II.F.2.c	Group supervision	1
Help-seeking behaviors of diverse clients	II.F.2.f	Group supervision	1
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	II.F.2.h	Group supervision	1
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	II.F.5.d	CCS-R	1, 2
Counselor characteristics and behaviors that influence the counseling process	II.F.5.f	CCS-R	1
Essential interviewing, counseling, and case conceptualization skills	II.F.5.g	Portfolio #9	1
Developmentally relevant counseling treatment or intervention plans	II.F.5.h	Portfolio #9	1
Development of measurable outcomes for clients	II.F.5.i	Group supervision	1

Strategies to promote client understanding of and access to a variety of community-based resources	II.F.5.k	Portfolio #13	1
Processes for aiding students in developing a personal model of counseling	II.F.5.n	Portfolio #16	2

<b>Additional standards for students in a CMHC specialty area.</b>	<b>Standard</b>	<b>Activity</b>	<b>SLOs:</b>
Theories and models related to clinical mental health counseling	V.C.1.b	Recordings	1
Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	V.C.1.c	Portfolio #9	1
Cultural factors relevant to clinical mental health counseling	V.C.2.j	Recordings	1
Legal and ethical considerations specific to clinical mental health counseling.	V.C.2.l	CCS-R	2
Current intake interview, mental status evaluation, biopsychosocial history, mental health history, & psychological assmt. for treatment planning and caseload mgmt.	V.C.3.a	Portfolio #9	1
Techniques & interventions for prevention & trtmt. of a broad range of mental health issues	V.C.3.b	CCS-R	1
Strategies for interfacing with the legal system regarding court-referred clients	V.C.3.c	CCS-R	1

## Mode of Instruction & Course Access

This course utilizes didactic teaching, group discussions, group supervision, taped sessions, and research articles. Students are evaluated through taped sessions, site supervisor's evaluations of students, written summaries of research articles, and ability to compile a portfolio.

## Participation

Your active participation in supervision sessions is necessary for you to meet the course objectives. Active participation requires prior preparation on your part (e.g., reading of assigned materials). If you must miss a supervision session, you will need to make up that missed supervision time. Missing more than one scheduled supervision session may result in failure of the course.

## Required Reading

- American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author
- Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2016). *2016 standards for accreditation*. Alexandria, VA: Author.
- Other readings to be assigned (TBA) will be provided at no cost to you

**\*\*A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore.\*\***

## Technological Requirements

This course will use the TAMU-CT Blackboard Learn learning management system for class communications, content distribution, and assessments.

Logon to <https://tamuct.blackboard.com> to access the course.

**Username:** Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

**Initial password:** Your MyCT password

For this course, you will need reliable and frequent access to a computer and to the Internet. If you do not have frequent and reliable access to a computer with Internet connection, please consider dropping this course or contact me (254-519-5759) to discuss your situation.

Blackboard supports the most common operating systems:

PC: Windows 8, Windows 7, Windows Vista

Mac: Mac OS X Mavericks

**NOTE: Computers using Windows XP, Windows 8 RT and OS X 10.6 or lower are NO longer supported**

Check browser and computer compatibility by using the "Test Your Browser" button, found in the "Check Your Browser" module on your Blackboard dashboard, once you have logged in. This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment.

Upon logging on to Blackboard Learn, you will see a link to Blackboard Student Orientation under My Courses tab. Click on that link and study the materials in this orientation course. The new Blackboard is a brand-new interface and you will have to come up to speed with it really quickly. This orientation course will help you get there. There is also a link to Blackboard Help from inside the course on the left-hand menubar. Your ability to function within the Blackboard system will facilitate your success in this course. *Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.*

\* Google Chrome is the most recommended browser for the new version of BB.

## Technology Support

For technological or computer issues, students should contact Help Desk Central 24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254)-519-5466

Online chat: <http://hdc.tamu.edu>

*When calling for support please let your support technician know you are a TAMUCT student.*

For issues related to course content and requirements (or if BB kicks you out of quiz before you finish), contact me.

## Academic Honesty Policy

### Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

My interactions with you are based on an expectation of mutual trust and honor. You are required to do your own work on assignments (unless I explicitly say otherwise), and it is expected that you know how to appropriately cite material sources in your writing. Violation of this trust will result in an F in this course in addition to whatever consequences the administration deems appropriate.

## Library Services

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage: <https://tamuct.libguides.com/>

## Access & Inclusion

At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Access & Inclusion is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Access & Inclusion at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at <https://www.tamuct.edu/departments/disabilitysupport/index.php>

Any information you provide is private and confidential and will be treated as such.

## UNILERT: Emergency Warning System for Texas A&M University – Central Texas

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account. Connect at [www.TAMUCT.edu/UNILERT](http://www.TAMUCT.edu/UNILERT) to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

## Tutoring

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Visit [www.tamuct.edu/AcademicSupport](http://www.tamuct.edu/AcademicSupport) and click "Tutoring Support" for tutor schedules and contact information. If you have questions, need to schedule a tutoring session, or if you are interested in becoming a tutor, contact Academic Support Programs at 254-501-5830/5836, or by emailing [Cecilia.morales@tamuct.edu](mailto:Cecilia.morales@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, click on <https://www.tamuct.edu/departments/academic-support/tutoring.php>.

## University Writing Center

The University Writing Center at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in 416 Warrior Hall. The center is open 11am-6pm Monday-Thursday during the spring semester. Students may work independently in the UWC by checking out a laptop that runs Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Students may also arrange a one-on-one session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last between 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies.

## Drop Policy

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors **cannot** drop students; this is always the responsibility of the student. The record's office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately? You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

## Course Requirements & Assignments

### I. Supervision

Students will meet for a minimum of 1.5 hours/week of group supervision provided by the faculty supervisor (CACREP, 2016, III.M). They will also receive weekly individual/triadic supervision that averages one hour per week throughout the internship (CACREP, 2016, III.L; this is usually performed by the onsite supervisor). At the beginning of the semester you will complete a supervision contract that defines the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum (CACREP, 2016, III.R).

### II. Ethical and Professional Conduct

Internship students must behave in accordance with the ACA Ethical Standards and other standards of accepted professional conduct, including attire appropriate to professional counseling. Special attention is called to standards of confidentiality

### III. Insurance

All students must provide proof of professional liability insurance coverage before they will be permitted to see clients. Students are free to obtain this insurance through any insurance company recommended by a counseling association. Professional liability insurance is available through the American Counseling Association. (CACREP, 2016, III.A)

### IV. Counseling Recordings

The recording of sessions in the field setting is completed in accordance with the regulations of the internship field site and the Field Site Supervisor. The intern should record (video or audio tape) as many client sessions as possible. The recordings should be used for self-evaluation, peer group presentations, and instructor evaluation of the intern's direct service skills. Students will turn in a minimum of 1 tape for evaluation as assigned by the professor. Permission forms must be signed by the client for taping. (More than 1 tape may be assigned). Each submission must include (A) Tape (audio or video, must be loud enough to hear easily), (B) signed permission form (two forms, one for your professor and one for you), (C) Tape Critique Form. If a site is unable to allow students to create recordings of client interactions, students will make arrangements with their faculty supervisor to record an alternate interaction (e.g., role play with classmate). Recordings must be current (i.e., from interactions that take place during the semester when the student is enrolled in Internship).

### V. Transcript of Counseling Session

You will need to transcribe a sufficient portion of a counseling session to demonstrate your use of primary counseling skills and your awareness of essential counseling processes. The transcript should be fully de-identified. In addition to removing/changing the client's name, appropriate de-identification may also require the removal/alteration of other information that could reasonably be used to identify the client (e.g., "The abuse started when I was at Camp Winnetonka"...change to "The abuse started when I was at camp"). You will need to identify (label) when in the transcript a particular skill is being used. You will use the skills described in the

CCS-R (Part I) for this annotation. You will be evaluated on your employment of primary counseling skills as well as your awareness of the presence/absence of skill implementation. If a site is unable to allow students to create recordings of client interactions, students will make arrangements with their faculty supervisor to record an alternate interaction (e.g., role play with classmate). Recordings must be current (i.e., from interactions that take place during the semester when the student is enrolled in Internship).

## **VI. Article Reviews**

Students will complete 2 reviews of empirical articles that report on the examination of the effectiveness/efficacy of a counseling technique/approach during their Practicum/Internship experience. If a student previously received a passing grade for article reviews during Practicum or an earlier Internship, they will not be required to repeat this assignment.

## **VII. Counseling Philosophy Statement**

To encourage you to thoughtfully explore your development as a mental health care professional, you will be asked to submit one essay during the course of the semester. It should be approximately 600-1000 words. You will turn this in as a Word attachment using our Blackboard site, and it should be typed and double-spaced. The essay should address the following questions: (a) What role do you see yourself playing when working with counseling/therapy clients? (b) What do you believe is the primary mechanism of change for clients in counseling/therapy? and (c) What do you need to improve on most to fulfill your role and promote change? Students may revise and resubmit an earlier version of this assignment if they completed it during Practicum or an earlier Internship.

## **VIII. Case Conceptualization and Treatment Plan**

Students will create a formal case conceptualization and treatment plan using de-identified client information. Your supervisor will provide you with a form to guide your completion of this assignment. You will present this conceptualization/plan during group supervision at a time to be determined by your faculty supervisor. Your conceptualization/plan must be completed on a current client (i.e., from interactions that take place during the semester when the student is enrolled in Internship).

## **IX. Weekly Journal**

The purpose of the journal is for students to write a weekly report of their internship activities. In these weekly reports students will:

- (a) highlight the major counseling activities and accomplishments of the week (e.g., started a new process group...),
- (b) provide a self-appraisal of their progress (e.g., became more aware of my tone of voice with clients today...), and
- (c) identify what self-care strategies they have employed (e.g., journaled in my personal diary).

Journal entries should be completed by **11:59pm Sunday night** each week of the semester and will be submitted in Blackboard.

Although journaling of events in one's personal life and the associated emotions can be an effective self-care strategy, this is NOT the purpose of this particular assignment. These journal entries will be included in the portfolio you submit for review.

## **X. Hour Log**

The purpose of the log is to provide a record of all time spent in practicum/internship activities. The log serves as evidence that the student has met the content and time requirements of the internship. The log is to be signed by the appropriate supervisor and by the student. Logs should be submitted for review/signature on a weekly basis. At the end of the semester, students will complete a summary of all hours earned during the semester. Your site supervisor will sign off on all hours related to work done with/for clients at the site. Your faculty supervisor will sign off on separate hour logs documenting the supervision they provided and other indirect hours relevant to course requirements. Originals should be given to your faculty supervisor; you are advised to keep your own copies.

## **XI. Technique Presentation**

Each student will have made a brief in-class presentation on a therapy technique of their own choosing during Practicum. During internship they should share with their classmates what they have learned about the efficacy/utility of the technique they chose since presenting it in Practicum.

## **XII. Evaluations**

At the end of the semester each student will provide evaluations of their supervisors and of their external sites (if applicable). Students will be provided with formative evaluations at midterm and summative evaluations at the end of the semester (CACREP, 2016, III.C). Originals should be given to your faculty supervisor; you are advised to keep your own copies.

## **XIII. Portfolio**

As part of the evaluation for the semester, students will assemble a portfolio documenting their learning from their involvement in the following activities. Minimally the portfolio should include the following components:

1. Course syllabus
2. Supervision contract
3. ACA Code of Ethics & at least one other Code.
4. Proof of your liability insurance
5. Weekly Journal
6. Counselor/Client Agreement: Copies of forms you use (not with client information on them)

7. Transcript of a counseling session
8. Article Reviews
9. A sample case conceptualization.
10. Outline and description of group counseling that you conducted for a special population or for a special type of problem.
11. Summary of assessments used at your setting.
12. Description of counseling services (brochures, forms, handouts, descriptions of counseling activities, etc.)
13. Listing of referral resources and other community agencies where there is collaboration with counselors in your setting.
14. Description of any presentation or workshop that you planned or attended.
15. Brochures from professional meetings you attended.
16. Statement of your counseling philosophy:
17. Signed log. Log must indicate total hours, Direct and Indirect Hours. Copies of any evaluations you received.
18. Agency administrative structure—decision making processes.
19. Personnel policies related to evaluation.
20. Class Handouts.

**NOTE:** Do not include any information in your portfolio that could be used to identify a client. You will retain a copy of the portfolio files and they will be refined and added to during your Internship.

At the end of the semester you will submit your portfolio for review to your professor. It will be returned to and will be yours to keep. Note: the original copies of your time logs, summary time log, and evaluations will need to be given to your supervisor to keep at the end of the semester, so you should include **copies** of these in your portfolio.

## Grading

Students will be evaluated on the basis of the following:

1. 30%—Appropriate level of primary counseling skills and competencies as demonstrated in the presentation of taped counseling sessions, report of site supervisor, and other direct evidence of counseling. This will be evaluated using Part I of the Counselor Competencies Scale (CCS).
2. 30%—Appropriate level of professional disposition and behaviors as demonstrated in the supervision sessions, report of site supervisor, and other direct evidence of disposition. This will be evaluated using Part II of the Counselor Competencies Scale (CCS).
3. 40%—Completeness and quality of portfolio.

**\*Note1: Receiving a score of "1—Harmful" in any category on the CCS-R for your end-of-semester evaluation from a supervisor may result in an additional grade reduction if the supervisor believes you are not ready to advance to Internship.**

**\*Note2: Passing this course also requires completion of the minimum number of clock hours**

## Late work policy

If you turn in an assignment after the due date, you will receive a grade reduction of 10% for each day it's late (with a maximum reduction of 30%). **However, credit will be awarded for assignments turned in more than 7 days past its due date.**

**Success in the Clinical Mental Health Counseling Program consists of more than grades. Work habits and attitudes play a major role in the success of any counseling student. Any of the following actions are considered just cause for failure of Practicum and immediate dismissal from the Clinical Mental Health Counseling Program:**

1. Dishonesty (cheating, plagiarism, etc.)
2. Unauthorized disclosure of confidential information
3. Negligence or misconduct
4. Mistreatment of clients, fellow students, research participants, or faculty
5. Abusing a client, fellow student, faculty member, or staff member
6. Violations of the rules, regulations, and principles in the Code of Ethics and Standards of Practice as identified by the American Counseling Association and Texas A&M University - Central Texas Code of Student Affairs.
7. Receipt of a Failing grade in Practicum or Internship.
8. Willful submission of false information or alteration of any official records, counseling reports, papers, or examinations.
9. Willful conduct that may cause injury to self or others.
10. Sexual harassment and/or violence in the workplace as defined by Texas A&M University - Central Texas University.

## COURSE CALENDAR

WEEK	TOPIC/ACTIVITY	2016 CACREP STANDARD	DUE
WEEK 1 JAN 17	Overview of class; Supervision contracts	II.F.1.m	---
WEEK 2 JAN 24	Suicide/crisis intervention; Counseling Philosophy	II.F.5.l/m	Supervision contract
WEEK 3 JAN 31	Documentation	II.F.5.f/n	Counseling Philosophy
WEEK 4 FEB 7	Ethics;	II.F.5.d II.F.1.i	
WEEK 5 FEB 14	Counselor/Client Agreements	II.F.5.d	Article Reviews
WEEK 6 FEB 21	Review of counseling theories	II.F.5.a	
WEEK 7 FEB 28	Case conceptualization and treatment planning;	II.F.5.g/h	Midterm evaluations; Portfolios due for 50% check
WEEK 8 MAR 7	Assessment		
WEEK 9 MAR 14	Spring Break 2018 Be Safe!		
WEEK 10 MAR 21	Diversity & Multicultural Counseling Competencies	II.F.2.a/b/c/f/h II.F.5.d/f	Treatment Plan & Case Conceptualization
WEEK 11 MAR 28	Diversity & Multicultural Counseling Competencies	II.F.2.a/b/c/f/h II.F.5.d/f	
WEEK 12 APR 4	Child abuse and Adult (elder) abuse	II.F.5.k	
WEEK 13 APR 11	Liability Insurance; Getting Licensed		Transcript
WEEK 14 APR 18	Thanksgiving		Be Safe
WEEK 15 APR 25	Professional Counseling Associations		
WEEK 16 MAY 2	Private Practice		Counseling Recording
WEEK 17 MAY 9	Evaluations	II.F.1.f/g	Summary Hour Log; Portfolio; Final evaluations

**###large portions of this syllabus were blatantly pirated from a wide variety of sources###**

**##Professor reserves the right to amend the syllabus at any time##**