



**Department of
Counseling and
Psychology**

COUN 5386-130, CRN 10152, Clinical Mental Health Internship

Spring 2020 rev. 1.11.2020
Texas A&M University-Central Texas

Instructor: *Dr. Caroline Norris*

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Office Hours: Appointment only Monday – Thursday between 10:00am- 6:00pm

Class Location: *Warrior Hall 303B, Some night class will be held in the clinic WH207*

Mode of instruction and course access:

This course meets face-to-face, (with supplemental materials made available online).

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

Student-instructor interaction:

Email is checked sporadically during the weekdays (Monday-Friday). An email sent on Friday will be read and replied to the following Monday. Please provide at least a one week request for an 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.

Required Readings:

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

Recommended Textbooks:

Johnson, S. L. (2018). *Therapist's guide to clinical intervention: The 1-2-3's of treatment planning* (3rd ed.). San Diego, CA: Elsevier

- Jongsma, A., Peterson, M. & Bruce, T. (2014). *The addition treatment planner* (5th ed.). Hoboken, NJ: Wiley.
- Jongsma, A., Peterson, M. & Bruce, T. (2014). *The adolescent treatment planner* (5th ed.). Hoboken, NJ: Wiley.
- Jongsma, A., Peterson, M. & Bruce, T. (2014). *The child psychotherapy treatment planner* (5th ed.). Hoboken, NJ: Wiley.
- Jongsma, A., Peterson, M. & Bruce, T. (2014). *The complete adult psychotherapy treatment planner* (5th ed.). Hoboken, NJ: Wiley.
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Student Learning Outcomes

1. Students will demonstrate appropriate primary counseling skills. This will be assessed via observation of 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 psycho-educational 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 su-

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
Dynamics associated with group prices and development	II.F.6.b	Portfolio #16	2
Therapeutic factors and how the contribute to group effectiveness	II.F.6.c	Portfolio #16	2
Identification of evidence-based practices	II.F.8.b	Portfolio #16	2

Additional standards for students in a CMHC specialty area.	Standard	Activity	SLOs:
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, other relevant assignment completion and ability to compile a portfolio.

Participation & Attendance

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). We will meet a total of 14 times for 1 hour and 45 minutes each week (as opposed to 1 hour and 30 minutes). The last class is scheduled for 4/27. You will observe one night off in January (Martin Luther King Day 1/20) and one night off for Spring Break (3/9). Unfortunately this schedule will not allow for any built in excused absences. **If you must miss one class, you will need to make up that missed supervision time with another faculty member, at their discretion. This may interfere with your ability to attend other courses pending the time the other section of Internship is offered. You are still responsible for making up additional missed time. You must have a total of 24 hours of group supervision to pass this class.**

Tardiness

You are expected to be in class at 5:00pm. Supervision requires a specific number of hours. Therefore, you must make up even miniscule time missed. All students will sign in upon entering class. If you are late, you will not be able to count that time a part of supervision you received. All students must have a total of 24 hours of group supervision to pass the class.

Course Connection to Portfolio:

The purpose of this digital portfolio is to document your work and achievements during your graduate counseling program experience. It may be helpful to think of your portfolio as the grand finale of your performance as a counseling student. You will be pulling together everything you have done during your coursework and at your practicum and internship site(s) to prepare you to be an effective counselor. Use your creativity to show different things that you have accomplished and showcase them not only for the purpose of this class, but perhaps for use with future employers. Your portfolio may be something that you may use to refer to when marketing yourself for jobs. It will also help you to remember all you've done and be proud of your achievements.

Assignments in this class will most closely related to area #3, Professional Practice (Case Conceptualization, CCS-R, Hours Logs). As we move through the semester, consider other areas your course assignments may relate to the areas above.

Portfolio Areas	Evidence	Course	Assessment
Professional Development	a. Professional Org. Membership* b. Workshop/Training Attendance (present) - * c. LPC (s) Interview* d. Resume	a. COUN 5350 b. On your own (1 per semester) c. COUN 5350 d. COUN 5386	a. Frequency counts + certificate b. Frequency counts + certificate c. Rubric d. Resume + frequency counts
Wellness	a. Self-Care Plan (Assessment, plan, reflection)* b. Four counseling sessions*	a. COUN 5365 b. COUN 5350	a. Rubric b. Frequency counts
Professional Practice	a. Theory Integration Paper* b. Tapescript 2 (30 mins)* c. Case Conceptualization (with theory in practice) d. Formative and Summative Assessments (CCS-R) e. Hours Logs	a. COUN 5353 b. COUN 5357 c. COUN 5356, 5363, COUN 5386* d. COUN 5393, COUN 5386 e. COUN 5393, COUN 5386	a. Rubric b. Rubric c. Rubric d. CCS-R e. Summative Log
Multicultural Competence	a. AMCD Codes b. Diversity Interview c. CIA Project	a. COUN 5311 b. COUN 5350, COUN 5311 c. COUN 5311	b. Rubric c. Rubric
Group Counseling Work	a. ASGW Best practices b. Group Journal (min 10 hours) c. Group Proposal	a-c: COUN 5354	c. Rubric
Ethical Foundations	a. ACA Code of Ethics b. LPC Rules (Current) c. Ethics and the Discipline Presentation d. Ethical Dilemma Assignment	a-d: COUN 5365	c. Rubric d. Rubric
Advocacy & Social Justice	a. Advocacy and Social Justice Competencies b. CIA Project c. Service Learning Project	a-b. COUN 5311 c. COUN 5357	b. Rubric c. Rubric

Course Assignments, Grading, and Requirements

Total Points = 100

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); Remember this course meets for 1.75 to build in the opportunity for an excused absence, encouraged to be used for self-care. 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). The program is now providing this for you for the duration that you are enrolled in coursework.

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 real client scenario with site supervisor or another site team member). **Students cannot record family or class mates if the sight does not allow video/audio recordings.** Recordings must be current (i.e., from interactions that take place during the semester when the student is enrolled in Internship). If the session is a role play, the client must be acting as if he/she is a client on your current caseload (i.e., Do not counsel family, friends, or classmates). All information must come from clients at your site.

V. Transcript of Counseling Session: **You will need to transcribe a 10 minute portion of a counseling session to demonstrate your use of primary counseling skills (see rubric below) 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. 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 (See PowerPoint template via Canvas). 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). **You are required** to use approved treatment planners (see recommended books). Failure to use approved treatment planners will result in a zero for the assignment.

VII. Final Reflection: Students will write a personal reflection paper **in APA style format** that answers the following prompt: *Concluding this semester of clinical work, what personal growth and what professional growth did you observe in yourself since the start of Internship this semester? Additionally, reflect on any bias that you were made aware of during your work and how this impacted or could have impacted your work. Lastly, reflect on aspects of your self-care that assisted you during the semester and what you intend to do to hold*

yourself accountable for your own personal wellness as you continue your clinical work in subsequent semesters. This assignment needs to include a cover page, a reference page if applicable, and be at least 3 pages in duration but not more than 4.

Approximately three pages in length, but you can go over if you need to. Please follow APA guidelines for grammar and structure. You do not need a cover page or abstract (see rubric).

The reflection will be included in the portfolio you submit for review.

VIII. Hour Logs: 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 hand signed by the appropriate supervisor and by the student. **A hard copy signed log should be submitted at the onset of class each week.** At the end of the semester, students will complete a summary log 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. Originals should be given to your faculty supervisor; you are advised to keep your own copies. This is not optional. If you cannot get your log in on time due to your supervisor being out, please have him/her email me **before the log is due.**

IX. Evaluations: Students will submit a mid-semester and final evaluation to their faculty instructor completed by their site supervisor (must be completed for each site) (CACREP, 2016, III.C). Originals should be given to your faculty supervisor; you are advised to keep your own copies. Students will submit to their site supervisors printed copies of the CCS-R Parts 1 and 2 and submit them to the instructor at mid-semester and the end of semester (see course calendar for due dates). At the end of the semester each student will provide evaluations of their supervisors and of their external sites (if applicable). If you cannot get your log in on time due to your supervisor being out, please have him/her email me.

X. Self-Care Show & Tell: Each student will sign up to informally present to peers some type of self-care strategy they find helpful in their daily weekly life that promotes functioning in the counselor role. Students **must** bring at least one visual aid (i.e. Handout, photo, video, PowerPoint slide, tri-fold board). This can include showing YouTube videos, playing music, or any other activity that is feasible and appropriate for the classroom setting. Peer participation will be voluntary. Examples include: Utilization of digital resources that enhance self-care practice, reading an excerpt from a book on self-care, show and tell of a snack that's easy to pack for a long work day, a live demonstration with class participation, specific utilization of stretching, breathing activity, a show and tell of time management used to promote self-care, etc. Get creative! If you presented in Internship I, we ask you present on something different than presented in the previous semester. Include relevant information: Who? When? Why? What? How? How often? PowerPoint optional, but not mandatory. Explain the helpfulness of the strategy to you in a personalized manner. You will have about 10-15 minutes at most to share about the strategy and as part of this, you are required to facilitate a brief discussion with peers about the strategy (discussion included in 10-15 minute time frame).

XI. Professional Resume: Each student will upload a professional resume to their portfolio 1 page in length. This resume should include practicum and internship experiences and any attended trainings related to clinical and professional development. This assignment is two fold. The first component is completing and submitting a resume itself, and the second is bringing evidence that this resume was reviewed by a staff member in the on campus Career and Professional Development Center. The resume, and some documented proof of evidence that you had the resume reviewed prior to adding it to your digital portfolio for the course. You can contact the Career and Professional Development Center by *Phone: 254-519-5496 or by email at cpd@tamuct.edu*. **This is due by March 23rd.**

XII. 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. A sample case conceptualization & treatment plan.
2. Evidence of at least one workshop or presentation that you planned or attended.
 - a. *The evidence should be clearly counseling related. You may be asked to provide supplemental materials if your workshop certificate/evidence is vague.*
3. Resume and proof that it was reviewed by a staff member in the on- campus Career and Professional Development Center.
4. Signed logs. Log must indicate total hours, Direct and Indirect Hours. Copies of any evaluations you received.
5. Final Reflection Paper

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 also include digital **copies** of these in your portfolio.

Grading

Grading	Points	Grand Total
Part I: Skills/Competencies	30 points	_____ /100 points
Part II: Professional Dispositions	30 points	
Part III: Portfolio	40 points	

Part 1: 30 % Appropriate counseling skills/competencies				
Assignment	Percentage	Points	Scoring	Scorer
Faculty Midterm Evaluation: Counseling Recording	20%	6	Part I: CCS	Faculty
Transcript of Counseling Session	20%	6	Transcript Rubric	Faculty
Midterm Evaluation	30%	9	Part I: CCS	Site Supervisor
Final Evaluation	30%	9	Part I: CCS	Site Supervisor
Total: _out of 30 points				

Part 2: 30% Professional Dispositions and Behaviors				
<i>Assignment</i>	<i>Percentage</i>	<i>Points</i>	<i>Scoring</i>	<i>Scorer</i>
Faculty Midterm Evaluation: Professional Dispositions/Behaviors	30%	9	Part II: CCS	Faculty
Self-care Show & Tell	10%	3	Complete/Incomplete	Faculty
Midterm Evaluation	30%	9	Part II: CCS	Site Supervisor
Final Evaluation	30%	9	Part II: CCS	Site Supervisor
Total: _out of 30 points				

Part 3: 40% Portfolio				
<i>Assignment</i>	<i>Percentage</i>	<i>Points</i>	<i>Scoring</i>	<i>Scorer</i>
Case Conceptualization and Treatment Plan	80%	32	Rubric	Faculty
Workshop	N/A		Complete/Incomplete	Faculty
Signed Hours Logs (Weekly/Summary)	N/A		Complete/Incomplete	Faculty
Final Reflection	10%	4	Rubric	Faculty
Resume	10%	4	<i>No Rubric; Points awarded for presence of resume, and evidence that student had resume reviewed at the on campus Career Center.</i>	Faculty
Total: _out of 40 points				

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 90 direct clock hours

***All assignments are required to be completed satisfactory to gain course credit.**

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, no 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	CACREP Standards	DUE
January 13	Overview of class Supervision Contract Pass out Flashdrive <i>1.75 indirect -Group Supervision</i>	II.F.1.m	
January 20	Martin Luther King Jr. Day (NO CLASS) NIGHT OFF!		
January 27	Suicide/crisis Intervention Student Self Care Show and Tell Student Self Care Show and Tell <i>1.75 indirect- Group Supervision</i>	II.F.5.d II.F.5.d II.F.5.f/n	2 Hours Log Due (Week of 1/13 and 1/20) Article: Getting the Most of Supervision Due Supervision Contract Due
February 3	Documentation, Ethics Student Case Conceptualization/Treatment Planning Presentation(presenting 10 min from session or role play) Tape Critique Form also due <i>1.75 indirect -Group Supervision</i>	11.F.5.f/n 11.F.5.d 11F.1.i	Hours Log Due

February 10	<p>Assessment</p> <p>Student Self Care Show and Tell</p> <p>Student Self Care Show and Tell</p> <p><i>1.75 indirect -Group Supervision</i></p>	11.F.5.g/i	Hours Log Due
February 17	<p>Assessment</p> <p>Student Case Conceptualization/Treatment Planning Presentation (presenting 10 min from session or role play); Tape Critique Form also due.</p> <p><i>1.75 indirect -Group Supervision</i></p>	11.F.5.g/i	Hours Log Due
February 24	<p>Diversity & Multicultural Counseling Competencies</p> <p>Student Case Conceptualization/Treatment Planning Presentation(presenting 10 min from session or role play) Tape Critique Form also due</p> <p><i>1.75 indirect -Group Supervision</i></p>	II.F.2.a/b/c/f/h II.F.5.d/f	Hours Log Due
March 2	<p>Counselor Burnout and Professional Self-Care</p> <p>Student Self Care Show and Tell</p> <p>Student Self Care Show and Tell</p> <p><i>1.75 indirect -Group Supervision</i></p>	II. F.1.1.	Hours Log Due Mid-Semester Evaluations due
March 9	<p>SPRING BREAK (NO CLASS)</p> <p>NIGHT OFF!</p>		
March 16	<p>Counseling and Social Justice Issues</p> <p>Student Case Conceptualization/Treatment Planning Presentation (presenting 10 min from session or role play) Tape Critique Form also due</p> <p><i>1.75 indirect -Group Supervision</i></p>	II.F.2.b/d/e	2 Hours Logs Due (Week of March 9, 16)
March 23	<p>Professional counseling associations</p> <p>Student Case Conceptualization/Treatment Planning Presentation(presenting 10 min from session or role play) Tape Critique Form also due</p> <p><i>1.75 indirect -Group Supervision</i></p>		Hours Log Due Resume Due + Evidence it was reviewed in Career Professional Development Center Due
March 30	<p>Professional counseling associations</p> <p>Student Self Care Show and Tell</p> <p>Student Self Care Show and Tell</p> <p><i>1.75 indirect- Group Supervision</i></p>		Hours Log Due

April 6	Liability insurance, Private Practice Student Case Conceptualization/Treatment Planning Presentation(presenting 10 min from session or role play) Tape Critique Form also due <i>1.75 indirect -Group Supervision</i>		Hours Log Due Transcript Due.
April 13	The Role of Supervision Student Case Conceptualization/Treatment Planning Presentation(presenting 10 min from session or role play) Tape Critique Form also due <i>1.75 indirect -Group Supervision</i>	II.F.1.m	Hours Log Due
April 20	Finding a job Student Case Conceptualization/Treatment Planning Presentation(presenting 10 min from session or role play) Tape Critique Form also due <i>1.75 indirect -Group Supervision</i>		Hours Log Due Final Reflection Paper Due Final Evaluations Due
April 27	LAST GROUP MEETING: Semester Conclusion <i>1.75 indirect -Group Supervision</i>	II.F.1.f/g	Hours Log Due Portfolios Due
May 4	Individual Meetings to “Close Out” for semester occur throughout this week (Mon- Thurs). You will meet with Dr. Norris in a collaboratively pre-determined individual meeting to submit cumulative logs. Meetings will be scheduled in early April 2020. At this time, professor will review a Fitness to Practice Evaluation (see admitted Student Handbook). <i>.5 faculty indirect -individual supervision</i>		Cumulative Hours Log Due

IMPORTANT DATES: List not exhaustive	
January 13, 2020	Classes Begin for Spring Semester
January 20, 2020	Martin Luther King Jr. Day (University Closed)
March 9-12, 2020	Spring Break (No Classes - Administrative Offices Open)
March 13, 2020	Spring Break (University Closed)
March 23, 2020	Class Schedule Published for Summer Semester
March 27, 2020	Deadline for Graduation Application for Ceremony Participation
March 30, 2020	Registration Opens for Seniors, Post-Bacc, and Graduate Students for Summer Semester
April 1, 2019	Deadline for GRE/GMAT Scores to Graduate School
April 6, 2020	Registration Opens for Summer Session
May 8, 2020	Spring Semester Ends
May 9, 2020	Spring Commencement Ceremony

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

Please contact Dr. Norris if you are unable to access any video recording devices for your role play assignment.

911 Cellular:

Emergency Warning System for Texas A&M University-Central Texas

911Cellular 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 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

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, working with others in an unauthorized manner, 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 referred 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.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

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 a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WConline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

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 85,000 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 A&M-Central Texas 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 24 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 A&M-Central Texas 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 [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the

Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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*****Syllabus adapted by Dr. Caroline Norris with permission from Dr. Levi McClendon to modify his original syllabus COUN 5386-130, CRN 10152, Clinical Mental Health Internship.