



Department of Counseling and Psychology

COUN 5386-120 Clinical Mental Health Internship

Fall 2022 rev. 8.16.2022
Texas A&M University-Central Texas

Instructor: Dr. Caroline Norris

Office: WH207- Appointment Only

Email: carolinenorris@tamuct.edu

Office Hours: Flexible Monday - Thursday pending CCFTC activities,
Will meet with students individually through Web Ex as requested by students

Class Time & Location: Mondays 11:00am – 1:00pm (online) Web Ex link available through Canvas

Mode of instruction and course access:

100% 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 week (Monday-Friday). An email sent on Friday will be read and replied to the following Monday at the earliest. 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**. 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:

Sperry, L. & Sperry, J. (2020). *Case Conceptualization: Mastering This Competency with Ease and Confidence*. Second Edition. Routledge.

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

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.

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; however a third semester may or may not be covered by funding
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 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. **This class meets for 2 hours at a time. All students are permitted 1 absence.** Absences cannot take place on days the student is personally assigned to present and all coursework is expected to be submit on due dates regardless of missed attendance in class. **Class will NOT be held on September 5, November 21, and December 5, 2022.**

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).

Mode of Instruction & Course Access

This course utilizes didactic teaching, group discussions, group supervision, and review of clinical cases. Students are evaluated through taped sessions, site supervisor's evaluations of students, other relevant assignment completion. A portfolio will not be specifically turned in as an assignment of this course; however certain assignments are earmarked for you to include in a professional portfolio which will be reviewed by a faculty advisor as a graduation requirement. For questions about the portfolio contact your faculty supervisor.

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., presence, discussion of your site experiences, providing feedback and asking relevant questions to peers and supervisor). We will meet a total of 13 times for 2 hours. The last class is scheduled for November 28, 2022. You will be allowed one excused absence which you are allowed to use for self-care. **You must obtain 24 hours of faculty group supervision for the semester.** If you miss more than once, you will have to make up that missed time by making a request via email to Dr. McClendon to participate in his Saturday section of Internship Group Supervision and may meet in person on campus. You are not allowed to miss class with Dr. Norris on a night you are scheduled to present. In order to attend and safely participate in Internship group supervision through Web Ex, you need to secure a private space where you will not be interrupted with reliable internet. **Your visual presence through Web Ex is required for this course.** Additionally, please be sure any technology that is voice activated is turned off in the room where you participate (i.e. Alexa, Echo Dot, or other technology that is voice activated).

Visual Presence

- To attend class all students will have their camera on for the entire duration of supervision, and provide a background beyond their face that includes a stable and private location. Group supervision is a **professional** activity part of clinical work so you are expected to sit up and that you should not participate from your bed or be seen moving in an out of buildings/rooms/vehicles at your location. Additionally there should not be any other persons present in the room where you are participating since your participation includes your own specific feedback to what is being discussed and may involve client information or personal peer experiences. Being mindful of these behaviors will allow for you to be appropriately transparent to elicit the trust of your peers and your supervisor since sensitive client information and sensitive content from about personal experiences is discussed throughout group supervision. If you are not able to carry out the following behaviors listed above you will respectfully leave the supervision session by logging off of Web Ex. You are still responsible for attending the minimal required supervision hours for the semester and should make plans to eliminate disruptions to meet the listed criteria for attendance prior to the start of the group meeting time. Leaving your screen for a brief restroom breaks is okay during the meeting, but moving your computer through rooms of your home might lead to insecurity of peers of your location, so you are allowed to turn off your screen if you briefly leave to use the restroom or to mitigate an additional disruption, but for those purposes only.
- Your peers see your screen for the duration of class even when a student's screen share is activated. Any behaviors that would diminish confidence of privacy will impact the trust within the virtual supervision session and consequently may adversely affect the group learning experience. Each student is independently responsible for their role in contributing to the safety of this virtual supervisory space.

Tardiness

You are expected to be in class at 11:00am. It is strongly recommended students plan to virtually arrive to the group Web Ex meeting 10- 15 minutes prior to the start of class to make sure their technology is working and their internet connection is sufficient. Continual tardiness will result in a Fitness to Practice evaluation between the student and faculty supervisor to address tardiness. Supervision requires a specific number of hours. Therefore, 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 (fall/spring) or 15 hours of group supervision (summer) to pass this course.

Assignment Submission

All work will be submit to Canvas by students. Students will be responsible for getting all logs and evaluations signed and turned in by their respective due date and should make arrangements with supervisors to have items prepared and uploaded into Canvas by their assigned due date. This includes portfolio items. All items are due to the supervisor, including final and cumulative logs at the time of the individual “close out” meeting between the student and faculty supervisor during the last week of the semester.

Course Assignments, Grading, and Requirements

Internship is a Pass/Fail course. You must submit all assignments to receive a passing grade for Internship.

You also must earn a minimum of 90 direct hours to pass this semester. Mid-semester and Final evaluation scores will also determine your ability to pass.

I. 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.

II. Supervision (Assignment: Supervision Contract): 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 2 hours which allows the opportunity for one an excused absence which is encouraged to be used for self-care. Students 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)

III. 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. **Signed log should be submitted to Canvas by midnight following class meeting day each week with the student's signature and date and your site supervisor's signature and date every 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. You are advised to keep your own copies. If you cannot get your log in on time due to your supervisor being out, please have him/her email the course instructor **before the log is due.**

IV. 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. photo, video, PowerPoint slide, or showing a live item if your current space). This can include showing YouTube videos, playing music, or any other activity that is feasible and appropriate for the virtual 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, you must present on something different for this presentation during Internship II. Include relevant information: Who? When? Why? What? How? How often? How does this actually contribute effectively to your overall wellness? Why is this something you can commit to doing despite demands of summer semester? 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. Students are required to **upload a visual aid from their presentation to Canvas** no later than 11:59pm on the day they are scheduled to present.

V. Workshop Attendance: Each student will be required to participate in a counseling related training for a minimum of 1 hour in duration to broaden student's understanding of a counseling related topic. The training can be in-person or online; however, **the student must submit proof of attendance** (i.e. email from site supervisor, continuing education (CE) certificate) **to Canvas** by submission deadline. It is the student's responsibility to locate and attend training by appropriate deadline. There must be a clear connection of the training topic to the field of counseling. If a student uploads a training certificate related to a topic that is not counseling specific, they will not get credit and are required to attend a counseling related training during the semester.

VI. Professional Resume: Each student will upload a professional resume to their portfolio. This resume should include practicum and internship experiences and any attended trainings related to clinical and professional development. Identify that you are in a CACREP accredited Clinical Mental Health Counseling program. Include your practicum experience and skills from The Community Counseling and Family Therapy Center and your current involvement at your Internship site. This resume must reflect your counseling identity from top to bottom. Students that just slightly tweak a non-counseling resume from a former career path will be asked to re-do the assignment.

VII. Case Conceptualization Presentation: Students will present 1 formal case conceptualization presentation using de-identified client information using the template provided to you in the Canvas for this course **(See PowerPoint template via Canvas)**. You will present this formal case presentation during live group supervision of a current client (i.e., from interactions that take place during the semester when the student is enrolled in Internship). You are encouraged to use approved treatment planners (see recommended books). **You must use a scholarly-application based resource on the theory you present on as part of your case presentation of your work; The absence of this resource will result in a zero for the assignment and you will be required to resubmit.** On the date you present you will also present 10 minutes of a counseling recording from your site to the group (see VIII. Counseling Recording). **On the date you present this recording you need to submit: PowerPoint of presentation, and completed Tape Self-Critique Form to appropriate submission locations in Canvas.** Oral review of this PowerPoint should be limited to 15 minutes in duration (not including the 10 minute client recording).

VIII. Counseling Recording/ Self Critique: 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 and **complete Documentation of Consent to Record Form (Go to FILES in course Canvas shell to access form)** with site supervisor prior to recording client interactions. 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 recording for evaluation as assigned by the professor. You are allowed to use this same recording for the Transcript Assignment mentioned below.** More than 1 tape may be assigned. Each submission must include a recording (audio or video presented during class, must be loud enough to hear and easily understood) and a Tape Self-Critique Form (submit to Canvas on day you present recording). If a site is unable to allow students to create recordings of client interactions, students will make arrangements with their site supervisor or appropriate site members to record an alternate interaction (e.g., role play real client scenario with site supervisor or another site team member). 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 individual participating with you must be acting as if they are a client on your current caseload (i.e., Avoid role playing with family, friends, or classmates). All information must come from clients at your site. **You will not upload your recording anywhere in Canvas.** For this assignment you will present the recording at the time of your formal case conceptualization presentation.

IX. 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 and your awareness of essential counseling processes (see rubric and Transcript Template via Canvas).** 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 site 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).

X. 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). Additionally, students will submit the **Student Evaluation of Site Supervisor** that asks the student to provide brief qualitative and quantitative feedback about their site experience. This will be turned in to the faculty supervisor and used by program faculty to assess site experiences of program students.

XI. 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 hold yourself accountable for your own personal wellness as you continue your clinical work in subsequent semesters. Follow the prompt and be sure to answer it fully. 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.

Grading

Grading	Points	Grand Total
Part I: Skills/Competencies	50 points	_____/100 points
Part II: Professional Dispositions	50 points	
Part III: Additional Course Assignments	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

Assignment	Percentage	Points	Scoring	Scorer
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% Additional Course Assignments

Assignment	Percentage	Points	Scoring	Scorer
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	No Rubric; Points awarded for presence of resume with strong counseling identity and any faculty edits completed through re-submission.	Faculty
Total: _out of 40 points				

Grading Details & Posting of Grades

Grades for each individual assignment will be found on Canvas. Any feedback related to revisions or suggestions for client work will be included in comments that correspond with official grade.

1.30%—Appropriate level of primary counseling skills and competencies as demonstrated in the presentation of taped counseling session, 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 course assignments

*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.

*All assignments are required to be completed satisfactory to faculty supervisor to gain course credit. Students who do not appropriately follow assignment instructions will be required to resubmit coursework until faculty supervisor is satisfied with completion for student to receive a passing grade for Internship. Any student who work like to seek clarity on assignment requirements prior to submission is encouraged to approach faculty two weeks prior to assignment due date.

Late work policy

Students in Internship are expected to turn assignments in on time. No credit will be awarded for assignments turned in more than 7 days past its due date, although the student will still have to complete the assignment to earn a passing grade for the course. A Fitness to Practice Evaluation may be most appropriate for students who cannot meet obligations outlined in course syllabus and fulfill their responsibilities for adhering to course deadlines which could result in temporary suspension from site work. 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.

Fall 2022 Course Calendar

DATE & WEEK	TOPIC/ACTIVITY	CACREP Standards	D U E
Monday 8/22 (#1)	<i>The role of supervision</i> Overview of class Supervision Contract	II.F.1.m	***First Web Ex Group Meeting for the semester
Monday 8/29 (#2)	<i>Suicide/crisis Intervention</i> Student Self Care Show and Tell Student Self Care Show and Tell Student Self Care Show and Tell <i>Discuss Site Work</i>	II.F.5.d II.F.5.d II.F.5.f/n	Hours Logs Due Supervision Contract Due 8/29
Monday 9/5 (#3) NO CLASS	NO CLASS – LABOR DAY		Hours Log Due
Monday 9/12 (#4)	<i>Assessment, Documentation, Ethics</i> Student Self Care Show and Tell Student Self Care Show and Tell <i>Discuss Site Work</i>	11.F.5.f/n 11.F.5.d 11F.1.i 11.F.5.g/i	Hours Log Due
Monday 9/19 (#5)	<i>Counseling and Social Justice Issues</i> Student Self Care Show and Tell Student Self Care Show and Tell <i>Discuss Site Work</i>	II.F.2.b/d/e	Hours Log Due Resume Due 9/19
Monday 9/26 (#6)	<i>Diversity & Multicultural Counseling Competencies</i> 1 Formal Student Case Conceptualization Presentation (presenting 15 min PowerPoint +10 min client recording to class) Full PowerPoint, Documentation to Record Form and Tape Self Critique Form due for presenter to Canvas by 11:59pm on presentation day. <i>Discuss Site Work</i>	II.F.2.a/b/c/f/h	Hours Log Due
Monday 10/3 (#7)	<i>Counseling and Social Justice Issues</i> <i>Professional Counseling Associations</i> 1 Formal Student Case Conceptualization Presentation (presenting 15 min PowerPoint +10 min client recording to class) Full PowerPoint, Documentation to Record Form and Tape Self Critique Form due for presenter to Canvas by 11:59pm on presentation day. <i>Discuss Site Work</i>	II.F.2.b/d/e	Hours Log Due Mid-Semester Evaluations due 10/3

Monday 10/10 (#8)	<i>Professional counseling associations</i> 1 Formal Student Case Conceptualization Presentation (presenting 15 min PowerPoint +10 min client recording to class) Full PowerPoint, Documentation to Record Form and Tape Self Critique Form due for presenter to Canvas by 11:59pm on presentation day. <i>Discuss Site Work</i>	II.F.1.f/g	Hours Log Due
Monday 10/17 (#9)	<i>The Role of Supervision</i> 1 Formal Student Case Conceptualization Presentation (presenting 15 min PowerPoint +10 min client recording to class) Full PowerPoint, Documentation to Record Form and Tape Self Critique Form due for presenter to Canvas by 11:59pm on presentation day. <i>Discuss Site Work</i>	II.F.1.m	Hours Log Due Transcript Due 10/17
Monday 10/24 (#10)	<i>Counselor Burnout and Professional Self- Care</i> Group Wellness Check In Discuss Site Stressors/Triumphs	II.F.5.d/f II. F.1.1.	Hours Log Due
Monday 10/31 (#11)	1 Formal Student Case Conceptualization Presentation (presenting 15 min PowerPoint +10 min client recording to class) Full PowerPoint, Documentation to Record Form and Tape Self Critique Form due for presenter to Canvas by 11:59pm on presentation day.		Hours Log Due Workshop CE attendance proof due 10/31
Monday 11/7 (#12)	1 Formal Student Case Conceptualization Presentation (presenting 15 min PowerPoint +10 min client recording to class) Full PowerPoint, Documentation to Record Form and Tape Self Critique Form due for presenter to Canvas by 11:59pm on presentation day.		Hours Log Due
Monday 11/14 (#13)	1 Formal Student Case Conceptualization Presentation (presenting 15 min PowerPoint +10 min client recording to class) Full PowerPoint, Documentation to Record Form and Tape Self Critique Form due for presenter to Canvas by 11:59pm on presentation day.		Hours Log Due
Monday 11/21 (#14) NO CLASS	NO CLASS – THANKSGIVING WEEK		Hours Log Due Evaluation of Site Due 11/21 Final Evaluations Due 11/21 Final Reflection Paper Due 11/21

Monday 11/28 (#15)	<u><i>Process Experiences as a Group:</i></u> <u><i>Growth, Challenges, Triumphs</i></u>		Hours Log Due ***Last Web Ex Group Meeting for semester
Monday 12/5 (#16) NO CLASS Monday- Friday 12/5 – 12/9 (WEEK 16)	FINAL INDIVIDUAL CLOSE OUT MEETINGS WITH DR. NORRIS <i>Individual Meetings to “Close Out” for semester occur throughout this week (Mon-Fri).</i> You will meet with Dr. Norris in a collaboratively pre-determined individual meeting via Web Ex to submit cumulative logs and receive forms to be submit with LPC-Associate licensure application. In November Meetings will be scheduled for this week between Dr. Norris and each Internship student. Internship students cannot continue to count hours earned after you “close out” with Dr. Norris.		Final Weekly Log and Cumulative Hours Log Due. All logs for full semester due at this meeting. There can be nothing missing at your close out meeting to receive a passing grade. No exceptions.

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 your courses:

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	Group Supervision	2
Strategies for personal and professional self-evaluation and implications for practice	II.F.1.k	Reflection Paper	2
Self-care strategies appropriate to the counselor role	II.F.1.l	Self-Care Show & Tell	2
The role of counseling supervision in the profession	II.F.1.m	Syllabus	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	Group supervision	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	Formal Case Conceptualization Presentation	1
Developmentally relevant counseling treatment or intervention plans	II.F.5.h	Formal Case Conceptualization Presentation	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	Formal Case Conceptualization Presentation	1

Processes for aiding students in developing a personal model of counseling	II.F.5.n	Group Supervision	2
Dynamics associated with group process and development	II.F.6.b	Group Supervision	2
Therapeutic factors and how they contribute to group effectiveness	II.F.6.c	Group Supervision	2
Identification of evidence-based practices	II.F.8.b	Group Supervision	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	Formal Case Conceptualization Presentation	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 assessment for treatment planning and caseload management.	V.C.3 .a	Formal Case Conceptualization Presentation	1
Techniques & interventions for prevention & treatment 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

UNIVERSITY TECHNOLOGY, RESOURCES, PROCEDURES, AND GUIDELINES

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

SAFEZONE- SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts. Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app. You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website.

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o iPhone/iPad: [<https://apps.apple.com/app/safezone/id533054756>]
 - o Android Phone / Tablet

[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]

2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)

3. Complete your profile and accept the terms of service

Important University Dates

[Copy important university dates from the current Academic Calendar, or share the link:

<https://www.tamuct.edu/registrar/academic-calendar.html>]

COVID

For updates on COVID information, please monitor the University website

[<https://www.tamuct.edu/covid19/>]

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.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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.

Academic Calendar

<https://www.tamuct.edu/registrar/academic-calendar.html>

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web. [<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>]. Faculty 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. Once you submit the completed 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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>]. 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].

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](#) 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/pregnant-and-parenting-students.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) 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.

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (A&M-Central Texas) is a free service open to all A&M-Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday

from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m. 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 making an appointment via WC Online at <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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WConline at <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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams 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>].

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 Wellness and 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/compliance/titleix.html) [<https://www.tamuct.edu/compliance/titleix.html>].

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, 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/bit) website for more information [https://www.tamuct.edu/bit]. 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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