

Texas A&M University-Texarkana
COUN 526.001 ≈ Internship
Spring 2011 ≈ Course Syllabus

Instructor: Dr. Peter Racheotes
Office: Room 128N
Office Hours: Monday 11:00 am - 1:00 pm (South Campus)
4:30 – 5:30 pm (Main Campus)
Tuesday 11:00 am - 1:00 pm (South Campus)
3:00 – 4:00 pm (Main Campus)
Wednesday 10:00 am – 12:00 pm (South Campus)
4:30 - 5:30 pm (Main Campus)
Thursday 10:00 am - 1:00 pm (South Campus)
Other times by appointment

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Course Times: Tuesday – 4:00 – 6:45 pm
Class Room: TBA

Required Text: *Learning the Art of Helping: Building Blocks and Techniques, 4th Edition*. Mark Young; *Exercises in the Art of Helping: 3rd Edition*, Mark Young; *The Making of a Therapist. A Practical Guide for the Inner Journey, 1st Edition*, Louis Cozolino. ISBN#: 978-0393704242

Recommended Text: *The Complete Adult Psychotherapy Treatment Planner* by Arthur Jongsma, Jr. and Mark Peterson or *The Child Psychotherapy Treatment Planner* by Arthur E., Jr. Jongsma, L. Mark Peterson, William P. McInnis, Timothy J., Ph.D. Bruce

Course Description: Advanced field experience in applying counseling skills and techniques under supervision in placement settings. This is the second field placement and requires 8 hours per week for students pursuing the Texas licensure track or School Counselor Certificate and 20-40 hours per week (1 or 2 semesters) for students pursuing the Arkansas licensure track.

Prerequisites: LPC Program; Graduate standing; COUN 512, 525, and 528. School Counseling Program; COUN 512, 525, 528. COUN 517 may be taken concurrently with Internship.

Additional Requirement: Liability Insurance: Students are required to purchase liability insurance through the Texas Counseling Association, American Counseling Association or the American Psychological Association. To purchase liability insurance from TCA, ACA or APA, you must become a student member of the organization. Liability insurance is not provided by A&M-Texarkana.

Attendance: Students are expected to attend class regularly, arriving punctually, prepared for the day's activities. No more than 2 absences are allowed; therefore, you will be dropped from the class upon the third absence. The instructor acknowledges that adult students occasionally have other responsibilities that occasionally take precedence to attending class; however, it is expected that participants will hold class attendance as a high priority.

Disability Accommodation: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Academic Integrity: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.

A&M-Texarkana Email Address: Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

Student Learner Outcomes:

Objectives 1-10 meet CACREP Standards for CC: D, MFT: D, and SC: D.

Students who successfully complete this course will...

1. Demonstrate knowledge of the theoretical foundations of counseling, systematically articulate their own professional philosophy, and integrate this philosophy into practice. (CACREP IIK: 5b)
2. Demonstrate appropriate strategies and interventions that integrate theory, client assessment information, and professional counseling skills while providing a safe and secure therapeutic environment. (CACREP IIK: 5b, 5c)
3. Demonstrate a working knowledge of ethical standards, and an ability to exercise ethical, moral reasoning in all matters relative to professional practice. (CACREP IIK: 1h)
4. Demonstrate a commitment to becoming a responsible and contributing member of the counseling profession. (CACREP IIK: 5a)
5. Demonstrate an understanding of the ongoing relationship between a counselor's self-care and professional effectiveness. (CACREP IIK: 5a)
6. Demonstrate an understanding of the dynamics of the client-counselor relationship. (CACREP IIK: 5b)
7. Demonstrate assimilation and accommodation of individual differences that include but are not limited to differences of age, gender, race, ethnicity, sexual orientation, spirituality, socioeconomic class, and educational level, the physically challenged, and implement this understanding in personal, professional and community relationships. (CACREP CC: A5)
8. Demonstrate ethical and legal considerations as they apply to the selection, administration, and interpretation of instruments and techniques. (CACREP IIK: 7i)
9. Demonstrate the use of research to improve counseling effectiveness. (CACREP IIK: 8e)
10. Demonstrate ethical and legal considerations as they apply to the use of research. (CACREP IIK: 8f)

Course Requirements:

- 1. Arkansas** track students must complete a minimum of 600 hours of activities at their placement during the semester. This may be done in 20 hours per week for two semesters or 40 hours per week for one semester. A minimum of 300 hours must be in direct client contact and the remaining hours in other activities such as, supervision, consultation with teachers, parents, allied health professional, testing, in-service training, staff meetings, or intake interviews.
Texas track students must complete a minimum of 120 hours of activities at their placement during, the semester (8 hours per week x 15 weeks = 120 hours). Four hours per week must be in direct client contact and four hours in other activities such as supervision, consultation with teachers; parents; allied health professionals, testing, in-service training, staff meetings, intake interviews, or other clinical activities.
- 2.** Students are to make audiotapes of counseling sessions for supervision. A minimum of five audiotapes or videotapes with transcripts must be turned in to the instructor during the semester. The first two tapes are full transcripts and the remaining three tapes are 15 minute transcripts of a significant aspect of the counseling session. **The tapes and transcripts must be turned in as scheduled.**
- 3.** Two clients should be seen for a minimum of 5 sessions each.
- 4.** The on-site supervisor must provide one hour of face-to face supervision per week, and must direct the activities of the student during the course.
- 5.** The student will make 2 formal case presentations to the class. Format will be provided.
- 6.** The student will maintain a record of weekly contacts and activities to be turned in at each class. In addition, a journal addressing student response to the placement experience will be kept weekly to be reviewed by the instructor monthly. The journal should also contain a log (not detailed account) of client contacts and sessions and the weekly homework brought to class weeks 2-6. Refer to page 24 in your text for other elements for the journal. The journal should not be in the form of a case note on counseling sessions.
- 7.** The student will explore his/her personal philosophy of counseling. This is to include consideration of personality and counseling theories adapted to the student counselor's own developing style as a counselor. (See page 6 – Philosophy of Counseling)

Evaluation:

Since the course is graded Satisfactory/Unsatisfactory, judgments about the attainment of the objectives of the course will be made by the instructor in collaboration with each student and his or her on-site supervisor. Students must give evidence of preparation during classroom discussions, critiques, and in the placement experience. The evaluation of the course will be based on successful completion of all course requirements, attendance, participation in class, and the demonstration of effective therapeutic skills on taped sessions and transcripts. Since the course is essentially experiential and skill based, attendance is particularly important. If a student misses two or more classes, it may have a detrimental effect on his/her grade. Absence from three class meetings will make the student subject to administrative drop from the class or receiving a grade of unsatisfactory. Arriving late for class is considered as serious as missing class and may also result in drop or an unsatisfactory grade.

Texas A&M University-Texarkana

Counseling Psychology Program

Statement on Professional Behavior

Counseling is a profession that requires the mastery of a large body of knowledge and the acquisition of clinical skills, as well as high standards of behavior and appropriate attitudes. In addition to fulfilling all academic requirements, students are required to display attitudes, personal characteristics, and behaviors consistent with accepted standards of professional conduct at Texas A&M University-Texarkana, and further defined by the ethical standards for counselors.

The following personal characteristics and attitudes include but are not limited to those observed and evaluated throughout the Counseling Psychology curriculum. Students are expected to demonstrate these characteristics, both in their academic and personal pursuits.

Integrity: Displays honesty in all situations and interactions; is able to identify information that is confidential and maintain its confidentiality.

Tolerance: Demonstrates ability to accept people and situations. Acknowledges his/her biases and does not allow them to affect client care or contribute to threatening or harassing interactions with others.

Interpersonal relationships: Provides support and is empathetic in interactions with peers, clients, and their families. Interacts effectively with "difficult individuals." Demonstrates respect for and complements the roles of other professionals. Is cooperative and earns respect.

Initiative: Acquires ability to independently identify tasks to be performed and makes sure that tasks are completed satisfactorily. Performs duties promptly and efficiently. Is willing to spend additional time and to assume new responsibilities. Recognizes when help is required and when to ask for guidance.

Dependability: Completes tasks promptly and well. Arrives on time and actively participates in clinical and didactic activities. Follows through and is reliable.

Attitudes: Is actively concerned about others. Maintains a positive outlook toward others and toward assigned tasks. Recognizes and admits mistakes. Seeks and accepts feedback and uses it to improve performance.

Function under stress: Maintains professional composure and exhibits good personal and clinical judgment in stressful situations. Identifies unprofessional conduct while recognizing the importance of maintaining professional behavior in the clinical setting, in spite of inappropriate action on the part of others.

Appearance: Displays appropriate professional appearance and is appropriately groomed.

COUN 526.001
Spring 2011 Course Schedule

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| January 18 | Orientation and Overview |
| January 25 | Skills Review/ Discuss Chapters 1-3 Homework #1 & 2 – Page 51 |
| February 1 | Skills Review/ Discuss Chapters 4-7 Homework #3 – Page 122 |
| February 8 | Skills Review Case Presentations |
| February 15 | Skills Review Bring Journal for Review Case Presentations |
| February 22 | Skills Review Case Presentations 1 st Tape Due |
| March 1 | Placement Supervision/Support Case Presentations |
| March 8 | Placement Supervision/Support Case Presentations 2 nd Tape Due |
| March 14-18 | Spring Break! |
| March 22 | Placement Supervision/Support Case Presentations |
| March 29 | Placement Supervision/Support Case Presentations 3 rd Tape Due Bring Journal for Review |
| April 5 | Placement Supervision/Support Case Presentations |
| April 12 | Placement Supervision/Support Case presentations 4 th Tape Due |
| April 19 | Placement Supervision/Support Case presentations |
| April 26 | Placement Supervision/Support 5 th Tape Due Bring Journal for Review Philosophy of Counseling Due Placement Supervision/Support |
| May 3 | Wrap-up, Feedback, & Discussion of Internship Experience |

*Any student may be called upon to lead the discussion on homework assignments and the syllabus may be amended to meet student needs.

Students may accrue hours on site through the end of the semester (May 12, 2011)

Philosophy of Counseling

- Phase I Review theories of personality and counseling and choose those that you embrace, at this point, as most influential in your growth and development as a counselor.
- Place in context with your own personality and life experiences to formulate your own personal philosophy of counseling.
- Consider these broad questions:
1. What is healthy personality functioning / development?
 2. What are characteristics / factors within the person that can result in dysfunction?
 3. How does change / growth occur?
 4. What intervention techniques facilitate change / growth?
- Phase II Monitor what you are actually doing in counseling to determine if you are utilizing information gathered in Phase I.
- Phase III Articulate plan to implement knowledge gained in Phase I & II.