### Course Description:
Counseling Internship is designed to meet the CACREP accreditation standards. The program requires students to complete a clinically supervised internship of **300 clock hours (120 direct hours and 180 indirect hours) which is to be fulfilled in an academic semester**. Students should consider selecting internship sites that offer opportunities to engage in both individual counseling and group work. The internship provides an opportunity for the student to perform, under clinical supervision, a variety of
professional counseling activities that a regularly employed staff member in the setting would be expected to perform.

- A minimum of **120 hours per semester** of direct counseling service with clients, of which it is preferred that at least 10 of these hours be in group work (i.e., leading or co-leading a counseling group, classroom guidance activities for students in the school counseling track, conducting a psycho-educational group experience such as a stress management or substance abuse awareness group). The remaining **180 hours per semester** consists of indirect hours accrued performing other counseling-related duties.

- A minimum of **1 hour per week of individual supervision** throughout the internship by the on-site supervisor. The onsite supervisor may be a certified school counselor (for school track), a LPC, or other licensed mental health professional (for agency/community track).

- The internship provides opportunity for the student to become familiar with a variety of professional activities other than direct service.

- The internship provides opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research, and information and referral to appropriate agencies.

- A formal **mid-term and final evaluation** of the student’s performance during the internship will be conducted by the internship onsite/field supervisor.

- A **final formal evaluation** of the internship student will be conducted by the internship supervisor in consultation with the onsite/field supervisor.

**Course Objectives:**

Students will:

1. expand upon skills developed during other courses (CACREP II.J.3.b.).
2. relate theory to practice (CACREP II.J.3.a).
3. evaluate their professional growth and specific career goals (CACREP II.3.c.d).
4. consult with appropriate individuals (CACREP II.J.3.c.8.b).
5. gain increased understanding of the relationship of administrative functions to the counselor role (CACREP II.J.8.b).
6. acquire greater knowledge of and experience in the application of a variety of intervention strategies (CACREP II.J.3.a.d.e).
7. gain an understanding and appreciation of professional, ethical, and legal issues and behavior (CACREP II.J.3.a.d.e).
8. gain understanding of multicultural and diversity issues and needs (CACREP II.J.2.a.3.d).
9. expand knowledge and application of technology in counseling and assisting clients/students (CACREP II.J.3.a.b).
10. function as a professional counselor in an approved clinical setting (CACREP II.J.3.b).

<table>
<thead>
<tr>
<th>Student Learning Outcome (SLO)</th>
<th>Assignment/ Evaluation</th>
<th>CACREP Standard (2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain at least 120 clock hours per internship of direct service, including experience leading groups. (240 hours for two internships)</td>
<td>CPCE Hours Log</td>
<td>CACREP III.G.1</td>
</tr>
<tr>
<td>Participate weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.</td>
<td>CPCE Hours Log</td>
<td>CACREP III.G.2</td>
</tr>
<tr>
<td>Receive an average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.</td>
<td>CPCE Hours Log</td>
<td>CACREP III.G.3</td>
</tr>
<tr>
<td>Obtain the opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).</td>
<td>CPCE</td>
<td>CACREP III.G.4</td>
</tr>
<tr>
<td>Acquire the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.</td>
<td>CPCE</td>
<td>CACREP III.G.5</td>
</tr>
<tr>
<td>Receive evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.</td>
<td>CPCE</td>
<td>CACREP III.G.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHMC Outcome</th>
<th>Assignment/ Evaluation</th>
<th>CACREP Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the ability to apply and adhere to ethical and legal standards in CMHC.</td>
<td>CPCE</td>
<td>CMHC-B1</td>
</tr>
<tr>
<td>Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.</td>
<td>CPCE</td>
<td>CMHC-D1</td>
</tr>
<tr>
<td>Apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.</td>
<td>CPCE</td>
<td>CMHC-D2</td>
</tr>
<tr>
<td>Promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities.</td>
<td>CPCE</td>
<td>CMHC-D3</td>
</tr>
<tr>
<td>Apply effective strategies to promote client understanding of and access to a variety of community resources.</td>
<td>CPCE</td>
<td>CMHC-D4</td>
</tr>
<tr>
<td>Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.</td>
<td>CPCE</td>
<td>CMHC-D5</td>
</tr>
<tr>
<td>Demonstrate the ability to use procedures for assessing and managing suicide risk.</td>
<td>CPCE</td>
<td>CMHC-D6</td>
</tr>
<tr>
<td>Apply current record-keeping standards related to clinical mental health counseling.</td>
<td>CPCE</td>
<td>CMHC-D7</td>
</tr>
<tr>
<td>Provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders.</td>
<td>CPCE</td>
<td>CMHC-D8</td>
</tr>
<tr>
<td>Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.</td>
<td>CPCE</td>
<td>CMHC-D9</td>
</tr>
<tr>
<td>Maintains information regarding community resources to make appropriate referrals.</td>
<td>CPCE</td>
<td>CMHC-F1</td>
</tr>
<tr>
<td>Advocate for policies, programs, and services that are equitable and responsive to the unique needs of clients.</td>
<td>CPCE</td>
<td>CMHC-F2</td>
</tr>
<tr>
<td>Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.</td>
<td>CPCE Case Presentation/ Conceptualization</td>
<td>CMHC-F3</td>
</tr>
</tbody>
</table>
Demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. CPCE CMHC-H2

Screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. CPCE CMHC-H3

Apply the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. CPCE CMHC-H4

Apply relevant research findings to inform the practice of clinical mental health counseling. CPCE CMHC-J1

Develop measurable outcomes for clinical mental health counseling programs, interventions, and treatments CPCE CMHC-J2

Analyze and uses data to increase the effectiveness of clinical mental health counseling interventions and programs. CPCE CMHC-J3

Demonstrate appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. CPCE CMHC-L1

Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. CPCE Case Conceptualization Presentation CMHC-L2

Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. CPCE CMHC-L3

<table>
<thead>
<tr>
<th>School Counseling Outcome</th>
<th>Assignment/Evaluation</th>
<th>CACREP Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</td>
<td>CPCE</td>
<td>B2</td>
</tr>
<tr>
<td>Provide individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.</td>
<td>CPCE</td>
<td>D2</td>
</tr>
<tr>
<td>Design and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.</td>
<td>CPCE</td>
<td>D3</td>
</tr>
<tr>
<td>Conduct programs designed to enhance student academic development.</td>
<td>CPCE</td>
<td>L1</td>
</tr>
<tr>
<td>Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.</td>
<td>CPCE</td>
<td>L2</td>
</tr>
<tr>
<td>Implement differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.</td>
<td>CPCE</td>
<td>L3</td>
</tr>
<tr>
<td>Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.</td>
<td>CPCE</td>
<td>N1</td>
</tr>
<tr>
<td>Locate resources in the community that can be used in the school to improve student achievement and success.</td>
<td>CPCE</td>
<td>N2</td>
</tr>
<tr>
<td>Consult with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.</td>
<td>CPCE</td>
<td>N3</td>
</tr>
<tr>
<td>Uses peer helping strategies in the school counseling program.</td>
<td>CPCE</td>
<td>N4</td>
</tr>
<tr>
<td>Use referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.</td>
<td>CPCE</td>
<td>N5</td>
</tr>
<tr>
<td>Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.</td>
<td>CPCE</td>
<td>P1</td>
</tr>
<tr>
<td>Plan and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).</td>
<td>CPCE</td>
<td>P2</td>
</tr>
</tbody>
</table>

**Teaching methods and expectations:** Students are expected and encouraged to actively participate in this learning experience. The goal is to utilize skill building, seminar-style class discussion, case presentations, and other methods to monitor and facilitate students' self-awareness, professionalism, and the integration of academic and experiential learning.

**Function of Internship Counselors:** Internship students should participate in and experience as many of the following functions as is appropriate or feasible at the school or agency selected as an Internship setting.

**School Counselors:**

**Students/ Clients:**
- Academic planning
- Vocational/occupational counseling
- Family/peer relationships
- Provide classroom guidance activities
- Individual/group counseling

**Supervisors:**
- Student achievement/client progress
- Student behavior (social)/client progress
- Student/client home & family environment

**Parents/Client’s Family**
- Appraisal in the areas of academic, social, home and family, personal, vocational/occupational, etc. This includes recommendations.

**Other agency contact**
- Act as a resource person to provide information and referral when deemed appropriate and necessary for medical, mental health, and Department of Human Resources
Clinical Mental Health Counselors:

Research, Evaluation, and Record Keeping
- Staff in-service and evaluation
- Other research as relevant
- Periodic journal review
- Maintaining adequate notes on client intakes, counseling sessions, treatment plans, and termination

Clients
- Individual/group counseling
- Psychological Assessment
- Vocational/occupational counseling
- Family/peer relationships

Other agency contact
- Act as a resource personal for interdisciplinary teams. Provide information and referral when deemed appropriate or necessary.

COURSE REQUIREMENTS

Class Attendance and Participation: Attendance and participation are mandatory. Participation entails the following: (a) be prepared to discuss your internship experience as described below, (b) active listening of professor and other students without use of electronic devices unless approved by instructor, (c) respectful and meaningful questions or contributions to the topic, and (d) professional non-verbal and verbal behavior that is in keeping with a counselor. If you miss an internship meeting, it is your responsibility to attend another class’s meeting.

Be prepared to discuss your internship experience in class. This can consist of offering feedback to others, informally staffing cases, discussing your own process, addressing ethical concerns, job hunting, burnout, and asking questions about the discipline in general, and other related topics. All I ask is that you have put some thought into it and come prepared. I’ll do my best to assist in your growth in any way that I can. We will generally open the class with any pending concerns or information and then move directly into case presentations.

(20 points per class for 5 classes).

Paperwork: Submit all necessary paperwork directly to me and upload to Canvas. Incomplete paperwork will affect your grade. Please keep copies of ALL materials for your own records. I will have files at each meeting for you to check and add any necessary material. (5 points per hourly log for 10 weeks; 25 points for beginning paperwork; 25 points for final paperwork).

All forms and documents are in Canvas.

Beginning Forms Due 1/16: Turn in the following paperwork immediately: 1) Proof of insurance, 2) Supervision Agreement, 3) Student Data Sheet, 4) Internship Contract, 5) Internship Guidelines, 6) Ethical Guidelines, 7) Internship Record Form, 8) Release of Information, and 9)
Internship Application Form. **Proof of insurance and the Supervision Agreement must be acquired prior to seeing your first client.**

**Final Forms Due** **5/07**, complete and turn in the 1) Internship Evaluation Form, 2) Supervisee’s Evaluation of Supervisor, 3) Internship Site Supervisor’s Evaluation of Program, and your 4) Clock Hours Summary. On the Clock Hours Summary, be sure that your clinical and total hours are clearly marked. **PLEASE MAKE COPIES OF EVERYTHING!!!**

**Process Logs:** You are required to post process logs on Canvas. These are due every week when we do not meet face to face (1/30, 2/13, 2/27, 3/19, 4/2, 4/23). Process logs should be about 250-300 words (e.g. 1 pg. long, double-spaced with a 12-point font). In the process discussion, address any current clinical concerns but focus more on your experience and process rather than clinical details. Please use conventional spelling and punctuation. I encourage you to put some careful thought into this assignment, as it is one of the only means for evaluating your progress. Some potential questions for reflection are below. (17 points per process log for 6 logs)

1. How is the overall internship experience for you?
2. How has your training prepared you/not prepared you for the experience?
3. How do you care for yourself in this process?
4. What cases/situations do you react positively toward? Negatively?
5. What is most difficult about your internship?
6. What do you like about your supervision? What do you not like? What do you need from your supervisor or me?
7. Based on your experience, what should be different about the counseling program at UNTD?
8. In light of this experience, how do you plan to develop and change to make yourself a better counselor? Personal therapy, continuing education, etc.?
9. What is most rewarding about your work? Is it what you thought it would be?
10. Evaluate your professional growth over this semester and discuss your specific career goals (must be addressed in the last process post on **4/16**). (CACREP II.3.c.d.)

**Agency Profile:** Students are expected to be familiar with their internship site’s philosophy on providing counseling services, basic administrative responsibilities such as hiring process, funding, and available resources for employees and clients. Be prepared to discuss these issues in class. (CACREP II.J.3.b.)

(CACREP II.J.3c.8.b.)

By our meeting on **1/23**, please complete a one page single-spaced profile of your internship placement. Please follow the format attached (as closely as possible) at the end of this syllabus. Turn in a printed copy in your folder and post in Canvas. (100 points)

**Site Visit:** The instructor will visit your internship site to meet with both you and your site supervisor. The instructor will observe a portion of your counseling session when visiting. The purpose of this visit is to ensure a quality internship experience. You will be graded on professionalism and counseling skills demonstrated. (100 points)

**Case Conceptualization:** Each intern will be responsible for preparing one formal case conceptualization. I suggest that you choose cases that are the most personally/professionally challenging to you. A written case conceptualization with a diagnosis and treatment plan (if applicable) is required with photocopies for each of the group members. Use the format provided at the end of this syllabus. Expect to discuss the case for 30-40 minutes and address questions/suggestions afterward. Consult with the instructor if you have any questions. Students must maintain confidentiality in the case
conceptualization. Please do not discuss any identifying information about the client (i.e.: names, addresses, place of employment, etc.). Not adhering to confidentiality is an ethical violation. Please use language such as client, sibling, spouse when discussing the details of the client and his or her case study (CACREP III.G.4.) 300 points. Assigned due dates for case conceptualization will be done on the 1st day of class.

**Evaluations:** the onsite/field supervisor will do an evaluation (PCPE) on the internship student at midterm (100 points) and final (100 points) on a standard evaluation form found in the internship packet. (CACREP II.J.3.b.)

**Midterm evaluation due: 3/5** Final evaluation due: **5/7**.

**GRADING PROCESS:** The final grade will be determined by your Internship Instructor based on your work as evaluated by your onsite/field supervisor, evaluation of video and/or audiotapes, and on your satisfactory completion of all class requirements.

**Grading Matrix:**

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency Profile Site Report</td>
<td>100</td>
</tr>
<tr>
<td>Process Logs on Canvas</td>
<td>100</td>
</tr>
<tr>
<td>Mid-Term Evaluation</td>
<td>100</td>
</tr>
<tr>
<td>Final-Term Evaluation</td>
<td>100</td>
</tr>
<tr>
<td>Site Visit</td>
<td>100</td>
</tr>
<tr>
<td>Case Study Presentation</td>
<td>300</td>
</tr>
<tr>
<td>Class Participation and Attendance</td>
<td>100</td>
</tr>
<tr>
<td>Hours Log and Paper work</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>1,000</strong></td>
</tr>
</tbody>
</table>

Grade Determination:
- A 1,000-900
- B 899-800
- C 799-700
- D 699-600
- F 599 or less

**Joining Counseling Organizations:** Students who are in the counseling profession are strongly encouraged to join a counseling organization. There are several available such as TCA, ACA, ASCA or other counseling affiliations that support and advocate for the counseling profession.

**Guidelines for the Counselor Intern:**
Since the counseling internship is a joint enterprise, there must be a high level of understanding and cooperation among the participants, including the intern. The purpose of this section is to give expression to some of the specific responsibilities. The listing of responsibilities as indicated is not necessarily complete in scope or detail. Among the things expected of the intern are the following:
1. The importance of internship duties and responsibilities and accepting of duties assigned the intern.
2. Striving to exemplify the attitudes and actions of a professional counselor rather than those of a student.
3. Conforming to school/agency regulations and policies and to local standards of behavior.
4. Reporting for all assignments and duties on schedule for school/agency site.
5. Planning all work and discussing work and cases with the designated site supervisor.
6. Participating with on site/field supervisors and developing a working relationship that helps the intern and the client create an effective therapeutic alliance.
7. Adhering to the ACA Ethical Codes (2005), being especially mindful of confidentiality issues, state reporting laws, and rights of minors.
8. Making any unfavorable remarks about the college program, the cooperating site, the site supervisor, or the community ONLY to proper officials.
9. Having an appreciative attitude toward all services rendered in his/her behalf.
10. Dressing appropriately and in keeping with the school/agency standards.
11. Endeavoring continuously to discover and correct shortcomings.
12. Striving for personal and professional growth through continued study and effort.
13. Keeping any and all records required by the site. In addition, the intern must complete all forms required by the internship instructor. ALL FORMS AND RECORDS MUST BE SUBMITTED BY THE DUE DATE.
14. ALWAYS identifying oneself as a COUNSELING INTERN during his/her internship experience.

I hope that each of you get as much as you can out of your internship experience. If you have any concerns, questions, issues, etc., please feel free to contact me at any time.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students:
The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDisability@untdallas.edu or at Building 2, room 204.

Canvas Instructure Accessibility Statement:
The University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Canvas Instructure course management system's accessibility statement is also provided: https://www.canvaslms.com/accessibility
NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:
Student’s evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students’ evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor’s discretion while working in concert with the division/program’s guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor’s discretion). NOTE: Online exams may be proctored on campus per instructor’s discretion.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University’s code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University’s policies and procedures. Refer to the Student Code of Academic Integrity at http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Canvas classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/Registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor’s discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online “Netiquette”: 
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, discussion board forum threads and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks)).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at https://www.untdallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

**Diversity/Tolerance Policy:**
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

**Technology Assistance:** In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor. If the problem is still not resolved, call Canvas 24/7 Help Desk at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- [http://www.untdallas.edu/dlit/ecampus/requirements](http://www.untdallas.edu/dlit/ecampus/requirements)
- [https://community.canvaslms.com/docs/DOC-10701](https://community.canvaslms.com/docs/DOC-10701)
# Course Outline
This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor in the classroom or on Canvas.

<table>
<thead>
<tr>
<th>Class Meeting Date</th>
<th>TOPICS</th>
</tr>
</thead>
</table>
| Face to Face       | 2. Supervisory Relationship  
|                    | 3. Schedule site visits.  
|                    | 4. Ethics  
|                    | 5. Case Study demonstration by professor  
|                    | Submit beginning forms/paperwork |
| **Jan. 23, 2020**  | Suicide Prevention & Group Supervision  
| Face to Face       | 1. Suicide Prevention  
|                    | 2. Submit Site Report  
|                    | 3. Submit log of hours.  
|                    | 4. Submit all the Paper Work in the Packet.  
|                    | 5. Discuss the internship experience and one client  
|                    | 6. Suicidal Prevention and Assessment  
|                    | Submit Agency Profile and Hours Log 1 |
| **Jan. 30, 2020**  | Submit Process Log 1 and Hours Log 2 |
| Online             |                                        |
| **Feb. 6, 2020**   | Group Supervision & Case Study  
| Face to Face       | 1. Case Presentations  
|                    | 2. Discuss the internship experience and one client.  
| **Feb. 13, 2020**  | Submit Process Log 2 and Hours Log 3 |
| Online             |                                        |
| **Feb. 20, 2020**  | Group Supervision & Case Study  
| Face to Face       | 1. Case Presentations  
|                    | 2. Submit log of hours  
|                    | 3. Discuss the internship experience and one client.  
|                    | Submit Hours Log 4 |
| **Feb. 27, 2020**  | Submit Process Log 3 |
| Online             |                                        |
| **March 5, 2020**  | Group Supervision & Case Study  
| Face to Face       | 1. Case Presentations  
|                    | 2. Submit log of hours  
|                    | 3. Discuss the internship experience and one client.  
|                    | Submit Hours Log 5 and Midterm PCPE |
| **March 12**       | Enjoy your Spring Break |
| **Spring Break**   |                                        |
| **March 19**       | Submit Process Log 4 and Hours Log 6 |
| **Online**         |                                        |
| **March 26, 2020** | Group Supervision & Case Study  
| Face to Face       | 1. Case Presentations  
|                    | 2. Submit log of hours  
|                    | 3. Discuss the internship experience and one client.  
<p>|                    | Submit Hours Log 7 |
| <strong>April 2, 2020</strong>  | Submit Process Log 5 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| April 9, 2020      | Face to Face  | Group Supervision & Case Study
1. Case Presentations
2. Submit log of hours
3. Discuss the internship experience and one client. Submit Hours Log 8 |
| April 16, 2020     | Face to Face  | Group Supervision & Case Study
1. Case Presentations
2. Submit log of hours
3. Discuss the internship experience and one client. Submit Hours Log 9 |
| April 23, 2020     | Online        | Submit Process Log 6                                                               |
| April 30, 2020     | Face to Face  | Group Supervision & Case Study
1. Case Presentations
2. Submit log of hours
3. Discuss the internship experience and one client. Submit Hours Log 10 |
| May 7, 2020        | Online submissions | 1. Final evaluation.  
2. Turn in total hours for the semester.  
3. Final PCPE evaluation from: Site supervisor submits to TK20. |
Internship Site Report

1. Basic Information
   a. Name of agency, address
   b. Total number of staff

2. Agency mission or goals
   a. What is your agency’s mission?
   b. Does this agency have a philosophy of counseling?
   c. What can you share with me regarding the agency’s strategic plan?
   d. Review documents – mission statement, brochures, etc.

3. Clientele served by the agency

4. Description of the services provided by the agency

5. Administrative structure
   a. Review documents – copies of organizational charts, policies, procedures, and budgets
   b. Observe – what is the physical location and layout? Resources? First impressions?
   c. What internal and external political forces and pressures affect this agency?
   d. What changes have been noted in this type of agency in recent years?
   e. What are the types and numbers, what is the training (degrees), and what are the average salaries of the agency’s direct service personnel?
   f. What is the nature of the agency’s funding
   g. What are the agency’s methods for securing clients?
   h. How does the agency assess the needs of the community and of prospective clients?
   i. How does the agency know if it has been successful? What quality control measures has it instituted?
   j. Do the policy and procedure statements match what actually happens in the agency?
   k. How does the agency address ethical concerns such as confidentiality, counselor training and competence, duty to warn, etc.?
   l. How does the agency address professional mandates for multicultural competency?

6. Role of counselors
   a. What theoretical, ethical, legal responsibilities do counselors have in their role?

7. Description of referral procedures

8. Your specific responsibilities
Case Presentation Outline
Address each item in paragraph form. All items must be addressed. If you do not have the information for an item state so and provide the reason. It is expected that some items may not be relevant to your client. When this is the case, be sure to provide a rationale for this. School counseling students are expected to provide a detailed description of the problem. This paper must be written in APA format.

1. **Your site:** Briefly introduce your site and your responsibility at your site.

2. **Identifying Data:** Client name (give your client a new name), age, marital status, occupation, grade in school, members of household.

3. **Source of Information:** Client, parents, school record, referring agency, etc.

4. **Statement of Problem:** Brief statement of the problem according to the client.

5. **Core Issues and its Development:** History of problem, precipitating events, symptoms, previous occurrences of problem, previous method of resolution, effects of problem on client’s life. (This section should be extensive and detailed.)

6. **Family and Home Background:** Construct appropriate multigenerational genogram. Describe in narrative form client’s perspectives of the family and critical family incidents. It is best to provide a family genogram.

7. **Educational History:** Where is client in school or what level of educational achievement did client achieve, significant school experiences, level of client’s satisfaction with school achievement.

8. **Physical Health History:** Significant health history, illnesses, injuries, current medications.

9. **Psychological Health History:** Previous treatment, duration, compliance, past and current psychotropic medication, past or current suicidal ideation/Attempts.

10. **Testing:** Summary of any psychological or educational assessments.

11. **Occupational History:** Client’s work history, reasons for job changes, level of satisfaction with employment.

12. **Summary:** Statement identifying client and description of problem. Include DSM diagnosis.

13. **Treatment Goal(s):** Specify observable, measurable, attainable goals.

14. **Treatment Plans:** Type of treatment to be instituted.

15. **Counselor Questions for Feedback:** List at least three specific questions about this case for which you would like feedback.
## COUN 5720 & 5721 Internship
Rubric for the Case Presentation

**Date:**  
**Presenter:**

<table>
<thead>
<tr>
<th>Content and Structure</th>
<th>Below Standard (5 pts)</th>
<th>Meets Standard (15 pts)</th>
<th>Exceeds Standard (20 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Your site</strong></td>
<td>Either not Accurate or Clear and logical</td>
<td>Accurate, clear and logical but not in-depth</td>
<td>Accurate, clear and logical, In-depth</td>
</tr>
<tr>
<td><strong>2. Identifying Data</strong></td>
<td>Either not Accurate or Clear and logical</td>
<td>Accurate, clear and logical but not in-depth</td>
<td>Accurate, clear and logical, In-depth</td>
</tr>
<tr>
<td><strong>3. Source of Information</strong></td>
<td>Either not Accurate or Clear and logical</td>
<td>Accurate, clear and logical but not in-depth</td>
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</tr>
<tr>
<td><strong>4. Statement of Problem</strong></td>
<td>Either not Accurate or Clear and logical</td>
<td>Accurate, clear and logical but not in-depth</td>
<td>Accurate, clear and logical, In-depth</td>
</tr>
<tr>
<td><strong>5. Core Issues and its Development</strong></td>
<td>Either not Accurate or Clear and logical</td>
<td>Accurate, clear and logical but not in-depth</td>
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<tr>
<td><strong>6. Family and Home Background</strong></td>
<td>Either not Accurate or Clear and logical</td>
<td>Accurate, clear and logical but not in-depth</td>
<td>Accurate, clear and logical, In-depth</td>
</tr>
<tr>
<td><strong>7. Educational History</strong></td>
<td>Either not Accurate or Clear and logical</td>
<td>Accurate, clear and logical but not in-depth</td>
<td>Accurate, clear and logical, In-depth</td>
</tr>
<tr>
<td><strong>8. Physical Health History</strong></td>
<td>Either not Accurate or Clear and logical</td>
<td>Accurate, clear and logical but not in-depth</td>
<td>Accurate, clear and logical, In-depth</td>
</tr>
<tr>
<td><strong>9. Psychological Health History</strong></td>
<td>Either not Accurate or Clear and logical</td>
<td>Accurate, clear and logical but not in-depth</td>
<td>Accurate, clear and logical, In-depth</td>
</tr>
<tr>
<td><strong>10. Testing</strong></td>
<td>Either not Accurate or Clear and logical</td>
<td>Accurate, clear and logical but not in-depth</td>
<td>Accurate, clear and logical, In-depth</td>
</tr>
<tr>
<td><strong>11. Occupational History</strong></td>
<td>Either not Accurate or Clear and logical</td>
<td>Accurate, clear and logical but not in-depth</td>
<td>Accurate, clear and logical, In-depth</td>
</tr>
<tr>
<td><strong>12. Summary</strong></td>
<td>Either not Accurate or Clear and logical</td>
<td>Accurate, clear and logical but not in-depth</td>
<td>Accurate, clear and logical, In-depth</td>
</tr>
<tr>
<td><strong>13. Treatment Goal(s)</strong></td>
<td>Either not Accurate or Clear and logical</td>
<td>Accurate, clear and logical but not in-depth</td>
<td>Accurate, clear and logical, In-depth</td>
</tr>
<tr>
<td><strong>14. Treatment Plans</strong></td>
<td>Either not Accurate or Clear and logical</td>
<td>Accurate, clear and logical but not in-depth</td>
<td>Accurate, clear and logical, In-depth</td>
</tr>
<tr>
<td><strong>15. Open to Feedback</strong></td>
<td>Resistant</td>
<td>Open but not integrating</td>
<td>Open and integrating</td>
</tr>
</tbody>
</table>

**TOTAL = ________**

**Overall Evaluation:**

A = 60 – 50 points  B = 50 – 40 points  C = 39 or Below