



COUN 6386.05* (M.A. & M.Ed. Tracks): Internship I & II

Fall 2017

COUN 6386 is a required course for the MA in Clinical Mental Health Counseling and the M.Ed. in School Counseling, and meets the academic requirements for the Professional Counselor (LPC) in the State of Texas.

**Only CMHC Students are enrolled in the COUN 6386.05 section during the Fall 2017 semester. Therefore, this particular syllabus reflects the CACREP standards required for CMHC students.*

College of Education, Department of Counselor Education

Instructor: Jeffrey M. Sullivan Ph.D., LPC-S, RPT
1932 Bobby K Marks CEC 126
Huntsville, Texas 77341
936-294-4657
jms107@shsu.edu
Office hours: By Appointment

Class Format: Face-to-Face

Class Day and Time: Mondays, 5:30-8:50

Class One: August 28
Class Two: September 11
Class Three: September 25
Class Four: October 9
Class Five: October 23
Class Six: November 6
Class Seven: November 20
Class Eight: December 4

Class location: TWC 338

Course Description: The course provides supervised experiences in a counseling setting. Study is made of the duties and responsibilities of the counselor at work. Two semesters of this course meets the 160-hour practicum required by TEA for students seeking school counselor certification.
Prerequisite: COUN 6376 and subject to individual placement (3 credit hours).

Textbooks:

Martin, D. G. (2016). *Counseling therapy and skills* (4th). Long Grove, IL: Waveland Press Inc.

Yalom, I. D. (2012). *Love's executioner and other tales of psychotherapy* (2nd). Philadelphia, PA: Basic Books

IDEA Objectives:

Essential:

- Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course



IMPORTANT: COMPREHENSIVE EXAM INFORMATION

Students must take the Comprehensive Examination during their first semester of Internship. If they do not pass the examination, they may re-take it during their second semester of Internship. Students who choose to wait to take their Comprehensive Examination during their last semester may run the risk of staying an extra semester and delaying their graduation.

Course Objectives:

This course is primarily an experiential course in which students are expected to complete a minimum of **300 hours** of counseling experience in an appropriate work setting, of which **120 hours will be direct contact with clients/students**. Class will be devoted to group supervision, which may include case presentations, listening to/viewing recordings, consultation, feedback, discussions of counseling issues, or mini-lectures. The instructor will make **at least one on-site visit to your field placement/school during the semester**. For School Counseling student interns, two site visits will be required during your first semester of internship.

In addition, your internship site supervisor is invited and recommended to attend a Supervisor Workshop. This workshop will provide an orientation to the expectations of the supervisors and will give them an opportunity to meet your professors. Please encourage your supervisors to attend. Details will be forthcoming.

COUN 6386 will follow the 2009 CACREP Standards related to Internship as follows:

2009 CACREP Standards: Section III Professional Practice:

Supervisor Qualifications and Support

C. Site supervisors must have the following qualifications:

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.

D. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

E. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.

Internship

G. The program requires completion of a supervised internship of 600 hours over two semesters in the student's designated program area, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

1. At least 240 clock hours of direct service, including experience leading groups.

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. 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 (this requirement is met by our class meetings).
4. 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).
5. 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/students.
6. 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.

Given the aforementioned standards supervisors must sign a weekly log documenting supervision sessions.

Course Requirements:

1. Each student will be required to engage in a minimum of 300 hours of internship experiences including a minimum of 120 direct hours. A minimum of 15 hours of individual supervision must be completed and signed for on the *Supervision Log* form.
2. Selected student/client sessions are to be audio- or video-recorded for critique and supervision purposes.
3. Prompt, regular attendance is expected for class, sessions with clients/students, and supervision.
4. Whether a member of ACA or not, the counselor intern must adhere at all times to the ethical standards of the American Counseling Association.
5. Each counselor intern is responsible for following the site's requirements for documentation, office and program procedures, and/or school guidelines and policies.
6. Students need to present to the instructor a copy of the appropriate professional disclosure, used at the internship site, by the second class meeting.
7. Students meet all specialty standards (CMHC, SC, MCFC) and program specific requirements. For example, MCFC interns must acquire a minimum of 30 hours direct contact with couples or families.

**CACREP 2009 Standards
Core Standards**

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	
Completion of supervised internship in the student's designated program area of 600 clock hours, with at least 240 clock hours of direct service, including experience leading groups (the 240 direct hours is spread across two consecutive semesters)	Engage in direct counseling experience with individuals, couples, children, families, and groups at an approved internship	Log of completed direct contact hours approved and signed by the internship student, site supervisor, and faculty instructor	III.G III.G.1
Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, performed by the onsite supervisor	Participate in one hour of individual/triadic supervision each week with an approved site supervisor throughout the internship	Supervision log of completed supervision hours approved and signed by the student and site supervisor	III. G.2
An average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship and performed by a faculty member	Attend all scheduled COUN 6386 class meetings	Attendance log maintained by faculty supervisor	III.G.3
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)	Engage in indirect counseling experiences associated with internship site protocol	Log of completed indirect contact hours approved and signed by the internship student, site supervisor, and faculty instructor	III.G.4
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 clients	Presentation of video/audio recording to internship class and/or evaluation of live supervision form by site supervisor and/or internship faculty supervisor	Live supervision evaluation form and/or log of video/audio recording presented during internship class meetings	III.G.5
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	Evaluation by site supervisor on the student; Observation by faculty supervisor during site visit	Midterm and final evaluations by site supervisor; Feedback from site visit faculty internship supervisor	III.G.6

CMHC Specialty Standards

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignm ent
Maintain information regarding community resources to make appropriate referrals	As part of case presentation assignment, students will provide three potential referral sites for the client/subject of the case presentation. Students will need to list the referral, including address	Case Study Presentation	CMHC F.1

	and contact person, and provide a detailed description of how the referral will serve the interests of the client under discussion for the case presentation		
Advocate for policies, programs, and services that are equitable and responsive to the unique needs of clients	<p>As part of the case presentation, students will select one of their current clients at their internship site and draft a mock letter to a real referral source that will advocate for services (counseling, community, family, addiction, social, etc.) that will benefit the selected client.</p> <p><i>The letter will be used as a course assignment only and will deidentify information about the client to avoid breaches of confidentiality.</i></p> <p>The letter should be 1-2 pages in length and include a statement of the client's presenting problem, how current services are insufficient to meet the needs of the client, what services the client believes are needed for the client, and how the intern believes that services provided by the addressee of the letter will benefit the client.</p>	Advocacy Letter	CMHC F.2
Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	As part of the case presentation assignment, students will include an appropriate differential diagnosis and conceptualization of the client's needs based on the Diagnostic and Statistical Manual (DSM IV-TR or DSM 5)	Case Study Presentation	CMHC L.1
Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	As part of the case presentation assignment, students will provide a rationale for the diagnosis and use that diagnosis to describe an overall conceptualization of the client's presenting concern.	Case Study Presentation	CMHC L.2

Course Outline

Assignments

Students are required to 1) ***complete all assignments*** and 2) ***demonstrate proficiency in the objectives***.

1. **Professional Disclosure Statement.** Before you begin seeing clients, develop a Professional Disclosure Statement that is in line with the site and is approved by the University instructor. You will use this Disclosure Statement with all clients that you see at your site. You may use your Disclosure Statement from 6376 as a template. The Disclosure Statement shall contain the following information.

- a. Name, title, address, and phone number
- b. A listing of degrees, credentials, and licenses, including a clear statement that you are a student intern enrolled in COUN 6386: Internship
- c. A statement of areas of competence
- d. A general statement of counseling philosophy and a general proposed course of treatment
- e. Confidentiality
- f. Supervision
- g. Fees and insurance
- h. Appointments; and
- i. Dissatisfaction/complaints

Students may use their own creativity and academic license to formulate a Disclosure Statement that changes the order or integrates the categories. The only requirement is that all of the above information be included in their statement

2. **Logs of all activities** will be maintained throughout the semester. The student should have three copies of the *Documentation of Practicum Experience* – one for the student, one for the field supervisor, and one for the university supervisor. By the end of the semester, students must have the minimum hours at a ratio of 120 direct/300 total.
3. **Evaluations by clinical supervisors** at your site(s) (midterm and final) will be completed by the clinical supervisor and turned in by the student. Your supervisor should review your evaluation with you. The midterm evaluation consists of two parts (included in this syllabus) including a form to note strengths and weaknesses and a Likert scale form. The final evaluation consists of only the Likert scale form. It is expected that growth will occur from the midterm to the final. Site supervisors should be requesting recordings of field students in addition to observing students directly in sessions. **Students cannot pass the course if any score on the site supervisor's *final* Likert scaled evaluation form is lower than a (3)**
4. **Site visit by the university professor** will be made at least one time. It is the student's responsibility to set up the site visit for the professor of the course. The site visit needs to include a meeting between the instructor, student and clinical supervisor at the internship site. Site visits will need to be scheduled for one hour in duration
5. **Students are required to submit a minimum of two session recordings to the instructor of the course.** You are required to review the recording and submit a typed session critique that

contains the following elements. The recording should not be of an initial session or intake session with a client. Include an APA 6 formatted cover page when submitting this assignment.

- a. Part I: Basic Information
 - i. Client initials
 - ii. Client's presenting concern when initiating counseling
 - iii. Summary of treatment plan, including goals for counseling
 - iv. Number of sessions client has attended with you/attended at facility
 - v. Progress made towards meeting counseling goals to this point, including evidence for noted progress (e.g. client report, assessments, parent or caregiver report, your own observation, etc.). If no progress has been made, explain lack of progress.
 - vi. Your theoretical orientation
 - b. Part II: Session Critique. Select a 10-minute portion of the recording you want me to review. For this 10-minute segment, provide a critique that addresses the following points:
 - i. Client's presenting concern this session
 - ii. Relevance of presenting concern this session to overall treatment plan and counseling goals
 - iii. Summary of what transpired during 10-minute segment, including how this segment ties in with overall treatment plan and goals for counseling, as well as your goals during this 10-minute segment (e.g. what were you trying to accomplish as it relates to the client's overall treatment plan?)
 - iv. Self-Critique of your use of basic counseling skills in this 10-minute segment (include examples)
 - v. Self-Critique of your use of your guiding theory in this 10-minute segment (include examples)
 - vi. How would you improve your performance as a counselor during this 10-minute segment? Why?
 - vii. What skills did you demonstrate that you want to retain in your future sessions? Why?
6. **Students will present to the class a written case study** that will also include a 3-generation genogram, to illustrate or clarify client dynamics or other information presented. Other materials, such as, such as session recordings, activities used with the client counseled, etc. may be used in the presentation so long as confidentiality of the client is not violated. **Please have a paper copy of the genogram and treatment plan for the professor and class members.** This presentation should last approximately 30 minutes. *See instructions in this syllabus.* (SC D.3.; SC H.4.; SC H.5.; SC N.5.)
7. **Students are required to create and turn in an Advocacy Letter** (CMHC F.2; SC F.2)
- a. As part of the case presentation, students will draft a mock letter to a real referral source or community resource that will advocate for services that will benefit the selected client (counseling, community, family, addiction, social, etc.). The letter should be 1-2 pages in length and include a statement of the client's presenting problem, how current services are insufficient to meet the needs of the client, what services the intern believes are needed for the client, and how the intern believes that services provided by the addressee of the letter



will benefit the client. ***The letter will be used as a course assignment only and students should de-identify information about the client to avoid breaches of confidentiality.***

OR

- b. Write a letter on behalf of the counseling profession to an elected representative, board member, or other institution/individual with power to influence the counseling profession that advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients (CMHC; MCFC).

8. **A paper summarizing the field practicum experiences** will be submitted before the last class meeting (*see next page for School Counseling and MCFC additional requirements*)

Below are some questions to consider when completing your paper:

- a. What were your expectations at the beginning of your internship?
- b. What were your goals at the beginning of your internship?
- c. In what ways did your site meet and not meet your expectations?
- d. What progress did you make towards reaching your goals?
- e. In what ways did your goals change?
- f. What were the most important things you learned in internship this semester?
- g. What are some areas where you still want to grow?
- h. How have you changed as a counselor and as a person as a result of your internship experience?

You don't have to follow this format linearly, and if there's some overlap, you can organize your reflection in a way that works for you. Approximately 3-5 pages in a good length, but you can go over if you need to do so. Please follow APA 6 guidelines for grammar and structure, including a cover page.

9. **Students are expected to be professional, participate in the class discussions, and provide feedback to their peers during case presentations.**

Professionalism Policy: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Please dress professionally in accordance with your internship site.

Tardiness, failure to have recordings, weekly logs, weekly readings or other required paperwork will be reflected in the professionalism/class participation grade. Drinks are allowed, but no food in class is allowed. Areas for eating are provided in the building. Please take scheduled breaks with the class unless there is an emergency.

Rubric for Student Intern Professionalism:

- 1) On time for class
- 2) Turns in weekly logs each class meeting
- 3) Turns in final paperwork on last night of class
- 4) Turns in evaluation forms on due dates
- 5) Turns in reading assignments on time
- 6) Turns in final reflection paper on time

- 7) Turns in final evaluation of the site and supervisor
- 8) Exhibits professional conduct in class (attentive and participates in discussion, is appropriate during class discussions, participates in class discussions, refrains from using cell phone or eating in class, waits for scheduled breaks).

Course/Instructor Requirements:

1. **Weekly Reading Reflections.** Each week you will turn in a reflection based upon the assigned readings. Your reflections will be posted on Blackboard through Discussion Boards. Please feel free to comment on the posts of others throughout the semester, but please nothing snarky. If your feedback is critical, make it constructive and usable for the recipient.
 - a. **Martin Text:** In your reflection, please explain how the reading was meaningful for you (e.g. how it might relate to a client you are currently seeing, how it relates to your development as a counselor now; a skill or approach that you learned and how you might use it; etc.) Please be specific in your writing and avoid writing vaguely and in generalities. A good guideline for the Martin reading reflections is about 10-15 meaningful, substantive sentences per reflection. In your weekly reflection, please address each chapter as part of your reflection.
 - b. **Yalom Text:**
 - i. Prologue: What are the four existential givens as described by Yalom? Do you agree? Why or Why not? How do these existential givens fit with your current guiding theory of counseling practice?
 - ii. Chapters 1 – 10: For each chapter, describe the client's primary issue? How does Yalom struggle when working the client? Describe ways in which you relate to Yalom's struggle. What from Yalom's approach might you apply to your own practice? What would you do differently? Why? If you wouldn't do anything differently, describe why not. Each reflection should be between $\frac{3}{4}$ - 1 page in length *for each chapter*.
 - iii. Afterward: what were your reactions to Yalom's describing his reflections on Love's Executioner 20+ years after writing the book?

Grades

Students must turn in all logs and evaluations; meet expectations for the recordings, case study, advocacy letter, and final paper; gain satisfactory evaluations by site supervisor; meet expectations for session recordings; and demonstrate high levels of professionalism to receive a grade of A or B.

Professional Disclosure Statement	Complete/Incomplete
Recording One	65 points
Recording Two	65 points
Martin Readings	70 points (10 points each)
Yalom Readings	70 points total (10 points each)
Case Study	100 points
Advocacy Letter	40 points
Final Reflection Paper	50 points
Professionalism	40 points
TOTAL:	500 POINTS



*Current Weekly Logs must be turned to the instructor at the beginning of each class meeting. Failure to turn in Weekly Logs will result in a reduction of 10 professionalism points for each week that logs are not turned and complete (including all strikethroughs initialed and dated by supervisor if needed and no Whiteout) and with signatures.

*All final paperwork (Final Evaluation, final Weekly Logs, End of Term Activity Summary, Site Evaluation by Internship Counseling Student, Supervision Evaluation by Internship Counseling Student, Supervisor's Evaluation of SHSU Counseling Master's Program; COUN 6386 Supervision Log, Documentation of Practicum Experience Form) must be turned in to the instructor and complete and with all signatures by 5:00pm on the final Friday of the semester. Failure to do so will result in you receiving an automatic F for the semester. You must turn in this paper work to the Counselor Education Center. You are responsible for making arrangements to turn in final paperwork by the deadline. All final paperwork must be turned in at once and not over time.

Late assignment policy: All assignments must be turned in "complete". For late assignments, extra time may be "purchased" at the rate of 5 percent off the total assignment grade, per day, after 6:00 P.M. on the day the assignment is due, and bought at an additional 5 % daily up to 6 days. If the instructor notices something is missing and an assignment is deemed incomplete, grade deductions are retroactive to the original due date. If late more than 6 days, the assignment score will be 0. Any missing assignments must be completed, even if not turned in until after a 6 day delay. If, at the end of the semester, one or more assignments have not been turned in "complete", or requirements have not been met, the student will be assigned the letter grade of F for the class.

Schedule

Class 1	Orientation to the Class/Paperwork & Discussion of Sites/ Discussion of Assignments
Class 2	Weekly Logs; Professional Disclosure Statement
Class 3	Weekly Logs; Weekly Reading Reflection
Class 4	Weekly Logs; Weekly Reading Reflection; Recording One; Mid-Term Evaluation;
Class 5	Weekly Logs; Weekly Reading Reflection
Class 6	Weekly Logs; Weekly Reading Reflection; Recording Two
Class 7	Weekly Logs; Weekly Reading Reflection
Class 8	Weekly Logs; Weekly Reading Reflection; Advocacy Letter; All Logs, Final Evaluation, End of Semester Paperwork, and Final Reflection Paper

Sam HoustonTM STATE UNIVERSITY

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: Use of technology is not allowed unless it is being used to contribute to academic learning as it relates to the objectives of this course.
 - Technology during exams: There are no exams for this course.
 - Technology in emergencies: Students may receive phone calls and text messages in cases of emergency. It is expected that emergency phone calls and text messages be conducted in a manner that is not disruptive to the objectives of the class. Should students anticipate an emergency situation during scheduled class time, it is expected that they notify the instructor in advance, such as at the beginning of class or during a scheduled break.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

- 1) Students are permitted to miss one class (3 hours during fall and spring) with no penalty, but a call to the professor of the class is expected beforehand.
- 2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both of the absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.
- 3) A drop of a letter grade will occur for each subsequent absence.
- 4) Repeated lateness will count towards an absence.

****For this class, any missed class must be made up by the student. Each class counts as group supervision and cannot be made up except by attending other group supervision meetings. If a student must be absent, she or he is required to make up the missed group supervision and is responsible for contacting the instructor with the reason for the absence.***

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)).



Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Sam HoustonTM

STATE UNIVERSITY

Case Presentation Outline

Address each item below that is pertinent to your case. It is expected that some items may not be relevant to your client/student. Use a fictitious name or initials only.

1. **Identifying Data:** Client name, age, race or ethnicity, marital status, occupation, grade in school, members of household.
2. **Initial Presenting Concern:** Brief statement of the problem that led to client initially seeking counseling services
3. **Current Difficulties:** 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.)
4. **Physical Health History:** Significant health history, illnesses, injuries, current medications.
5. **Psychological Health History:** Previous treatment, duration, compliance, past and current psychotropic medication, past or current suicidal ideation/attempts.
6. **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.
7. **Occupational History:** Client's work history, reasons for job changes, level of satisfaction with employment.
8. **Testing:** Summary of any psychological or educational assessments.
9. **Family and Home Background:** Construct appropriate multigenerational genogram. Describe in narrative form client's perspectives of the family and critical family incidents.
10. **DSM 5 Diagnosis** (Include this even if not required at your site. If your site still uses the DSM-IV TR or instead used ICD 10, include this information as well) (CMHC.L.1)
11. **Strengths and Resources:** Include the positive things going for the client or student that will help for addressing the problems and needs (personal, familial, intellectual, financial, social, spiritual, physical, medical, or affective supports)
12. **Theoretical Conceptualization and Treatment Plan**
 - a. **CMHC/MCFC** (CMHC L.2; MCFC B.2; MCFC D.1)
 - i. **Theoretical Orientation** used in working with the client. Also discuss whether your theoretical orientation matches the expectations of your internship site. If there are differences, how you reconcile these differences.
 - ii. **Theoretical Conceptualization of Client** – including your theoretical conceptualization of how the client developed the presenting concern(s), how the client is dealing with the presenting concern(s), and barriers to the clients addressing these concerns independently.
 - iii. **Treatment Plan & Goals for Counseling using your Theoretical Conceptualization** – including theoretically consistent goals for counseling, as well as how your theory helps explain and justify the counseling goals you have established for the client. Use the treatment plan format you learned in Effective Human Behavior when presenting your treatment plan to the class. *Please provide a hard copy of your treatment plan to each student in class.*
 - iv. **Evidence that demonstrates progress towards client's goals**

- v. **Counseling techniques and/or strategies used to help client progress towards meeting objectives and goals** that are internally consistent with your guiding theory.
- 13. Referrals:** As part of case presentation assignment, students will provide **three** potential referral sites for the client/subject of the case presentation. Students will need to list the referral, including address and contact person, and provide a detailed description of how the referral will serve the interests of the client under discussion for the case presentation (CMHC F.1; SC H.4; SC N.5)



COUN 6386 **Clinical Mental Health Counseling**/MCFC Internship

WEEKLY LOG (To be completed each week by supervisor and supervisee)

Student: _____

Supervisor: _____

Setting/location: _____

Dates of Service: _____ to _____

<u>Direct Hours Activity*</u>	<u>Weekly Hours*</u>	<u>Cumulative*</u>
Individual	_____	_____
Play Therapy	_____	_____
Group	_____	_____
Couple	_____	_____
Family	_____	_____
Intake	_____	_____
Consultant Role (Giving Consultation)	_____	_____
Workshop Given	_____	_____
Test Administration and Interpretation	_____	_____
Other Direct Experience**	_____	_____

Total Direct Hours	_____	_____
---------------------------	-------	-------

<u>Indirect Hours Activity*</u>	<u>Weekly Hours*</u>	<u>Cumulative*</u>
Individual Supervision	_____	_____
Group Supervision (SHSU Class)	_____	_____
Receiving Consultation from Other Professionals	_____	_____
+ Other Training Experiences	_____	_____
Preparation (Paperwork, reading, report writing, etc.)	_____	_____

Total Indirect Hours	_____	_____
-----------------------------	-------	-------

Total Hours of Direct and Indirect	_____	_____
---	-------	-------

Signature of Clinical Supervisor

Date

Signature of Intern

Date

*You may only count hours once – NO DOUBLE-DIPPING OF HOURS IS ALLOWED!!

** Approval of Professor Required

+ Clinical staff meetings, test scoring, workshops, conferences, etc.



COUN 6386 **Clinical Mental Health Counseling**/MCFC Internship

END OF TERM ACTIVITY SUMMARY (To be completed at the end of each semester)

Student: _____

Supervisor: _____

Setting/location: _____

Dates of Service: _____ to _____

Direct Counseling Activity*

Number of Hours*

Individual	_____
Play Therapy	_____
Group	_____
Couple	_____
Family	_____
Intake	_____
Consultant Role (Giving Consultation)	_____
Workshop Given	_____
Test Administration and Interpretation	_____
Other Direct Experience**	_____

Total Direct Hours

Indirect Counseling Activity*

Number of Hours*

Individual Supervision	_____
Group Supervision (SHSU Class)	_____
Receiving Consultation from Other Professionals	_____
+ Other Training Experiences	_____
Preparation (Paperwork, reading, report writing, etc.)	_____

Total Indirect Hours

Total Hours of Direct and Indirect

Signature of Clinical Supervisor

Date

Signature of Intern

Date

*You may only count hours once – NO DOUBLE-DIPPING OF HOURS IS ALLOWED!!

** Approval of Professor Required

+ Clinical staff meetings, test scoring, workshops, conferences, etc.



INTERNSHIP - MID-TERM EVALUATION (for CMHC, MCFC, and School students)

STUDENT _____ **DATE** _____

IDENTIFIED STRENGTHS OF THE INTERN:

- 1.
- 2.
- 3.

IDENTIFIED AREAS FOR GROWTH OF THE INTERN:

- 1.
- 2.
- 3.

PLAN FOR CREATING NEW PROFESSIONAL ACTIVITIES FOR THE REMAINDER OF THE SEMESTER:

PLAN FOR REMEDIATION FOR AREAS FOR GROWTH:

CHANGES PLANNED IN SUPERVISION (IF ANY):

Signature of Intern

Date

Signature of Clinical Supervisor

Date



Counseling Internship
(CMHC/MCFC)
Mid Term/Final (Circle One)
Evaluation Form

Counseling Student: _____

Supervisor: _____

Site Name: _____

The Off-campus Supervisor is requested to complete this form and confer with the counseling student midterm and at the end of the term. The form should be sent to the University Supervisor via mail or the counseling student.

Circle the number which best describes student performance in each category. If a category is not applicable, indicate so by placing "n/a" immediately next to the category number.

General Supervision Issues	<u>Requires Assistance</u>	<u>Appropriate</u> <u>Acceptable</u> <u>Performance</u>	<u>Exceptional</u> <u>Performance</u>
1. Demonstrate time, energy, and personal commitment in becoming an exemplary counselor	1 2	3 4	5 6
2. Accepts and uses constructive criticism to enhance self-development and counseling skills	1 2	3 4	5 6
3. Engages in open, comfortable, and clear communication with peers and supervisor	1 2	3 4	5 6
4. Recognizes own competencies and skills and share these with peers and supervisor	1 2	3 4	5 6
5. Recognizes own deficiencies and actively works to overcome them with peers and supervisor	1 2	3 4	5 6

6. Completes care reports and records clearly, punctually, and conscientiously	1	2	3	4	5	6
--	---	---	---	---	---	---

Counseling Process

7. Researches the referral prior to the first interview	1	2	3	4	5	6
---	---	---	---	---	---	---

8. Keeps appointments on time	1	2	3	4	5	6
-------------------------------	---	---	---	---	---	---

9. Begins the interview smoothly	1	2	3	4	5	6
----------------------------------	---	---	---	---	---	---

10. Explains the nature and objectives of counseling when appropriate	1	2	3	4	5	6
---	---	---	---	---	---	---

11. Is relaxed and comfortable in the interviews process	1	2	3	4	5	6
--	---	---	---	---	---	---

12. Communicates interest in and acceptance of the client	1	2	3	4	5	6
---	---	---	---	---	---	---

13. Facilitates client expression of concerns and feelings	1	2	3	4	5	6
--	---	---	---	---	---	---

14. Focuses on the content of the client's problem	1	2	3	4	5	6
--	---	---	---	---	---	---

15. Recognizes and resists manipulation by the client	1	2	3	4	5	6
---	---	---	---	---	---	---

16. Recognizes and addresses positive affect of the client	1	2	3	4	5	6
--	---	---	---	---	---	---

17. Recognizes and addresses negative affect of the client	1	2	3	4	5	6
--	---	---	---	---	---	---

18. Is spontaneous in the interview	1	2	3	4	5	6
-------------------------------------	---	---	---	---	---	---

19. Uses silence effectively	1	2	3	4	5	6
------------------------------	---	---	---	---	---	---

20. Is aware of own feelings in the counseling session	1	2	3	4	5	6
--	---	---	---	---	---	---

21. Communicates own feelings to the client when appropriate	1	2	3	4	5	6
--	---	---	---	---	---	---

22. Recognizes and skillfully interprets the client's covert messages	1	2	3	4	5	6
23. Facilitates realistic goal/setting with the client	1	2	3	4	5	6
24. Encourages appropriate action-step planning with the client.	1	2	3	4	5	6
25. Employs judgment in the timing and use of different techniques	1	2	3	4	5	6
26. Completes scheduled evaluation of goals, action-steps, and related reports during counseling	1	2	3	4	5	6
27. Utilizes appropriate assessment/diagnostic techniques when appropriate (may include DSM IV)	1	2	3	4	5	6
28. Administers and interprets tests appropriately	1	2	3	4	5	6
29. Closes the interview smoothly	1	2	3	4	5	6
Conceptualization Process						
30. Focuses on specific behaviors and their consequences	1	2	3	4	5	6
31. Recognizes and pursues incongruencies/inconsistent information	1	2	3	4	5	6
32. Uses relevant case data in planning both immediate and long-range goals	1	2	3	4	5	6
33. Uses relevant case data in considering various strategies and implications	1	2	3	4	5	6

34. Bases decisions on a theoretically sound and consistent rationale regarding human behavior	1	2	3	4	5	6
35. Is perceptive in evaluating the effects of own counseling behaviors	1	2	3	4	5	6
36. Demonstrates ethical behavior in counseling activity and case management	1	2	3	4	5	6

Additional Comments:

Clinical Supervisor

Date

My signature indicates that I have read the above report and have discussed the content with my supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Counseling Student

Date

(Adapted from: Boylan, Malley, & Scott: 1988)



Sam Houston State University
COUN 6386 Internship

Site Evaluation by Internship Counseling Student

1 Poor 2 Satisfactory 3 Good 4 Excellent

- | | | | | |
|--|---|---|---|---|
| 1. Rate your site as an internship training facility | 1 | 2 | 3 | 4 |
| 2. Rate your opportunities to do counseling | 1 | 2 | 3 | 4 |
| 3. Rate your overall experience | 1 | 2 | 3 | 4 |

Internship Site: _____

Internship Semester: _____ Year: _____

In what ways did your site allow you opportunities for growth as a counselor?

In what ways did you contribute to the site during your internship experience?

What, if anything, about the site was not a good experience for you and how could it be improved?



** Please note that this evaluation may be shared with future students considering this site/supervisor.

Sam Houston State University
COUN 6386 Internship

Supervision Evaluation by Internship Counseling Student

Name of Supervisor: _____

Internship Site: _____

Internship Semester: _____ Year: _____

What did you appreciate most about your supervisor?

What specific skills did you learn from your supervisor?

What, if anything, about your supervision experience could have been better?



How would you rate the overall supervision you received?

____ Poor ____ Satisfactory ____ Good ____ Excellent

**** Please note that this evaluation may be shared with future students considering this site/supervisor.**

Sam Houston State University
Evaluation for COUN 6386 Internship
Supervisor's Evaluation of SHSU Counseling Master's Program

PLEASE GIVE TO YOUR SUPERVISOR TO COMPLETE AT THE END OF THE SEMESTER AND INCLUDE WITH YOUR FINAL PAPERWORK

Site Supervisor: _____

Agency/School: _____

Please answer the Following Questions on a 5-Point Scale

Strongly Agree (5) Agree (4) Undecided (3) Disagree (2) Strongly Disagree (1)

____ 1. SHSU prepares counseling students to follow ethical counseling practices.

____ 2. SHSU prepares counseling students to provide counseling services appropriate to the \
needs of the clients served at the agency (i.e., Clinical Mental Health, School).

____ 3. SHSU prepares counseling students to carry out the daily functions of a professional
counselor in an agency or school setting.

____ 4. SHSU prepares counseling students to meet the counseling needs of clients from diverse
backgrounds.

____ 5. SHSU prepares counseling students to complete notes and records in accordance with
the guidelines/procedures of the agency or school.



Please provide feedback as to how SHSU might improve the preparation of counseling students to meet the changing needs of clients and the changing demands of the agency or school.

COUN 6386 Supervision Log

[illegible]



Supervisor's Signature: _____ Date: _____

Intern's Signature: _____ Date: _____

Sam Houston State University
Department of Counselor Education

COUN 6386

Supervisor Agreement to Supervise Between Semesters

(For 6386 Internship I students intending to see clients during breaks when the university is not in session, this form needs to be completed and on file with the student's Internship I instructor prior to the end of the Internship I semester.)

I, _____, as clinical supervisor for the site
_____, agree to continue meet with
_____ for supervision for an average of one
hour per week during the semester break as she/he continues to see clients and accrue direct
experience hours.

I understand that my supervisee is not officially enrolled in Internship class during this time, as the university is not in session, and that I will be the only one responsible for the supervision needs of this student during this time. I understand that my supervisee may gain up to 100 hours during this break (50 indirect, 50 direct).

Site Supervisor

Date

Clinical Supervisor

Date

Supervisee

Date

Use the weekly logs to track your between-semester hours, and then use the End of Term Log Activity Summary to record the hours you accrued between semesters. You will turn these forms in to your Internship II instructor at the beginning of your Internship II semester.

**READING ASSIGNMENTS FOR
6386.05 FALL 2017**

- Chapter 19 – 24 pages

**Martin: Are due the Mondays between
class meetings:**

Meeting 1.5

- Chapter 14 – 22 pages
- Chapter 15 – 20 pages

Meeting 2.5

- Chapter 1 – 12 pages
- Chapter 2 – 18 pages

Meeting 3.5

- Chapter 3 – 22 pages
- Chapter 4 – 16 pages

Meeting 4.5

- Chapter 5 – 24 pages
- Chapter 6 – 32 pages

Meeting 5.5

- Chapter 7 – 12 pages
- Chapter 8 – 32 pages

Meeting 6.5

- Chapter 11 – 8 pages
- Chapter 12 – 12 pages
- Chapter 16 – 12 pages

Meeting 7.5

- Chapter 17 – 22 pages
- Chapter 18 – 10 pages

**Yalom: Are due the day of each class
meeting:**

Meeting 2

- Prologue - 12 pages

Meeting 3

- Chapter 1 - 59 pages

Meeting 4

- Chapter 2 – 20 pages
- Chapter 3 - 28 pages

Meeting 5

- Chapter 4 – 34 pages
- Chapter 5 – 6 pages

Meeting 6

- Chapter 6 – 18 pages
- Chapter 7 – 18 pages

Meeting 7

- Chapter 8 – 28 pages
- Chapter 9 - 20 pages

Meeting 8

- Chapter 10 – 42 pages
- Afterward – 6 pages

Meeting 1-2: 54 pages

Meeting 2-3: 89 pages

Meeting 3-4: 86 pages

Meeting 4-5: 96 pages

Meeting 5-6: 80 pages

Meeting 6-7: 80 pages

Meeting 7-8: 96 pages

Total Reading Load Between Meetings: