The University of St. Thomas  
Graduate Program in Counselor Education  
COUN 6305 Counseling Internship  
COUN 5368 Counseling Practicum  
Summer 2015

Instructor: Daniel Katz, Psy.D.  
Cell Phone: 832-443-7668  
Office Hours: By appointment  
E-mail: katzds@stthom.edu  
Course Home Page: On Blackboard  
Class Meeting: Thursdays 5:30 – 9:50 pm at Malloy 020  
Prerequisites: No prerequisites.

Required Texts:

Supplementary Readings:
Assigned research articles will be provided on Blackboard in the Course Documents section or handed out in class.

Course Description and Objectives:
This course is one of two semesters required for the capstone experiences. Students will be enrolled in a 3-credit counseling internship class which meets once a week for one semester. This course requires completion of a supervised internship/practicum 160 clock hours in students’ designate program areas, begun after successful completion of the counseling practicum. The internship/practicum is intended to reflect the comprehensive work experience of professional counselors appropriate to the designated program areas.

The Counseling Internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student’s internship includes all of the following:

1. a minimum of 60 hours of direct, supervised counseling-related service in a clinical or school setting.

2. weekly interaction that averages one hour per week of individual and/or triadic supervision, throughout the internship, performed by the on-site supervisor

3. an average of 3 hours per week of group supervision provided through the university internship course.
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, supervision, information and referral, in-service and staff meetings);

5. the opportunity for the student to develop program-appropriate audio and/or videotapes of the student’s interactions with clients for use in supervision;

6. the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research; and

7. a formal evaluation of the student’s counseling performance during the internship, including documentation of a formal evaluation after students complete their internship by the professor of the counseling internship class in consultation with the onsite supervisor.

**Course Objectives:**
This course is designed to meet the competencies of the Council for Accreditation of Counseling and Related Educational Programs CACREP (2009) Section III (Professional Practice). G 1-6. Upon the completion of this course students will be able to:

1. Demonstrate and increase proficiency in basic counseling skills through direct service work with clientele appropriate to clinical mental health counseling as well as one’s program emphasis.

2. Continue with the development of a personal awareness of multiculturalism and a professional attitude needed to work with clients, staff and dynamics representative of a pluralistic society. Emphasis will be placed on appropriate integration of multicultural competencies into professional practice.

3. Continue to develop and use a counseling theoretical approach, assessment including but not limited to the DSM-5, treatment planning, techniques, interventions, stages of counseling, and professional growth and development in the understanding and utilization of the same in the counseling process.

4. Observe professional counselors in a professional setting with an intent of learning from their experience with developing and evaluating strategies for different client populations.

5. Gain supervised experience in the use of a variety of professional resources such as appraisal instruments, print and non-print media, professional literature, and research.

6. Become more aware of developing and working with collateral resources with community (legal, medical, educational, etc.) agencies and resources that will aid in rendering services to meet client needs.

7. Demonstrate a heightened understanding and ability to function in accordance with the professional standards set forth in the American Counseling Association’s Code of Ethics. To refine one’s ability to analyze, evaluate, and cope with professional issues.

8. Use feedback from on-site and program faculty supervisors and peers to enhance counseling and job-related skills.

10. Learn and follow agency policies and practices in the areas of confidentiality, accountability, and standards of professional practice.

11. Utilize a variety of case management/record keeping strategies.

12. Develop, implement and evaluate appropriate client intervention plans.

While many of these skills are introduced in this course, the mastery of these competencies develops through both instruction and practical training outside the classroom.

Course Policies and Procedures:

The following information is designed to help the class run smoothly. The instructor reserves the right to make additions and adjustments as necessary.

Website for Course

My primary way of communicating course information to students is through Blackboard. I will post any announcements regarding class or assignments on Blackboard. Please check each day for any announcements. Additional materials, such as course syllabus, readings, and/or other activities and materials will be made available through the course website throughout the session.

Academic Integrity

As a Catholic university, integrity and honesty are integral components of UST's core values. This commitment to integrity and honesty is manifested in an atmosphere of open, civil discourse and careful, respectful listening where freedom of thought and expression are valued and protected. The University also supports honesty and integrity by striving in various ways to foster respect for oneself and one's own work, as well as respect for others, their work, and their basic human rights.

Students are expected to conduct themselves honestly on all academic assignments. All students of UST are bound to uphold the principles of academic integrity, and students are expected to understand the meaning and standards of academic integrity. Violations of academic integrity include, but are not limited to, the following: cheating, stealing, lying, forgery, and plagiarism. Ignorance of any of these offenses is not a valid reason for committing an act of academic dishonesty.

Blackboard

Course materials may be placed on UST's content management system, Blackboard. You can access Blackboard through mystthom.edu. You will need your student login and password. Contact the IT Help Desk (713-525-6900) if you are not familiar with Blackboard and need help with access.

Recording Class Lectures

With the instructor’s permission, students may record class lectures for their private use only. No clinical case presentations or case studies offered in class may be recorded. The materials may not be given, loaned, or sold to others without the consent of the instructor. In addition, class lectures must be appropriately cited when used (see APA Manual).
Weather related cancellations or changes to schedule

When UST’s campuses close due to a weather event, the University will place this information on Houston television and radio channels. If the University announces an opening time that is in the middle of class, then the entire class period is cancelled.

Learning Disabilities or Differences

To request academic accommodations due to a disability or difference, contact the Counseling and Disability Services Office at (713)525-2169. If you have a letter from the Disability Services Office indicating that you have a disability, which requires academic accommodations, present the letter to me so we can discuss the accommodations that you might need in this class.

Incomplete Grades

Incomplete grades will only be given for extreme emergencies. Therefore, your final products must be turned in on time. Valid incomplete grade requests are a death in your family, extreme illness (not colds and flu), military activation, or anything outside of your control. Failure to plan ahead, or panic over many papers being required at the same time are not valid reasons for incomplete grade requests. Incomplete grades are granted for a limited time only. If the student’s work products are not completed and submitted by the end of the incomplete period then the student will receive an ‘F’ for the course and will not be able to register for another semester until the ‘F’ is removed. The ‘F’ can only be removed when the student has submitted all work and the faculty member has graded the work and assigned a grade higher than an ‘F”.

Requests for Extensions or Making Up Work

Requests for test make-ups and/or assignment deadline extensions are strongly discouraged. It is unlikely that requests for make-ups or extensions will be granted except in cases of documented illnesses (verified by a doctor or his designee) and other extreme circumstances.

Withdrawal from Course

Students who find themselves in the position of having to withdraw from the course and receive a grade of ‘W’, may do so no later than the date reflected in the University’s academic calendar. Failure to comply with the official withdrawal procedure will result in a permanent grade of F.

Course Evaluation at the End of the Semester

Students have the opportunity to evaluate the course and instructor at the end of each semester. This evaluation is extremely helpful in the on-going improvement of our department’s striving for educational excellence in our courses. Please participate in this important process.

Course Requirements/Activities/Evaluation:

Class Attendance

It is essential that students attend each class session to receive credit for the required supervision and to provide reliable, ethical, and competent client care. You are expected to attend every class. Because this course only meets once a week, missing one class can be detrimental to your overall success in the course.
as a whole. Excused absences, in which prior arrangements are not possible, (i.e. accident requiring hospitalization, death of an immediate family member, your own sudden illness, etc.) will be handled on a case-by-case basis. In the event of an absence you are required to attend to the care of your clients, meaning that you are responsible for ensuring that they are contacted and made aware of your absence and their next scheduled appointment time. **In case of illness and true emergencies, please notify your course instructor as soon as possible via phone call or text message to your instructor. Email is not appropriate or timely in the case of last minute emergencies.**

Any unexcused absences or failure to notify supervisors of absences will also result in the loss of supervision credit and counseling hours for that week as well as a meeting with the campus supervisor to determine outcome which might include receiving a failing grade for the class. Late to class: More than 20 minutes will require make-up work at the discretion of the professor. Please implement the necessary boundaries for leaving work or internship sites on time. Arriving late impacts the work of your classmates. Three absences in the course will result in a reduction of grade by ½ and four absences will result in failure (F) of the course. If you experience any problem or have doubts about something related to internship, contact the professor as soon as possible.

**Participation:**
You are expected to participate in class activities and discussions. Participation not only adds to the quality of discussions, but also demonstrates that the class is actively engaged in personal and professional development, is completing assigned readings and understanding the material. Active participation is essential and will be evaluated in the following way:

**Required Paperwork**

**Logs** - Students will keep a weekly log of time, type of activity, and description of activity completed at the internship. A paper copy of the log, with each class meeting’s date, will be submitted to the professor at the start of class. It is the student’s responsibility to maintain and keep copies of their logs. This will be your only record of your clock hours and may be needed for licensing purposes. The logs must be neat and legible.

**Contracts** – The internship/practicum contract represents an agreement among you, your site supervisor, and your university for the semester. Signed contracts between students and sites are to be submitted to the professor by the 1st class meeting. If you do not have a practicum or internship site by the first class meeting contact Dr. Elizabeth Maynard (maynare@stthom.edu) immediately.

**Professional Liability Proof** – as you will be providing services under the supervision of an appropriately licensed professional, you will be required to obtain and verify to your site supervisor that you have professional liability insurance. You must present proof of insurance prior to engaging in internship activities. Proof of liability insurance is to be provided to the professor.

**Case Conceptualization and Class Presentation**

The purpose of this activity is to discuss, reflect on, and evaluate students’ cognitive, emotional, and behavioral responses to working with clients. Students will present (30 minutes) a case from their internship experience. This must be a case that the student had an active role in. The week before a student’s presentation, 2-5 page summary should be provided to the class that includes client’s background/life circumstances, etc. **Make sure that you do not include any personally identifying**
information about the student in your summary or presentation. Use a pseudonym and provide only the demographic information needed for conceptualization purposes.

Include the following in separate sections:

- **Description of client**
  - Age, gender, ethnicity, sexual orientation, grade/occupation, living situation.
- **Presenting Problem**
  - Why are they seeing you? Current symptoms, frequency, severity, chronicity.
- **Psychosocial History**
  - Background information. Family, linguistic, cultural history, education, important events in client’s life.
- **Medical Issues/Previous treatment**
  - Major medical issues, medication, prior counseling, hospitalization, assessment findings.
- **Ethical, legal, political, or other issues that may be relevant.**
- **General impression of client**
  - Why now? What is causing or contributing to current issues? How do you feel with the client? What are your personal thought or feelings.
- **Specific questions, concerns, or areas where you want feedback.**
  - For example: treatment planning, insight around an interaction, therapeutic alliance, countertransference (your reactions to the client), intervention suggestions.

- All class members are expected to read the summary prior to the class meeting and to bring a hardcopy of this summary to class for easy reference.

- At the start of the case presentation, each presenter will have no more than 20 minutes to describe the case. The presenter should spend the majority of this time discussing their impressions of the case, treatment plan/goals, counselor actions, self-awareness, and overall how they have conceptualized the critical details of the case. Each presenter should also come prepared with 1 or 2 questions to stimulate group discussion.

- Following this first 20 minutes, the presenter will present a 5-10 min clip of their work with the client. The presenter is responsible for ensuring that the clip work and the specific section for viewing is queued up. Don’t forget to obtain permission to tape from the client.

- The group will then engage in ~15 minutes of open discussion regarding the case. During this time, the entire class will consider the presenter’s questions, ask additional questions of the presenter’s case conceptualization, offer alternative views, and provide other forms of constructive feedback. Everyone is expected to offer at least some commentary during this phase. The presenter’s questions and the class feedback should focus on the quality of the therapeutic alliance, treatment planning, case conceptualization, and additional questions as needed.

- Prior to the end of the case presentation/discussion, the presenter will take a few minutes to comment on the group feedback that was received, indicate which questions, thoughts, and feedback were particularly helpful in deepening or elaborating on her/his conceptualization of the case, and suggest how this feedback may be used in refining findings about the case and/or in planning/implementing subsequent assessment, consultation, or treatment activities.
Written Paper

Students are to write a 6-10 page paper about their internship/practicum experience. The paper should include a review of what you learned on internship, your strengths and areas of future growth, as well as your philosophy as a counselor. This includes your positions, perspectives, and expectations as counselors at the end of internship. The paper must be written in APA style format and submitted to the professor on the last day of class.

Grading:

This is a graded course. Students will be graded A, B, or F depending upon the evaluation given by the site supervisor, the demonstration of knowledge, abilities, and skills through class activities, and contributions to class discussion and activities. Case presentations during group supervision, case conceptualization, effectiveness of oral and written communication, as well as openness to feedback and supervision will all be considered. Evaluation methods may include (any and/or all) written work, observation, tape or audio review, case presentations, supervisor evaluations and in class participation along with timely completion of all class assignments. The instructor will make final decisions about grading. Failure to complete class requirements or the required number of direct service hours in a semester may result in a F in the course. Failure to follow Ethical Guidelines of the profession will require a meeting to determine the next steps for addressing the concerns. Occasionally personal issues or life events will make it impossible for a student to move forward in their growth as a counselor and they will be encouraged or required to take some time off for self-care.

*Participation has been monitored based on your attentiveness to class presentations/conceptualizations and your ability to engage in discussions

*Log points will be determined by whether they were submitted on time, legible, and complete with signatures. There should be at least 10 logs submitted.

Ethical Guidelines: Students are expected to follow the ethical guidelines put forth by the American Counseling Association and to seek supervision when there is case confusion or an ethical dilemma to be resolved. Failure to follow ethical guidelines and/or non-disclosure of ethical problems and the seeking of appropriate supervision may result in dismissal from the practicum and/or counseling program. To follow ethical guidelines in relation to clients and to respect the work of our peers it is of fundamental importance that the contents of group discussion be regarded as absolutely confidential.

Final Grade Distribution: Students will receive a final semester grade which takes into consideration the grades for each presentation, class participation (including the quality and quantity of feedback given in class to fellow students, and timeliness of assignments).

Course Schedule

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Readings to be completed prior to class</th>
<th>Activities for the Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/28</td>
<td>-Introduction to Course</td>
<td>Chapters 1, 2, 3, &amp; 5 (Baird, 2014)</td>
<td>Submit logs, permission to tape forms, contracts, and proof of</td>
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<td></td>
<td>-Review Internship Manual</td>
<td>Narcissistic Issues... (Brightman)</td>
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<td></td>
<td>-Discussion of site</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Presentations</td>
<td>Insurance</td>
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<tr>
<td>6/4</td>
<td>No Class</td>
<td>Chapters 1, 2, 3, &amp; 5 (Baird, 2014) Narcissistic Issues... (Brightman)</td>
<td>No Class</td>
</tr>
<tr>
<td>6/11</td>
<td>Group Supervision &amp; Discussion</td>
<td>Ch. 4 Ethical and Legal Issues (Baird, 2014) Ch. 7 Clinical Writing (Baird, 2014) Cognitive Differences... (Kingsbury, 1987) Quick Reference Medication Chart</td>
<td>Submit logs etc.</td>
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<td>6/18</td>
<td>Group Supervision &amp; Discussion</td>
<td>Core Psychodynamic Problems (Summers and Barber)</td>
<td>Submit logs etc.</td>
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<td>6/25</td>
<td>Group Supervision &amp; Discussion Facilitation</td>
<td>Ch 4. Treatments in dynamic psychiatry (Gabbard) Ch. 6 Basic Therapy Processes (McWilliams)</td>
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<td>7/2</td>
<td>Group Supervision, Discussion, and Case Presentations</td>
<td>Chapter 6 Working with diversity (Baird, 2014) Racial-Microagressions in Everyday Life (Sue et al., 2007)</td>
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<td>7/9</td>
<td>Group Supervision, Discussion, and Case Presentations</td>
<td>Care of Others and Self... (Webb, 2011) Ch. 9 Assault and other risks (Baird, 2014) Responding to Suicidal Risk (Pope, Vasquez) <a href="http://www.kspope.com/suicide/">http://www.kspope.com/suicide/</a></td>
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<tr>
<td>7/16</td>
<td>Group Supervision, Discussion, and Case Presentations</td>
<td>Care of Others and Self... (Webb, 2011) Ch. 9 Assault and other risks (Baird, 2014) Responding to Suicidal Risk (Pope, Vasquez) <a href="http://www.kspope.com/suicide/">http://www.kspope.com/suicide/</a></td>
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<td>7/23</td>
<td>Group Supervision, Discussion, and Case Presentations</td>
<td>Termination. The Craft. (Kaner &amp; Prelinger 2007) When the therapist must leave (Penn 1990)</td>
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<td>7/30</td>
<td>Group Supervision, Discussion, and Case Presentations</td>
<td>Chapter 10 Closing Cases (Baird, 2014) Ch. 11 Finishing the internship (Baird, 2014) Ch. 12 Frustrations etc. (Baird, 2014)</td>
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Helpful literature:

Suicide:
http://soe.syr.edu/academic/counseling_and_human_services/modules/Suicide_Risk/default.aspx

Responding to Suicidal Risk (Pope, Vasquez) http://www.kspope.com/suicide/