

University of North Texas at Dallas
Spring 2016
SYLLABUS

COUN 5721: INTERNSHIP IN COUNSELLING		3Hrs
Department of Counseling & Human Services		Division of Education & Human Services
Instructor Name:	Yu-Fen Lin	
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Office Hours:	Monday 1:30pm- 5:30pm Wednesday 3:30-5:30pm By appointment	
Classroom Location:	DAL2 338	
Class Meeting Days & Times:	Monday 5:30PM-8:20PM	
Course Catalog Description:	Supervised experience in counseling in schools or agencies.	
Prerequisites	Practicum in counseling COUN 5690	
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhg.follett.com</p> <p>Texas Education Agency Websites; Other ONLINE resources (TBA) TK20 http:// www.coe.unt.edu/tk20 (TBA) Student subscriptions are effective for 7 years from date of purchase)</p>	

PLEASE NOTE: AS AN INTERNSHIP STUDENT YOU ARE REQUIRED TO READ AND FAMILIARIZE YOURSELF WITH THE INTERNSHIP PACKET (EITHER SCHOOL OR AGENCY). YOU MAY DOWNLOAD IT FROM THE BLACKBOARD.

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 on-site/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).

Student Learning Outcome (SLO)	Assignment/ Evaluation	CACREP Standard (2009)
Course Objectives: Students will:		
Obtain at least 120 clock hours per internship of direct service, including experience leading groups. (240 hours for two internships)	CPCE Hours Log	CACREP III.G.1
Participate weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.	CPCE Hours Log	CACREP III.G.2

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.	CPCE Hours Log	CACREP III.G.3
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).	CPCE	CACREP III.G.4
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.	CPCE	CACREP III.G.5
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.	CPCE	CACREP III.G.6
CHMC Outcome	Assignment/ Evaluation	CACREP Standard
Demonstrate the ability to apply and adhere to ethical and legal standards in CMHC.	CPCE	CMHC-B1
Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	CPCE	CMHC-D1
Apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	CPCE	CMHC-D2
Promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	CPCE	CMHC-D3
Apply effective strategies to promote client understanding of and access to a variety of community resources.	CPCE	CMHC-D4
Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	CPCE	CMHC-D5
Demonstrate the ability to use procedures for assessing and managing suicide risk.	CPCE	CMHC-D6
Apply current record-keeping standards related to clinical mental health counseling.	CPCE	CMHC-D7
Provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	CPCE	CMHC-D8
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.	CPCE	CMHC-D9
Maintains information regarding community resources to make appropriate referrals.	CPCE	CMHC-F1
Advocate for policies, programs, and services that are equitable and responsive to the unique needs of clients.	CPCE	CMHC-F2
Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	CPCE	CMHC-F3

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.		CMHC-L2
Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	CPCE	CMHC-L3
School Counseling Outcome	Assignment/ Evaluation	CACREP Standard
Demonstrate the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	CPCE	B2
Provide individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	CPCE	D2
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.	CPCE	D3
Conduct programs designed to enhance student academic development.	CPCE	L1
Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.	CPCE	L2
Implement differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	CPCE	L3
Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	CPCE	N1
Locate resources in the community that can be used in the school to improve student	CPCE	N2

achievement and success.		
Consult with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	CPCE	N3
Uses peer helping strategies in the school counseling program.	CPCE	N4
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.	CPCE	N5
Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	CPCE	P1
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).	CPCE	P2

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

Professional 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.

Attendance: Mandatory. Attendance of less than eight meetings will affect your grade. If you miss a meeting, it is your responsibility to attend another meeting. Please ask your supervisor about other meeting dates and times.

Paperwork: Submit all necessary paperwork to me either in person, by e-mail me. **Incomplete files will affect your grade.** Turn in all originals but 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.

Due Dates:

All forms and documents are found in your packet that can be downloaded from the Blackboard.

Due Now-2/2: 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.**

By 5/10, 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 send process emails to your UNT Dallas supervisor. These are due every other week (the Mondays we don't meet in the class). Emails should be about 1 pg. long, double-spaced with a 12-point font. Write it within the body of your email (Do not attach it). In your process emails, address any current clinical concerns but focus more on your experience and process rather than clinical details. Format is irrelevant but 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 may include:

1. How is the overall 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. How does this experience tie in with your overall career goals?
7. What do you like about your supervision? What do you not like? What do you need from your supervisor or me?
8. Based on your experience, what should be different about the counseling program at UNTD?
9. In light of this experience, how do you plan to develop and change to make yourself a better counselor? Personal therapy, continuing education, etc.?
10. What is most rewarding about your work? Is it what you thought it would be?

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 2/2, 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.

Meeting Format: 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.

Site Visit: At mid-term the instructor will visit your internship site to meet with both you and your site supervisor. The instructor will observe portion of your counseling session when visiting. The purpose of this visit is to ensure a quality internship experience.

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 (ie: 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.) **Assigned due dates for case conceptualization will be done on the 1st day of class.**

The Final papers: Comparison paper for all graduating school counseling interns, and the Final paper for agency/community interns. Please see your Master's Handbook for further information about this assignment. (CACREP II.3.c.d.)

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

Midterm evaluation due: 3/8 Final evaluation due: 5/10 .

Final Forms: The following forms must be completed and turned into the internship instructor by the last meeting date.

- Signed Log sheets documenting accrued hours
- Final On site Supervisor Evaluation of Student
- Internship Student's evaluation of On-site supervisor
- Onsite supervisor's evaluation of program (this can be done on TK20).

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.

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.

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:

Instrument	Points
Site Report	20
Mid-Term Evaluation	50
Final-Term Evaluation	50
Site Visit	50
Case Study Presentation	60
Class Participation and Attendance	50
Process E-mails	80
Hours Log and Paper work	40
Hours Requirement	50
Total:	450

Grade Determination:
A 405-450

B 360-404
F ≤ 359

The Student Evaluation of Teaching Effectiveness (SETE) 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 the SETE to be an important part of your participation in this class.

Class policies

Attendance: As per University policy, students are expected to attend 8 group meetings. Exigent and dire circumstances may preclude student attendance, and should such events occur students are expected to contact the instructor via either phone or e-mail address he/she provides to you. Absences and tardiness will affect your grade.

Incompletes: Students are strongly encouraged to confirm with their site supervisor that they will be able to complete all above requirements by the end of the semester BEFORE deciding on an internship. Incompletes will only be given under extreme circumstances. In accordance with University policy, all incompletes must be completed in the semester following the one in which they are received.

Professionalism and Diversity: Acting within the bounds of professionalism and the student code of conduct is required. Encountering new ideas, new ways of knowing, and interacting with people different from ourselves are pillars of the counseling experience. Students will be encouraged and expected to be mindful of this and other diversity related issues.

All students should activate and regularly check their UNTD Mail (e-mail) account. UNTD Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via UNTD Mail.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. 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 the SETE to be an important part of your participation in this class.

Assignment Policy:

Students are expected to submit all assignments at the due date when class meets. Late work will not be accepted or awarded credit. There will be no make-up work.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty 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 Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance 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 class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. 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 Center for Student Rights and Responsibilities as the instructor deems appropriate.

UNT Dallas

Grade Appeal Guidance for Students

The UNT Dallas Counseling and Human Services faculty are committed to each student's academic and professional success. As such, the faculty would like to guide students in professional protocol of managing concerns regarding their grades. When you have concerns regarding grades, please consider the information below and follow the protocol in sequential order.

Facts

1. Each student is responsible for the grade they earned. Professors do not give grades. Students earn grades.
2. Student's grades are based on the requirements stated in the syllabus. Students are responsible for fulfilling all course requirements including readings, writings, assignments, and exams by the deadline that is stated on the syllabus. If you have a true emergency or crisis, then notify the professor via email as soon as possible and ask if an exception can be granted. Make every effort to show the professor that you are taking responsibility for your assignment.
3. Professors are NOT required to allow students to retake exams or resubmit assignments just because the student did not earn the grade they desired.
4. Students do have the right to ask questions to understand the material they missed on exams or assignments. Students may ask questions in class, email or phone professors, or visit professors during their office hours.
5. A grade of Incomplete is only granted the last part of the semester if (a) the student notifies the professor in writing of an unforeseen circumstances such as illness, death in the family, active military service, etc. and (b) the student is passing the class. An Incomplete is not granted just because the student did not complete their work on time or did not like the grade they received.
6. Just because a student is not satisfied with his or her grade does not mean the student should pursue a grade appeal. Grade appeals are ONLY granted for three reasons
 - a. "Arbitrary" means a decision based on inappropriate criteria or not in conformity with established procedures or standards.
 - b. "Prejudice" means a decision motivated by ill will that is not indicative of the student's academic performance in regard to grades.
 - c. "Error" means a decision that is based on a mistake in fact.

Protocol for Grade Appeal

1. Consult your syllabus, course webpage, and course grading rubrics to identify what was required of you in the class. Ask yourself, "Did I do what was required by the deadline that was indicated on the syllabus, course webpage, and grading rubric"? Also, ask yourself, "Am I just disappointed with my grade and myself or is there evidence that the grade was arbitrary, based on prejudice or error"? If it was the later, then proceed with the next step.
2. Contact your instructor via email. In a professional and respectful manner, state
 - a. Your specific concern (i.e. "My concern is regarding the grade of "D" on my term paper in class XYZ and my subsequent class grade of D.")

- b. The reason you disagree (i.e. “I believe my grade does not represent the quality of my paper because I thoroughly fulfilled each item on the grading rubric.”).
 - c. Your responsibility of what you did “right” and what you did NOT do “right” (i.e. ”I followed the grading rubric. However, I turned in the paper a week late.”)
 - d. What you are requesting (i.e. “I am requesting that we meet to discuss my paper and help me understand the reason for the grade on my paper.”)
 - e. Your contact information including email and phone numbers.
3. Wait patiently for at least two business days (48 hours during a business week) for the instructor’s response to your email. Consider the instructor’s response. For example, “On page 4 of the syllabus, it says if papers are turned in late, then they will receive a lower letter grade. According to the rubric, the quality of your paper was rated as a C. Since you turned it in late, you earned a D.” Ask yourself, “Am I just disappointed with my grade and myself or is there evidence that the grade was arbitrary, based on prejudice or error?” If it was the later, then proceed with the next step.
4. If your concern remains unresolved after the informal consultation with the faculty member, submit a written petition for appeal to the chair of the faculty member's department within three (3) days of learning the result of the informal conversation with the faculty member. The Chairs contact information is:

Constance Lacy, Ph.D., LCSW
Chair
Department of Counseling and Human Services
University of North Texas at Dallas
7300 University Hills Blvd.
Dallas, TX 75241
(972) 338-1381
constance.lacy@untdallas.edu
5. The chair will follow the procedures stated in the UNT Dallas Grade Appeal Policy available at http://dallas.unt.edu/sites/default/files/page_level2/pdf/policy/7.007%20Grade%20Appeal.pdf

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 the blackboard.

TOPICS	TIMELINE
<ol style="list-style-type: none"> 1. Course orientation and introduction. 2. Supervisory Relationship 	1/19
Suicidal Prevention & Group Supervision <ol style="list-style-type: none"> 1. Submit Site Report 2. Submit log of hours. 3. Submit all the Paper Work in the Packet. 4. Discuss the internship experience 5. Suicidal Prevention and Assessment 	2/2
Solution Focused Therapy & Group Supervision <ol style="list-style-type: none"> 1. Submit the Hour Log 2. Discuss the internship experience and one client 3. CPCE & NCE Preparation 	2/16
Gender Sensitive Therapy & Group Supervision & Case Study <ol style="list-style-type: none"> 1. Mid-term evaluation in the class. 2. Case Presentations 3. Midterm PCPE evaluation from site supervisor should be submitted to TK20. 4. Submit log of hours 5. CPCE & NCE Preparation 6. 	3/8
Guest speakers Individual Supervisions	3/29
Group Supervision & Case Study <ol style="list-style-type: none"> 1. Case Presentations 2. Guest Speaker 3. Submit log of hours 	4/12
Group Supervision & Case Study <ol style="list-style-type: none"> 1. Submit log of hours 2. Case Presentations 3. Discuss the internship experience. 4. Licensure Preparation 	4/26
<ol style="list-style-type: none"> 1. Final evaluation. 2. Turn in total hours for the semester. 3. Final PCPE evaluation from: Site supervisor submits to TK20 	5/10

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.

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. **Diagnosis:** DSM-5 diagnosis
13. **Summary:** Statement identifying client and description of problem.
14. **Treatment Goal(s):** Specify observable, measurable, attainable goals.
15. **Treatment Plans:** Type of treatment to be instituted.
16. **Video Clip**

**COUN 5720 & 5721 Internship
Rubric for the Case Presentation**

Date:	Presenter:
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Content and Structure	Poor (1)	Adequate (2)	Good (3)	Excellent(4)
<i>1. Your site</i>				
<i>2. Identifying Data</i>				
<i>3. Source of Information</i>				
<i>4. Statement of Problem</i>				
<i>5. Core Issues and its Development</i>				
<i>6. Family and Home Background</i>				
<i>7. Educational History</i>				
<i>8. Physical Health History</i>				
<i>9. Psychological Health History</i>				
<i>10. Testing</i>				
<i>11. Occupational History</i>				
<i>12. Diagnosis</i>				
<i>13. Summary</i>				
<i>14. Treatment Goal(s)</i>				
<i>15. Treatment Plans</i>				
<i>16. Open to Feedback</i>				
<i>17. Video Clip</i>				
				TOTAL = _____

Overall Evaluation:

A = 64 – 54 points B = 53 – 36 points C = 35 or below