James I Perkins College of Education
Human Services Department
Counselor Education Program

PCOU 5395 Sec 021 – Internship in Counseling
Fall, 2023

Course Credits: 3-6 hours
Course Time & Location: 6:45-9:15 PM Mondays
Group Case Presentation via Zoom (see d2l for link)
Instructor: Dr. Bill Weber, Ed. D., LPC, CRC, CVE
Office Location: Human Services Building, Room 230
Office Phone: (936) 468-1154
Office Hours: 4:30-6:30 M, 4-6 W; 4-6 R
Email: bweber@sfasu.edu

General Bulletin description:

A supervised field placement in a mental health, rehabilitation or school setting requiring a minimum of 600 clock hours in counseling-related activities, including a minimum of 240 direct client contact hours. (Pass-Fail)

Course Description:

A post practicum field placement requiring a minimum of 600 clock hours of supervised counseling experience. Placements may include such settings as rehabilitation centers, schools and community agencies. Your internship is the culmination of the academic sequence leading to your degree in counseling that should provide you with a supportive, structured learning environment for acquiring clinical experience and practical on-the-job training. In addition to on-site experience and Case Presentation, you will participate in class meetings with other interns to discuss placement experiences.

Course Justification:

This supervised field experience requires students to be fully engaged in the work of a practicing counselor for a minimum of 600 hours, including a minimum of 240 hours of direct services to clients. In addition, students are required to engage in one hour of individual Case Presentation a week and attend the group Case Presentation class for 2.5 hours a week. Readings will be assigned based on the individual needs of the clients being served.

Course Delivery Mode:
Seminar meetings will be held by Zoom.

Pre-requisites:

PCOU 5394 and program approval.

College Diversity Statement:

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Program Learning Outcomes: Program Specific

Professional Orientation and Ethical Practice (CACREP 2.F.1)
Students will be able to articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

Social and Cultural Diversity (CACREP 2.F.2)
Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

Human Growth and Development (CACREP 2.F.3)
Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning.

Career Development (CACREP 2.F.4)
Students are able to utilize career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

Counseling and Helping Relationships (CACREP 2.F.5)
Students are able to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.

Group Counseling and Group Work (CACREP 2.F.6)
Students demonstrate competency in preparing and facilitation of group counseling.

Assessment and Treatment Planning (CACREP 2.F.7)
Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.

Research and Program Evaluation (CACREP 2.F.8)
Students will demonstrate an understanding of research methods to inform evidence-based practice.

Intended Learning Outcomes/Goals/Objectives:

Through the activities and objectives in PCOU 5395 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance,
writing projects, and discussions students will gain academic excellence within the subject area with
an emphasis on life-long learning and development. Students will also be given the opportunity for
collaboration and be encouraged toward openness to new ideas. Ethics, integrity and service within
the counseling profession and following the American Counseling Association guidelines will also
be integrated into all aspects of the course. As described in this syllabus, COU 595 follows the
mission, vision and core values of the College of Education and Stephen F. Austin State University
which is aligned with the counseling curriculum, clinical experiences, and assessments. Because
there are numerous CACREP and CORE Standards assessed in this course, the specific standards
are listed in the Internship Manual. They will be assessed through the mid-term and final CIT
evaluations. This course is designed to meet SACS, SBEC, and CACREP standards.

A complete list of standards assessed in Internship can be found in the Internship Manual and
on the CIT evaluation documents for each specialty area. Standards are based upon the
individual specialization tracks and are aligned with CACREP standards.

Any violation of the ACA Code of Ethics, Intern policies, or legal statute may result in a failing
grade in the course and/or removal from the program. In the event this occurs, the Counseling
faculty will be consulted, as well as the Department Chair and Dean.

Course Requirements and Expectations:

The requirements are directed to assuring that you have the types of experiences that will produce a
capable, competent professional counselor, regardless of which setting you have chosen. There are a
number of requirements that you must meet to successfully complete your internship experience.
These requirements are found in detail in your copy of the Counseling Program Internship
Manual.

The following paperwork the must be completed and returned prior to being allowed to
accrue hours:

1. **Affiliation Agreement** This must be signed by your site designee and university officials.
   Agreements are good for 5 years. If a current agreement is on file, you will not need to
   complete this form.
2. **The Counseling Intern Agreement**
3. **Statement of Site Supervisor Credentials** (see Internship Manual), along with a copy of
   the supervisor’s license/certification and a resume/vita verifying years of experience
4. **Intern Data Form** This form provides contact information on your site and your supervisor.

Required Documentation

1. **The Internship Log** is a chronological record of daily activities showing actual clock hours
   spent in various counseling activities. I have provided you with an electronic file that
   will total your weekly and total hours. You will also need to maintain a detailed daily log
   of activities (This can be in the format of your choice). **Your weekly log should be
   signed by your on-site supervisor and turned in each week during class.** Daily logs
   should be available for review upon request of your site or university supervisor.
2. **The Weekly Case Presentation Log Form** is to document Case Presentation activities
and recommendations, as well as give formative assessment information on a weekly basis. **It is to be signed and returned weekly.**

**Assessment (Copies of all forms can be found in D2L)**

1. The site supervisor will do **two live observations and complete the form provided.** One will need to be done prior to mid-term and the second one prior to finals week.

2. The site supervisor will complete the mid-term and final evaluation in Qualtrics.

3. The University supervisor or designee will conduct a Zoom meeting with the site supervisor to receive feedback utilizing their submitted student evaluation. For school counselors, one observation must be a classroom guidance lesson and the other will be individual or group counseling. For Clinical Mental Health and Clinical Rehabilitation the supervisor or designee will conduct the zoom meeting.

**Case Presentation**

1. Interns will participate in one hour of individual/triadic Case Presentation with the site supervisor each week.

2. Interns will participate in a two and a half hour weekly group Case Presentation class with the University supervisor each week. The class will meet via zoom.

Please note: Failure to attend Case Presentation may result in a loss of hours for the week.

**Other requirements**

3. Each student will complete a learning plan that outlines professional growth goals for the internship experience. An article explaining the format of the learning plan can be found in D2L.

5. All students will complete 3 hours of approved professional development related to the counseling profession during the semester. Proof of attendance will be required and should be turned in by the date indicated on the calendar.

6. Each student will present cases to the class to engage in consultation with other professionals. This will occur on an on-going basis.

**Observations/Site Visits**

The university supervisor or designee will complete three site visits including some observation time for each school counseling intern. The university supervisor or designee will conduct one site visit for clinical mental health counseling and rehabilitation counseling interns. The visits will be documented on appropriate forms.

**Grading:**

The internship course is based on a pass/fail method of evaluation. **Grades are assigned based upon successful completion of the 600 hours of supervised experience, which includes 240 hours of direct client contact.** The university supervisor assigns the final grade, however, input from the on-site supervisor is vital. As detailed below and in the **Internship Manual**, you will be required to submit two (2) on-site supervisor evaluations of your professional and personal performance during
There are several documents that must be completed prior to final grades being posted. Sign in to LiveText and click on the Forms tab at the top. You will complete the following:

1. Candidates Final Disposition Checklist
2. COU 595 CIT Evaluation of On-site Supervisor
3. COU 595 CIT Field Placement Evaluation
4. COU Program Completer Survey

Final grades will not be posted until all paperwork is returned and Livetext forms submitted.

### Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Tentative Topics Covered</th>
<th>Assignments Due</th>
<th>Target Hours Direct/Indirect at end of week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>A Review of the Syllabus and Course Requirements. What to Expect From Case Presentation</td>
<td>Readings: Case Presentation Article Learning Plan Article</td>
<td>17/23</td>
</tr>
<tr>
<td></td>
<td>Developing a Learning Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Legal Issues in Counseling Case Presentation Activities</td>
<td>Bring a copy of the LPC Rules with you to Class. Submit copy of your learning plan to dropbox by</td>
<td>34/46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8/27 @ 11:59/</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Ethical Issues in Counseling Case Presentation Activities</td>
<td><strong>Bring a copy of the current ACA Code of Ethics to Class</strong></td>
<td>51/69</td>
</tr>
<tr>
<td>Week 4</td>
<td>Guest Lecture Case Presentation activities</td>
<td></td>
<td>68/92</td>
</tr>
<tr>
<td>Week 5</td>
<td>Case Conceptualization Case Presentation activities</td>
<td>Read Case Conceptualization</td>
<td>85/115</td>
</tr>
<tr>
<td>Week 6</td>
<td>Suicide Prevention and Intervention Case Presentation</td>
<td>Read Materials on Suicide Intervention and Prevention</td>
<td>102/138</td>
</tr>
<tr>
<td>Week 7</td>
<td>Case Presentations Case Presentation activities</td>
<td>Skovholt Text: Chapters 3 and 4</td>
<td>119/161</td>
</tr>
<tr>
<td>Week 8</td>
<td>Guest Lecture Case Presentation Activities</td>
<td><strong>Mid-semester evaluations due</strong></td>
<td>136/184</td>
</tr>
<tr>
<td>Week 9</td>
<td>Guest Lecture Case Presentation Activities</td>
<td>Skovholt Text: Chapters 5 and 6</td>
<td>153/207</td>
</tr>
<tr>
<td>Week 10</td>
<td>Case Presentation Activities</td>
<td>Skovholt Text: Chapter 7, 8 and 9</td>
<td>170/230</td>
</tr>
<tr>
<td>Week 11</td>
<td>Case Presentation Activities</td>
<td>Skovholt Text: Chapter 10 and 11</td>
<td>187/253</td>
</tr>
<tr>
<td>Week 12</td>
<td>Case Presentation Activities</td>
<td>Skovholt Text: Chapter 12 and 14</td>
<td>204/276</td>
</tr>
</tbody>
</table>
| Week 13 | Guest Lecture  
Case Presentation Activities | | 221/305 |
| | Thanksgiving Holiday Week | | |
| Week 14 | Next Steps – Licensure/Certification, Job Hunt, Choosing a Supervisor | Professional Development verification due | 238/328 |
| Week 15 | Q & A, Reflections  
Final Meeting | Final evaluations and logs due | 240/360 |

Schedule is tentative and is subject to change.

Readings (Textbook Required)


Q-CLASSROOM Statement. This course uses the Q-CLASSROOM data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu

Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken with the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Attendance**

As indicated in the internship manual, the student may not count the internship hours completed for any week they had an unexcused absence from seminar.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: - using or attempting to use unauthorized materials on any class assignment or exam; - falsifying or inventing of any information, including citations, on an assignment; and/or; - helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to: submitting an assignment as one's own work when it is at least partly the work of another person; - submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or, - incorporating the words or ideas of an author into one's paper or presentation without giving the author credit. Penalties for Academic Dishonesty Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
Plagiarism an extremely serious offense with severe consequences including failure to receive credit for the assignment, removal from the class, and/or removal from the university. Most students who plagiarize do so unintentionally. However, that does not lessen the consequences. The following websites have excellent information regarding plagiarism and proper citation methods. I strongly recommend that you review this information.

http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original

http://www.msresource.com/format.html

http://owl.english.purdue.edu/owl/printable/589/

Student Ethics and Policy

Withheld Grades: Policy 5.5

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:

The Dean of Students Office (Rusk Building, 3rd floor lobby) www.sfasu.edu/deanofstudents

936.468.7249 dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202

www.sfasu.edu/humanservices/139.asp
The Health and Wellness Hub “The Hub”

Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub

936.468.4008

thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

Student Code of Conduct: Policy 10.4

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not
authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means
the whole or any part of a non-administered test, test key, homework solution, or computer
program, or using a test that has been administered in prior classes or semesters without permission
of the Faculty member. (4) Substituting for another person, or permitting another person to
substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other
records or academic work offered for credit, (6) Using any sort of unauthorized resources or
technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source
or the use of one’s own previous work in another context without citing that it was used previously,
without any indication of the original source, including words, ideas, illustrations, structure,
computer code, and other expression or media, and presenting that material as one’s own academic
work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments
offered for credit or collaboration with another person to commit a violation of any provision of the
rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in
an effort to receive a postponement or an extension on a test, quiz, or other assignment for the
purpose of obtaining an academic or financial benefit for oneself or another individual or to injure
another student academically or financially.

Statement regarding the use of ChatGPT. If you use ChatGPT or electronic AI software in this
class, please use the APA rules regarding citing Personal Communications. The author is Open AI
and the date is the year of the software version that you used. (OpenAI, the year of the version). It
would not appear or be counted in the references.

Withheld Grades Semester Grades Policy (A-5) Ordinarily, at the discretion of the instructor of
record and with the approval of the academic chair/director, a grade of WH will be assigned only if
the student cannot complete the course work because of unavoidable circumstances. Students must
complete the work within one calendar year from the end of the semester in which they receive a
WH, or the grade automatically becomes and F. If students register for the same course in future
terms the WH will automatically become an F and will be counted as a repeated course for the
purpose of computing the grade point average.

Electronic Devices – Out of respect for the learning environment, please turn off all electronic
devices prior to entering the zoom classroom. This does not mean place them on vibrate. Students
should also refrain from sending or receiving text messages during class. This instructor requires
that students attend Zoom seminar with the video camera on.

Graduation
You should have already applied. If you have not, do so immediately! If there were problems with your graduation audit, we would know by now.

1. Order regalia through the bookstore.
2. Students who are members of Chi Sigma Iota can order honor cords and stoles through CSI online. Students who are members of Sigma Phi Alpha will get honor cords and stoles the last night of class.

**LPC License**

*Testing (Be sure to keep a copy of your results. NCE will not mail official results)*

You cannot apply to test until after your degree has posted. You will need to have a final transcript with your degree conferred.

Go to this website to apply for the NCE:

http://www.dshs.state.tx.us/counselor/lpc_exam.shtm

**Temporary License**

Once you have passed the NCE and taken the Jurisprudence exam (you can take this at any time. It is online and is a no fail exam), you can apply for your Temporary License. You cannot apply for your license until you have obtained an LPC supervisor. This link gives you directions:

http://www.dshs.state.tx.us/counselor/lpc_temporary.shtm

I will give you a Practicum/Internship verification form the last night of class. **DO NOT LOSE THIS!** You will need it to apply for your license.

**CRC Certification Testing**

All information on the CRC exam and certification can be found at

http://www.crccertification.com/

**CSC Certification and Testing**

If you have not already taken your certification test, you need to obtain clearance paperwork from me and submit the application to test to the Certification Office.

To apply for certification:

**Certificate recommendations require the following:**

- All coursework completed
- All grades posted
- Degree conferred on final transcript – (1-2 weeks after graduation)
- Field experience completed (internship)
- Certification tests completed for specific certificate (TExES 152)*
- An online application submitted to TEA (www.tea.state.tx.us)
- Payment to TEA for the certificate and fingerprint check

**Dates to apply for certificates:**

- **December** graduates may begin applying November 1st
May graduates may begin applying April 1st
August graduates may begin applying July 1st

Please note – recommendation cannot be made by SFA until degrees have been conferred on the final transcript. If you are seeking certification only, recommendation cannot be made until all coursework/field experience is complete and grades are posted. Students should be notified by TEA that they have been recommended by SFA within 4-6 weeks of graduation/coursework completion.

Application Procedures:

- Go to the Texas Education Agency (TEA) website at www.tea.state.tx.us
- On the left hand side of the screen, click on the link for Educator Certification.
- On the left hand side of the screen, click on the link for Educator LOGIN/ACCOUNT SET UP
- After you have logged in to your account, click on Applications on the left side of the Educator Main Menu and select Standard Certificate Texas Program
- Answer questions on the applicant’s affidavit
- Choose Stephen F. Austin State University as the entity
- Indicate specifically the certificate for which you are applying (EC-4 Generalist, 4-8 Math, 8-12 Life Science, etc.)
- Complete the remaining portion of the application and select SFASU University based, College Recommendation
- Submit your application
- Submit your payment and fingerprint fee
- After payment for fingerprints has been made, students will receive an email with instruction on how to make arrangements for the fingerprint scan

Case Consultation Requirements for presentation
Each intern will present cases in class and lead the consultation process. The case consultation should include:

1. Demographics of the client
2. Presenting problem
3. Diagnosis (if appropriate)
4. Treatment goals
5. Interventions planned/attempted
6. Where additional help is needed from consultation process