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

PCOU 5395 Sec 020 – Internship in Counseling  
Spring, 2024

Course Credits: 3-6 hours  
Course Time & Location: 6:45-9:15 PM Mondays  
Group Supervision via Zoom,  
Instructor: Dr. Bill Weber, Ed. D., LPC, CRC, CVE  
Office Location: Human Services Building, Room 230  
Office Phone: (936) 468-1154  
Office Hours: 5-7M, 6-7T; 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 supervision, 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 supervision a week and attend the group supervision 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.

Texts/Readings:

Reading will be assigned based upon the individual client cases and professional development needs.

Intended Learning Outcomes/Goals/Objectives:

Graduates of The Professional Counseling Program at SFA are competent and ethical counselors. Program learning outcomes are:

1. **Ethical Standards and Legal Considerations**: Counseling students adhere to strict ethical guidelines and maintain professional behavior. This includes maintaining confidentiality, obtaining informed consent, avoiding conflicts of interest, and ensuring the well-being of clients. Counseling students comply with the ACA Code of Ethics and the rules and regulations of Texas.

2. **Multicultural Counseling and Social Justice**: Counseling students understand theories and models of multicultural counseling, cultural identity development, and social justice. This includes recognizing and addressing issues related to cultural diversity and social inequalities in their counseling practice. They advocate on behalf of their clients and the profession itself to address institutional and social barriers that impede access, equity, and success for their clients.

3. **Factors Affecting Human Development**: Counseling students consider systemic and environmental factors that affect human development, functioning, and behavior. They apply theories of individual and family development across the lifespan to better understand and assist their clients.

4. **Career Development and Assessment**: Counseling students help clients assess their abilities, interests, values, and personalities to guide career development. They use assessment tools and techniques to aid clients in making informed career decisions.

5. **Counseling Theories and Models**: Counseling students apply various counseling theories and models to provide effective therapeutic interventions. These may include cognitive-behavioral therapy, person-centered therapy, and more.

6. **Counseling Skills**: Counseling students demonstrate competence in essential interviewing, counseling, and case conceptualization skills, ensuring they can effectively work with clients to address their mental health concerns. This includes gaining hands on experience working with clients in practicum and internship.

7. **Group Counseling**: Counseling students design and facilitate groups, employing ethical and culturally relevant strategies to help clients in a group setting.

8. **Assessment and Test Administration**: Counselors select, administer, and interpret assessments and tests ethically and in a culturally relevant manner to support their clients’ needs. This involves understanding and analyzing test scores, psychological assessments, and other relevant data to make informed decisions about a client’s mental health and to plan appropriate interventions.

9. **Research and Statistical Principles**: Counselors need to understand the scientific and statistical principles that underlie evidence-based research. This includes knowledge of research methods, experimental design, data analysis, and the ability to critically evaluate research studies to
determine their quality and relevance. Counselors understand the significance of research in advancing the profession. They can critique research to inform their counseling practice and provide evidence-based interventions.

10. **Communication and Presentation Skills**: Effective communication is crucial for counseling students. They must convey complex mental health concepts and findings to clients, colleagues, and the public. This includes both oral and written communication.

### E. COUNSELING PRACTICE AND RELATIONSHIPS

1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds
2. critical thinking and reasoning strategies for clinical judgment in the counseling process
3. case conceptualization skills using a variety of models and approaches
4. consultation models and strategies
5. application of technology related to counseling
6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities
8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
9. interviewing, attending, and listening skills in the counseling process
10. counseling strategies and techniques used to facilitate the client change process
11. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences
12. goal consensus and collaborative decision-making in the counseling process
13. developmentally relevant and culturally sustaining counseling treatment or intervention plans
14. development of measurable outcomes for clients
15. evidence-based counseling strategies and techniques for prevention and intervention
16. record-keeping and documentation skills
17. principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources
18. classification, effects, and indications of commonly prescribed psychopharmacological medications
19. suicide prevention and response models and strategies
20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies
21. processes for developing a personal model of counseling grounded in theory and research

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 Supervision Log Form** is to document supervision activities and recommendations, as well as give formative assessment information on a weekly basis. **It is to be signed and returned weekly.**

3. **Weekly Journal** – each student will write a weekly journal utilizing the Integrative Processing Model format explained in the article provided in D2L. There is also a template for the journal in D2L.

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.

Supervision

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

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

Please note: Failure to attend supervision 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. **Case Presentation.** Each student will formally present one of their cases to the class. The oral presentation should cover the following:
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

Date of Presentation will be assigned:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Criteria</th>
<th>Meets Criteria</th>
<th>Does Not Meet Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation is submitted at the assigned time using Powerpoint.</td>
<td>10</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Demographics and Mental Health History of client.</td>
<td>20</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Diagnosis established for the client.</td>
<td>20</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Treatment goals established with the client.</td>
<td>20</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Interventions planned/implemented</td>
<td>20</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Where additional help is need from the consultation process.</td>
<td>10</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>

Total: 100 points.

**Observations/Site Visits**

The university supervisor or designee will conduct one site visit or zoom session with the site supervisor for clinical mental health counseling. 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 the semester. This will be done with using Qualtrics through the Dean’s Office.
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>What to Expect From Supervision? Supervision activities</td>
<td></td>
<td>17/23</td>
</tr>
<tr>
<td>01/16-01/20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Legal Issues in Counseling Supervision activities</td>
<td>Learning Plan Due Read Supervision article</td>
<td>34/46</td>
</tr>
<tr>
<td>01/23-01/27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Ethical Issues in Counseling Supervision activities</td>
<td>Bring a copy of the current ACA Code of Ethics and LPC Rules to class with you.</td>
<td>51/69</td>
</tr>
<tr>
<td>01/30-02/03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Guest Lecture Supervision activities</td>
<td></td>
<td>68/92</td>
</tr>
<tr>
<td>02/06-02/10</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Week 5</td>
<td>Case Conceptualization Supervision activities</td>
<td>Read Case Conceptualization Article in D2L.</td>
<td>85/115</td>
</tr>
<tr>
<td>02/13-02/17</td>
<td></td>
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</tr>
<tr>
<td>Week 6</td>
<td>Suicide Prevention and Intervention Supervision Activities</td>
<td>Read Suicide Article in D2L.</td>
<td>102/138</td>
</tr>
<tr>
<td>02/20-02/24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Pandemic Issues Supervision activities</td>
<td></td>
<td>119/161</td>
</tr>
<tr>
<td>02/27-03/03</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>03/06-03/10</td>
<td>Spring Break</td>
<td></td>
<td></td>
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<tr>
<td>Week 8</td>
<td>Guest Lecture Supervision Activities</td>
<td>Mid-semester evaluations due</td>
<td>136/184</td>
</tr>
<tr>
<td>03/13-03/17</td>
<td></td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Guest Lecture Supervision Activities</td>
<td></td>
<td>153/207</td>
</tr>
<tr>
<td>03/20-03/24</td>
<td></td>
<td></td>
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<tr>
<td>Week 10</td>
<td>Older Adults</td>
<td></td>
<td>170/230</td>
</tr>
</tbody>
</table>
Readings

Readings for this course are noted on the timeline and located in Course Documents under the Articles tab in the D2L course content area.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>03/27-03/31</td>
<td>Supervision Activities</td>
</tr>
<tr>
<td>04/03-04/07</td>
<td>Career Counseling Supervision Activities</td>
</tr>
<tr>
<td>04/10-04/14</td>
<td>Self Care Supervision Activities</td>
</tr>
<tr>
<td>04/17-04/21</td>
<td>Guest Lecture Supervision Activities</td>
</tr>
<tr>
<td>04/24-04/28</td>
<td>Next Steps – Licensure/Certification, Job Hunt, Choosing a Supervisor</td>
</tr>
<tr>
<td>05/01-05/04</td>
<td>Q &amp; A, Reflections Final Meeting</td>
</tr>
</tbody>
</table>

Schedule is tentative and is subject to change.
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.

Student Ethics and Policy

**Institutional Absences (HOP 04-110)**

Please copy and paste the following information regarding Institutional Absences into your syllabus.

*In addition, you may include your guidelines for institutional absences as appropriate.*

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity (In addition, you may include your guidelines for academic integrity as appropriate).**

- The Code of Student Conduct and Academic Integrity (HOP 04-106) 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)

Please copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs.

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/docs/hops/02-206.pdf.
• **Students with Disabilities**

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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

• **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.

**Other important course-related policies:**

***Other SFA policy information is found in the [Handbook of Operating Procedures (HOP)](http://www.sfasu.edu/handbook).***

IX: Resources

• **On-campus Resources:**

  o **The Dean of Students Office** (Rusk Building, 3rd floor lobby)

    [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)

    936.468.7249

    dos@sfasu.edu

  o SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)

    Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

  o SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)

    Human Services Room 202 • 936-468-1041

  o **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](http://www.sfasu.edu/thehub)

    936.468.4008
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)
- Crisis Text Line: Text HELLO to 741-741

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.