

SUL ROSS STATE UNIVERSITY
ED 7316B—Practicum in Guidance and Counseling - Syllabus
Spring 2016

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Required Textbook: Dr. Arthur's NCE (National Counselor Exam) Study Guide (ISBN: 978-877846-27-4)

To order the study guide, call Career Training Concepts (CTC) during normal business hours (9:00am-5:00pm ET). CTC Phone number: 888-326-9229

Typically online, this book sells for \$229 however when you call use the discount password *Lobos*. This will get you a 30% discount (\$160).

Welcome to ED 7316B— Second Practicum in Guidance and Counseling. The Education Department has established procedures governing counseling internships that include specific requirements for you to receive credit and a grade for your internship. Within this syllabus you will find the information, instructions, and forms required for successful completion of this course. As you read through the following material, please pay special attention to the following:

- **You** are responsible for finding an appropriate site at which to serve your internship. *You may not begin internship hours until your university supervisor (your ED 7316B instructor) approves the internship and has received and accepted your forms.*
- **Note:** ED 7316A must be successfully completed prior to registering for ED 7316B.
- If you are a school counseling student completing academic requirements toward LPC, your first internship (ED 7316A) must have been completed in a school setting. Your second internship, this course (ED 7316B), must be completed in an agency setting rather than in a school setting. This is to provide you experience in both school and agency settings. If it is necessary to have two agency placements in order to accrue the required hours, both sites must be approved by your university supervisor, and you must submit all forms for each site for approval prior to accruing any hours for that site. At the conclusion of your internship, both site supervisors must submit the signed On-Site Supervisors Final Report.
- If you are completing academic requirements toward LPC, and you are not also seeking school counselor certification (or are not presently certified as a school counselor), you are required to complete ED 7316B in a different agency or practice setting than the one utilized for ED 7316A. This is to provide you varied experiences in the field of counseling. If it is necessary to have two agency placements in order to accrue the required hours, both sites must be approved by your university supervisor, and you must submit all forms for each site for approval prior to accruing any hours for that site. (Make copies of the forms for each site supervisor to complete.) At the conclusion of your internship, both site supervisors must submit the signed On-Site Supervisors Final Report.

BEFORE BEGINNING YOUR INTERNSHIP, you must complete and submit your

- (1) Internship Personal Data Sheet,
- (2) Waiver and Liability Release, and
- (3) Supervision Agreement to your university supervisor.
(See page 5 and Attachments 1, 2, & 3).

You must also obtain:

- (4) Liability insurance and
- (5) Complete and submit the proof of liability insurance form (Attachment 4) with a copy of your policy to your university supervisor.

Submitting your liability insurance documents must be done before you begin your internship. To obtain insurance, contact the Texas Counseling Association. You will need to join the association to be eligible for their student liability insurance. Access the website at www.txca.org and click on “Join/Renew” to find the application for membership and insurance.

- **YOU MAY NOT BEGIN THE INTERNSHIP BEFORE THE START OF THE SEMESTER; you must have received approval from your university supervisor, and your documents must also have been received and accepted by your university supervisor.**
- Note that you will need multiple copies of the log summary sheet
- Note that materials may be submitted **before** listed due dates, but they **must** be submitted in time to be **received** by your faculty supervisor **no later than** listed due dates. **REFER TO THE DUE DATES SCHEDULE ON PAGE 8 OF THIS SYLLABUS.** Interns failing to meet the deadlines as indicated on the Due Dates Schedule will be dropped from ED 7316-Internship with a grade of “F,” or may be given the option to drop with a grade of “W” if prior to the university drop deadline.

If you have any questions, please contact your university supervisor, Dr. Feldmann.

Sul Ross State University is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Grace Duffy in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8203.

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The *internship* is designed to provide the student intern with an opportunity to experience the process of guidance and counseling services in an actual working situation under the supervision of a certified and/or licensed professional counselor or equivalent. The internship will include a **minimum of 160 hours**, of which at least **100 hours** must be **direct service to clients**, that is, individual, group, vocational, and family counseling; appraisal; and when appropriate, consultation. The other **60 hours are indirect hours**, and consist of paperwork and preparation for working with clientele within the realm of counseling. Of that 60, a minimum of **10 supervision hours** must be met. On completion of this experience, the intern should be competent to assume the role of a counselor in the setting in which the internship was completed. The choice of setting and the competence of the on-site supervisor will greatly affect the resulting competency of the student intern, and should be carefully considered when the intern chooses the site.

The university instructor will provide individual feedback throughout the semester regarding the intern's progress in meeting goals/objectives, the accrual of direct and indirect hours, the quality of submitted logs/reflections, and any concerns expressed by the site supervisor to the university instructor. This feedback will be provided in the form of emails and telephone calls. The intern is expected to reply promptly to any communication from the university instructor and to address any areas of deficiency. A failure to respond will result in dismissal from the internship.

PROGRAM LEARNING OUTCOMES

This course contributes to the following required program learning outcomes:

1. Students will demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect students'/clients' ability to achieve their potential.
2. Students will demonstrate their ability to plan, implement, and evaluate a developmental guidance program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.
3. Students will demonstrate the ability to communicate and collaborate effectively with others in the school, with students' parents, and/or with the community in order to facilitate student/client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

COURSE OBJECTIVES

The student/intern will be able, at the conclusion of the internship, to demonstrate:

1. The ability to develop a guidance/counseling program for a school or agency similar to that in which the internship was completed;
2. The ability to provide individual, group, vocational, and assessment counseling services, and in addition, demonstrate the ability to provide efficacious consultation and referral services;
3. The ability to conduct a full and appropriate evaluation of any given client with analysis and rationale for the services needed;
4. The ability to provide clear and accurate interpretation of assessment data when appropriate;
5. The ability to work as an ethical counselor according to the American Counseling Association Code of Ethics, and where appropriate, the American School Counseling Association Code of Ethics.

REQUIRED MATERIALS FOR LPC STUDENTS

Once you have ordered your text (see above for information) you will be required to go to www.counselorexams.com to access your online exams.

You will be required to take a three of the four exams offered.

You will also be required to email your professor your log-in information – this is so I can access your grades.

SUGGESTED MATERIALS

It is recommended that all LPC students access the National Board for Certified Counselor website at <http://www.nbcc.org/study> in order to gain information regarding NCE (National Counselor Exam) study programs to assist in preparation for the licensure exam (to be taken after the students have graduated from the university and who seek licensure through the Texas State Board of Examiners of Professional Counselors). By accessing <http://www.nbcc.org/study> students may scroll down to the NBCC Official NCE Preparation Guide, which may be ordered for \$34.95. Although the NBCC does not guarantee or endorse the other vendors they have listed on this site, they have made available contact information about other preparation programs that can be purchased for study. Sul Ross State University does not offer recommendations or guarantees for any test preparation program or guide. Each student bears the responsibility for his/her own test preparation and results for the NCE, as this process is independent from the university.

HOW TO ARRANGE AN INTERNSHIP

Prior to making any arrangements for an internship, students should make an appointment with their university supervisor to discuss appropriate site possibilities. The intern is expected to phone or email the university supervisor, Dr. Feldmann, to discuss possible internship sites *no later than the official start date of the semester*.

The following forms must be completed and submitted to your university supervisor by the deadlines as listed on the Due Dates Schedule.

- 1. Internship Personal Data Sheet**
- 2. Waiver and Liability Release**
- 3. Site Internship Supervision Agreement**
- 4. Proof of Professional Liability Insurance**
- 5. Copy of your Site Supervisor's LPC license (or license as a clinical social worker, psychologist, or LMFT). This license must be current.**

GOALS AND OBJECTIVES

The intern, in conjunction with the on-site supervisor, will develop four or five goals with accompanying objectives toward which to work. (See due date on page 8 of this syllabus.) A **goal** is a broad, clear statement of an outcome the intern plans to achieve during the period of the internship. An **objective** is a clear, specific, and measurable statement that identifies a step leading to the achievement of the goal. Ideally, if all the objectives are met, the goal automatically will have been attained. **This is NOT a journal.**

1. The goals determined by the intern will provide the structure for both the 100 direct service hours and 60 hours of indirect service. **Goals must include individual, group, appraisal, and another goal, preferably career counseling.** Family counseling may also be included in those internships where that is appropriate.

2. After formulating the goals, the intern will develop objectives for each goal. These objectives should be **clear, specific, and MEASURABLE**.
3. On completion of the above, first upload the goals and objectives section in the “assignments” tab on Blackboard. The student and the on-site supervisor will sign off on the goals and objectives to indicate their acceptance. The intern will upload the signed copy of these goals to the same tab on blackboard **by the due date as indicated on the Due Dates Schedule in this syllabus**. Remember: the university supervisor, Dr. Feldmann, must approve the goals and objectives and may require revision prior to acceptance. The student should keep a copy of the signed goals and objectives for his or her own files.

LOGS

1. Counseling Activity Log

Interns will keep an extensive counseling activity log recording activities conducted during the internship. **This log should be considered confidential, with information which identifies individual clients omitted, for example, write “12 year old female,” a pseudonym, or an initial instead of a name.** This log should consist of two parts. The **first section** will **describe the general counseling activities** conducted during the hours of this log (Use Attachment 5, Log Summary Sheet for the first section). The **second section** will consist of three or four well-developed paragraphs of the **intern’s reflections** on the on-going process of counseling with clients. Include theoretical frameworks and techniques utilized/observed, assessments utilized/observed, challenges and successes, and your own realizations. Connect previous coursework to this experience. Refer to the rubric in this syllabus. **Approximately every thirty hours of internship served**, the intern will send the counseling activity log summary sheet and the reflection essay to the university supervisor.

2. Final log/report

At the conclusion of the internship, the intern will write a final report describing his or her progress toward attaining the stated goals and objectives. If a particular goal was not met, the intern will explain the reason, and will describe what was accomplished in place of that goal. This report should be comprehensive, professionally typed, and should include a final section of reflection on the internship. Refer to the rubric in this syllabus. This final report/log must be uploaded to blackboard **NO LATER THAN May 10, 2016**. (this can be completed early – with special permission from Dr. Feldmann)

EXAMS

Students will be required to take four exams during this course.

The first exam (5%) can be found on blackboard under the “exams” tab (see below for due date).

The other exams can be found online at counselorexams.com (your textbook website). There are four exams on this website available for you to take. You are only **REQUIRED** to take three of them.

The Pretest exam will account for 5% of your total grade (see below for due dates).

There are an additional three exams available on the website for practice. Your best score will count as your final exam (10%), your second best score will determine your mid-term (10%) exam score (see below for due dates).

CASE CONCEPTUALIZATION

You will be required to present one case study of a real client you are seeing on the blackboard discussion

board. Sign up for due dates is on a first come first serve basis. You can sign up for a date by posting your name to the discussion board due date of your choice.

Your case conceptualization must include:

1. Client's demographic information (e.g. age, gender)
2. Any relevant multicultural information (e.g. marital status, religion, sexual identity)
3. Clients presenting issues
4. Number of sessions they have been seen/number of sessions you have seen them.

You will also include your treatment plan (you may use any format – it does not have to be DO A CLIENT MAP) Be sure to include:

1. Diagnosis
2. Goals
3. Objectives
4. Theory(ies) utilized

You will then present (to discuss) with group a question or concern that you have a) with this particular client's case b) with a multicultural issue c) treatment plan issue d) a concern you and your supervisor have previously discussed, or e) any area in which you would like to have more insight.

RESPONSE POSTING

Students will be required to respond to discussion board by due date posted (see below). Students are to provide insightful feedback, initiate discussion, pose questions to the original post, or analytically discuss content. **STUDENTS – DO NOT** respond with “Good Job” or any variation of this. You are upper level master's students completing their final internship. “Way to Go” does not cut it. Failure to have an insightful or analytically based posting will result in a zero.

Original posters are not required to make any response postings, but it may be helpful to respond to some posting for appropriate interpretation/feedback towards your client.

ON-SITE SUPERVISOR'S FINAL REPORT

The on-site supervisor will complete a final report evaluating the intern's progress through the internship. This report must be received by the university supervisor before a grade will be given. This final report may be chosen to be kept confidential, or shared with the student, it is the site-supervisor's prerogative. The on-site supervisor's final report must be scanned & emailed to the university supervisor's email **NO LATER THAN May 12, 2016.** **It is the student's responsibility to provide the site supervisor with a copy of the final evaluation.**

SITE VISITS BY THE UNIVERSITY SUPERVISOR

Each intern's university supervisor will make an **in-person visit** during the internship. The university supervisor will meet with the intern **and** the on-site supervisor during this physical site visit. The intern will be required to:

1. schedule the appointment (after consulting with both the university supervisor and the site supervisor).
2. The visit must be completed by the due date as indicated on the schedule in this syllabus.
3. **It is the responsibility of the intern to facilitate this visit; this is a requirement.**
4. Students can schedule the on-site meeting immediately after initial paperwork is approved.

Both the intern and the on-site supervisor are encouraged to call the university supervisor if there are questions or concerns at any time during the internship.

UNIVERSITY SUPERVISOR'S FINAL REPORT

The university supervisor will complete a final evaluation based on your work. This evaluation will include

professional and ethical behavior, completion of course requirements, participation, and any other key factors deemed necessary in evaluating student performance.

PARTICIPATION REQUIREMENT

Each intern will be expected to stay in regular communication with his/her university supervisor and will be required to respond to emails and/or telephone calls initiated by the university supervisor in a timely manner. Interns will be expected to respond to communication from the university supervisor (Dr. Feldmann) immediately throughout the course of the internship. If, at any time, the intern believes that he/she is not able to successfully accrue the required number of hours or meet any of the other requirements of the internship, he/she must contact the university supervisor as soon as possible. Internships are not “continued” from one semester to another. If the required amount of hours cannot be accrued, the intern will need to drop the course by the drop deadline and re-register for the course in a future semester, pending approval from the instructor.

REMEMBER:

KEEP COPIES OF ALL THE FORMS YOU SEND TO US AS WELL AS EACH OF YOUR LOGS. WHEN THE TIME COMES THAT YOU NEED TO COUNT UP YOUR TOTAL DIRECT AND TOTAL INDIRECT HOURS, YOU NEED TO BE ABLE TO DO THIS FROM YOUR OWN LOGS RATHER THAN ASKING YOUR UNIVERSITY SUPERVISOR TO DO SO.

GRADING: 91-100% = A; 81-90% = B; 71-80% = C; 0-70% = F

Suggested course grade from Site Supervisor	30%
University Supervisor’s Final Evaluation	10%
Logs/Reflections & Ongoing Communication with University Supervisor	20%
Submit initial Paper work (1%)	
Goals/Objectives (2%)	
Schedule visit (1%)	
Log 1 (2%)	
Reflections 1 (2%)	
Log 2 (2%)	
Reflection 2 (2%)	
Log 3 (2%)	
Reflection 3 (2%)	
Log 4 (2%)	
Reflection 4 (2%)	
----- Total 100 pts	
Case Conceptualization	10%
Original posting (5%)	
5 Response postings total (5%)	
NCE Practice Exams	30% (Total)
Blackboard Practice Exam 4%	
Prestest (Online) 4%	
Midterm Test (Online) 10%	
Final Exam (Online) 12%	

	Spring 2016 Assignments
During break	Must phone/email university internship instructor to discuss possible internship sites (see contact information on first page of this syllabus)
Thursday January 21, 2016	Must email university internship instructor to verify possible internship sites
Thursday January 28, 2016	Last day to obtain approval from university internship instructor for internship site. If a site has not been obtained by this date, the intern will be expected to drop ED 7316-B and enroll in a future semester. Read "Introduction: NCE Preparation Manual"
Monday February 2, 2016	Read Unit 1 "Professional Orientation and Ethical Practice"
Friday February 5, 2016	Deadline to submit initial documentation on Blackboard (assignments tab) Internship Personal Data Sheet; Waiver and Liability Release; Site Internship Supervision Agreement; Proof of Professional Liability Insurance; Copy of your Site Supervisor's LPC license (or license as a clinical social worker, psychologist, or LMFT). This license must be current.
Tuesday February 9, 2016	Goals and objectives (signed by supervisor) must be submitted via blackboard (assignments tab). Carefully follow directions in the syllabus for writing these goals and objectives!
Thursday February 11, 2016	Take Pretest online at: counselorexams.com Intern must have scheduled site visit by this date (see syllabus for details).
Monday February 15, 2016	Read Unit 2 – "Social and Cultural Diversity"
Thursday February 18, 2016	Deadline for the first Log and Reflection (approximately 30 hours) must be uploaded to BlackBoard. NOTE: The log must be signed by the site supervisor. Refer to Rubric on last page of this syllabus regarding log/reflection evaluation.
Monday February 22, 2016	Read Unit 3 – "Human Growth and Development"
Thursday February 25, 2016	Discussion Board 1 posting due
Monday February 29, 2016	Read Unit 4 – "Career Development" Discussion Board 1 Response due
Thursday March 3, 2016	Discussion Board 2 Due
Monday March 7, 2016	Discussion Board 2 Response Due
Thursday March 10, 2016	Deadline for the second Log and Reflection NOTE: The log must be signed by the site supervisor. Blackboard - NCE Practice Test Due (under "exams" tab)
March 14-18	Spring Break! Take a break!! Or use this time to catch up on your hours
Monday March 21, 2016	Read Unit 5 – "Helping Relationships"
Thursday March 24, 2016	Discussion Board 3 Due
Monday March 28, 2016	Discussion Board 3 Response Due
Thursday March 31, 2016	Discussion Board 4 Due
Monday April 4, 2016	Read Unit 6- "Group Work" Discussion board 4 Response Due
Thursday April 7, 2016	Discussion Board 5 Due Deadline for the third Log and Reflection. NOTE: The log must be signed by the site supervisor.

Monday April 11, 2016	Read Unit 7 – Assessment Discussion Board 5 Response Due
Thursday April 14, 2016	Discussion Board 6 Due Take “Midterm Test” Take exam online at: cousenlorexams.com
Monday April 18, 2016	Read Unit 8 – “Research and Program Evaluation” Discussion Board 6 Response Due
Thursday May 5, 2016	Skype/Onsite visit must have been completed by this date. Take “Final Exam” online at cousenlorexams.com
Tuesday May 10, 2016	Deadline for the final Log and Report/Reflection. NOTE: The log must be signed by the site supervisor. Carefully follow directions in the syllabus for this final report. Evaluate your accomplishment of each goal and objective and include your final, overall reflections of the internship experience. Remember to refer to the Rubric on the last page of this syllabus to assist you in your writing.
Thursday May 12, 2016	Deadline signed on-site Supervisor’s Final Report. Final Report should be scanned and emailed by your site supervisor (not you) – must be received by May 12, 2016. Please provide your site supervisor with my email address.

NOTE: This rubric will be utilized by the university internship instructor to evaluate the logs and reflections. **Please pay careful attention** to the areas evaluated. Include observations regarding specific theories applied and techniques that you have learned in your coursework. Connect previous coursework to your experiences as an intern working with individual clients and groups.

Rubric – ED 7316 Internship Logs & Reflections—Graduations of Quality

Student Name: _____ Semester: _____

Instructor: _____

4-Exemplary	3- Good	2-Needs Improvement	1-Unacceptable	Score
Examples are present and accompanied by written reflections, indicating not only that expected learning has taken place, but also that the student has extended and applied his or her learning beyond basic course requirements.	Examples are present and accompanied by written reflections, indicating that expected learning has taken place, but that there was no extension of learning beyond basic course requirements.	Examples and written reflections are present, but the written reflections were inadequate.	Examples and/or written reflections not present.	
High level of theorizing and thematically linking interrelationships among concepts from each of core courses (content from each course considered and used to make sophisticated thematic links among the concepts). Written reflection addresses clinically noteworthy counseling logged experiences.	Adequate use of written treatment theorizing Commonalities among concepts from each of the core courses through reflection of major counseling logged experiences.	Some mention of the concepts from some (not all) of core courses in relation to counseling logged experiences.	Fails to make connections among course concepts and/or fails to reflect counseling experiences.	
The student provides an insightful, balanced and comprehensive articulation of individual strengths and challenges. Specific and meaningful examples tied to course work are freely and openly	The student provides a well-rounded articulation of individual strengths and challenges. Examples are provided and are tied to course work. The student’s final reflection/evaluation reflects some understanding of the impact of	The student provides a list of individual strengths and challenges. Examples are provided and are loosely tied to course	The student fails to mention strengths and challenges. The student does not appear to understand the	

shared. The student's evaluation reflects a deep and clear understanding of the impact of personal development and growth on schools and school leadership or agencies.	personal development and growth on schools and school leadership or agencies.	work. The student's evaluation reflects a scant understanding of the relationship of the impact of personal development and growth on schools and school leadership or agencies.	relationship of personal development and growth on schools and school leadership or agencies.	
Establishes clear goals and articulates explicit details of a clearly achievable plan for accomplishing those goals based on deep, extensive reflection informed by multiple feedback sources.	Establishes likely achievable goals and articulates a plan for accomplishing those goals based on at least one feedback source.	Establishes at least one (1) goal and articulates a plan for achieving it (no mention of feedback sources)	Fails to adequately articulate any goals or a plan for achieving them.	

Overall Rating (Average) _____

* **Source of Rubric:** Professional Counseling Program of the Department of Educational Administration and Psychological Services, Texas State University-San Marcos (2010).