

**COLLEGE OF EDUCATION**  
**Department of Educational Leadership and Counseling**

CNE 739 Counseling Doctoral Internship I  
Spring 2008  
Credit: 3 Semester Hours

**Instructor:**

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**IDEA Objectives**

Essential

- #4 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- #5 Acquiring skills in working with others as a team.

Important

- #1 Gaining factual knowledge (terminology, classification, methods, trends)
  - #2 Learning fundamental principles, generalizations, or theories
  - #9 Learning how to find and use resources for answering questions or solving problems
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**TEXT:** No text required.

**Recommended Texts:**

- \*Faiver, C. M., Eisengart, S. P. & Colonna, R. (2000). *Counselor intern's handbook*. Belmont, CA: Wadsworth Publishing.
  - Sweitzer, H. F. & King, M. A. (2004). *The successful internship - Transformation & empowerment in experiential learning*. Belmont, CA: Wadsworth Publishing.
  - Brems, C. (2000). *Dealing with challenges in psychotherapy & counseling*. Belmont, CA: Wadsworth Publishing.
  - Dillon, C. (2003). *Learning from mistakes in clinical practice*. Belmont, CA: Wadsworth Publishing.
- \* = Most helpful text

**PREREQUISITES:**

CNE 737 (Advanced Counseling Practicum and Techniques) and permission of doctoral advisor.

**CNE 739 CATALOG DESCRIPTION:** Professional service in a field setting appropriate for counseling, consultation, and personnel work, under supervision, spanning two semesters.

**COURSE OBJECTIVES:**

The clinical internship (CNE 739 I) provides doctoral students with supervised counseling experiences in settings such as public schools, public school administration, community colleges, colleges and universities, and/or public and private agencies. The purpose of the clinical internship (CNE 739 I) is to provide a supervised clinical experience of at least 300 total time hours that allows doctoral students to:

1. Experience the full range of activities that a regularly employed staff member in a counseling-oriented setting would engage in (i.e., individual, group and family counseling, consultation, staff development, assessment, etc.). Interns will be expected to become acculturated to the placement site which includes acting as a member of a professional team and forming positive relationships with colleagues. Interns will develop an identity as a counselor / counselor educator as their primary orientation for practice.
2. Apply advanced theories and techniques in a professional setting by integrating classroom and practicum learning, applying them into the “real-life” context on the job, and making the transition to the next level of service provider.
3. Demonstrate skills consistent with ethical and professional standards appropriate to the setting and the profession. The guiding foundation for the intern’s practice continues to be the ethical standards for the American Counseling Association (ACA). These standards will be adhered to at all times regardless of whether the intern is a member of ACA.
4. Participate in supervision that is provided by a site supervisor with a doctorate in counselor education or a closely related field, and with a mental health license/certification. Interns will be able to critically evaluate their own strengths and weaknesses in the internship role and along with their internship supervisor, develop a treatment plan for any corrective activities to make the internship productive for the intern and the placement site.
5. Demonstrate and enhance the ability to professionally present information to others through writing and speaking.
6. Complete a minimum of 300 total time hours (including at least 120 hours of direct service). The maximum number of hours that may be applied this semester toward the CACREP required 600 hours of total time for clinical instruction (two semesters) is 400 hours. The rest must be accumulated in CNE 739 II. The maximum number of direct service hours that may be applied from this course toward the CACREP requirement of 240 direct service hours (two semesters) is 198. The remaining direct service hours must be completed in CNE 739 II.
7. The curriculum for this course includes (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice. Each student will continue to read in the professional literature, and come to each class prepared to discuss journal articles and/or book chapters related to applied counseling activities included in his or her internship.

**CACREP STANDARDS – CLINICAL INSTRUCTION:**

1. Doctoral students are required to participate in a supervised advanced practicum in counseling as part of the doctoral program. If conducted at the student’s current work site, the practicum experience must include new learning that is qualitatively different from the student’s occupational responsibilities. The purpose of this practicum is to develop and/or refine advanced counseling skills which should conceptually link counselor practice to teaching and supervision.
2. Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours (spanning two semesters, including 240 hours of direct service). The 600 hours include supervised experiences in clinical settings, teaching, and supervision. The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours can be allocated at the discretion of the doctoral advisor and student, based on the setting. Students should be given the opportunity to participate in additional supervised practica or internships that are appropriate to their career objectives.
3. During practica and internships, the student must receive weekly individual and/or triadic supervision; this supervision is usually performed by a supervisor with a doctorate in counselor

education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member.

**Standards Matrix: Upon successful completion of this course, students will be able to:**

<b>Objectives/Learning Outcomes</b>	<b>Activities</b> *Indicates Field-Based Activities	<b>Performance Assessment</b>	<b>Standards: NCATE-NC SBEC-SB CACREP-CA</b>
Apply knowledge of the ACA Code of Ethics and legal standards of the field	Class seminar discussions, weekly supervision with off-campus supervisor	Midterm and final evaluations by off-campus supervisor	SB – b8 NCATE Standard 1
Articulate knowledge of professional roles, functions, and relationships with other human service providers	Class seminar discussions, weekly supervision with off-campus supervisor	Midterm and final evaluations by off-campus supervisor; Faculty evaluation of clinical observation	CA – 1b NC –Standard 1 Content knowledge
Demonstrate knowledge of professional credentialing, licensure, and accreditation practices and standards	Preparation of paperwork for the LPC and/or LMFT license, or other certifications as appropriate	Faculty evaluation of preparedness of paperwork	CA -1e NC – Standard 1 Content knowledge
Demonstrate an understanding of the process of crisis intervention	Class seminar discussions, weekly supervision with off-campus supervisor, Site observations	Midterm and final evaluations by off-campus supervisor; Faculty evaluation of clinical observation	CA – Community counseling C7
Apply knowledge of abnormal behavior syndromes and associated medical problems in counseling practice	Case study with a client or supervisee; Class seminar discussions; Site observations	Presentation of case study to the class; Written treatment plan; DSM diagnosis; Faculty evaluation of clinical observation	CA – Community counseling C5
Display knowledge of changing societal trends	Clinical experiences that serve a demographically and ethnically diverse population, Class seminar discussions; Site observations	Faculty evaluation of clinical observation and class discussion; Midterm and final evaluations by off-campus supervisor	SB –b5; CA –Clinical K; NC – Standard 3 Field experiences and clinical practice
Discuss the characteristics and educational needs of special populations	Class seminar discussions; Case study	Presentation of case study to class, faculty observation; Midterm and final evaluations by off-campus supervisor	SB - b9; CA - Community Counseling C4 and C5; NC - Standard 3 Field Experiences and Clinical Practice
Access community resources and advocate for clients	Class seminar discussions; Site observations; Final reaction paper written on site placement	Faculty evaluation of site observations; Evaluation of final paper	SB - f4; CA - Community Counseling C6; NC - Standard 1 Professional Knowledge and Skills NC - Standard 3 Field Experiences and Clinical

			Practice
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**COURSE FORMAT:**

The CNE 739 Doctoral Internship in Counseling (Semester 1) course is primarily an experiential course. Actual class meetings will be at a time to be determined during the semester. During the class meetings, student experiences will be reviewed, case studies will be presented, and pertinent counseling information will be introduced/reviewed and discussed in a seminar-type setting. The instructor will make on-site visits to the internship placement site two times during the semester. These visits will be arranged during the first meeting of the class.

**ACTIVITIES SUGGESTED ( not required):**

**Teaching**

1. Teach a graduate level course in counseling with full responsibility for planning, teaching, evaluation, and grading (intern must be supervised in this teaching by a counselor educator.) 200 hours
2. Assist a counselor educator with teaching a graduate course in counseling, attending class and contributing regularly, and participating in planning and grading. 100 hours

**Scholarship**

1. Publish an article in an ACA or other refereed journal related to counseling. 50 hours
2. Publish a column in an ACA divisional newsletter or *Counseling Today*. 20 hours
3. Participate in a research project other than dissertation as a researcher. 50 hours
4. Present at a professional conference. 20 hours

**Service**

1. Chair or co-chair a committee of the ACA or one of the divisions, regions, or state branches of the ACA. 50 hours
2. Become a member of a committee of the ACA or one of its divisions, regions, or state branches of the ACA. 20 hours
3. Become a member of a committee of Sam Houston State University, the College of Education, the Department of Educational Leadership & Counseling, the Counselor Education Doctoral Program, or Chi Sigma Iota. 20 hours
4. Chi Sigma Iota/Beta Kappa Tau Workshop  
Organize and present at a workshop. Cohort members will create proposals in their areas of expertise and present at an all day workshop. 20 hours

**RECORDS :**

The intern shall have a complete file at the end of the experience which includes:

- Internship Contract, signed by all involved, turned in prior to the first class
- Waiver of Liability form, turned in prior to the first class
- Proof of Liability Coverage form, turned in prior to the first class
- Doctoral Intern Data Form, turned in prior to the first class
- Supervisor Data Form, turned in prior to the first class
- Proposed Activities form (for each site), turned in prior to the first class

- Evaluation Form (from each supervisor) at both mid-term and at the end of semester
- End of Term Log of Activities, last class. The **Log of Activities** will be maintained throughout the semester - a sample log is attached with this syllabus. The student will have three copies at the end of the semester - one for the student, one for the site supervisor, and one for the university supervisor. The instructor will check this log during each site visit. At the end of the semester, the student will turn in the completed Log of Activities.
- **Completed CNE 739 I Supervisor's Log with 15 hours of supervision documented.**
- Other forms as requested.

**MEETING DATES & ASSIGNMENTS**, subject to revision.

January 16 – Orientation to the Class and Paperwork

January 30 – Seminar topic: Clinical issues, counselor identity and challenging cases

February 20 – Seminar topic: Clinical issues, ethical issues, counselor identity and challenging cases

March 5 - Paperwork at Agencies (Bring paperwork); Curriculum Vita (Job Search) (*Mid-term evaluations due*)

March 19 – Understanding the CACREP Accreditation Process

April 9 – Teaching Skills & Presentations

April 23 – Scholarship Skills & Presentations

**April 30** – Service Skills & Presentation (Final evaluations and completed paperwork due)

**COURSE EVALUATION: The grading for this course has been set up on a point system.**

- 1. Reflections** will be completed for 10 weeks. Students will use the form provided. These can be emailed to the professor at [edu\\_rab@shsu.edu](mailto:edu_rab@shsu.edu) and are due by **Wednesday, 6 P.M. on 1/30, 2/6, 2/13, 2/20, 2/27, 3/5, 3/19, 4/2, 4/9, and 4/16. 100 points for completing all the reflection papers satisfactorily**
- 2. Evaluations by off-campus (clinical) supervisors** - The midterm and final evaluations will each count for 25 points; it is expected that growth will occur from the midterm to the final. Supervisors should be requesting either video or audio tapes of interns if they are unable to observe the student directly in a session. **50 points total for the off-campus supervisor evaluations**
- 3. Observations by the university professor**  
It is the student's responsibility to set up an observation (site visit) for the professor of the course during the semester. The plan for the session should be conveyed to the professor prior to the observation either by discussion in class, e-mail or phone call. The professor should be able to follow the session based upon the student's plan of treatment. **100 points total for the observations by the professor**
- 4. Case presentation in class:**  
Each student will give a 30 to 35 minute presentation of a case from his or her internship experience. The case must be for a client or supervisee seen by the student for at least 4 sessions. Using the attached outline, develop a report to be presented. Be sure to have a copy for each member of the class, and the professor. Be sure to develop a question(s) or dilemma(s) you would like the class to give you help with for this presentation. Students may use PowerPoints, genograms, charts, etc., to clarify client dynamics, goals, and treatment plans. Students will have a typed **treatment plan** for the presentation which will be handed in to the professor. **100 points**
- 5. A paper summarizing the field practicum experiences** will be submitted at the last class meeting (4-8 pages, typed, double spaced, graduate-level quality). **25 points**
- 6. Review or readings related to counseling activities in the internship:** Each student is expected to read, reference on a reading log, and review one journal article or chapter each week. These readings must be related to the counseling activities in the internship. During each class, the student should be

ready to discuss his or her readings. A minimum of 15 reviews must be submitted, one each week by Wednesday 6 P.M. The reviews may be delivered electronically or as a hard copy. **75 points**

- 7. Class Participation** - All students are expected to bring a completed case consultation form to each class session, to participate in the class discussions and provide feedback to their peers during case presentations. **25 points**

**Total points = 475**

**A = 427.5 - 475**

**B = 380 - 427**

**“C” grades are not given in the Doctoral Internship. The class must be taken over if total points fall below 380.**

A grade of “F” will be given to any student that does not make the effort to meet the minimum requirements for all of the above categories.

**Student Syllabus Guidelines:** You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: <http://www.shsu.edu/syllabus/>

**Academic Dishonesty:** Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.* All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

**Classroom Rules of Conduct:** Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process.

**Student Absences on Religious Holy Days:** Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

**Students with Disabilities Policy:** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

**Visitors in the Classroom:** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the

class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

**Special Attendance Policy Due to the Nature of this Class:**

We will be meeting on eight Wednesday evenings in Spring 2008. Class will start promptly at 6:00 and end at 8:50 P.M. We will start and end on time. Tardiness will not be accepted without consequence (A loss of 2 points for every 15 minute marker missed, based on the instructor's cell phone's time). Since we will only be meeting on eight occasions, absences will not be accepted without consequence. Missed class sessions will require that students teach CNE 633 Techniques of Marriage and Family Therapy on a Tuesday evening for 1 hour. (Your instructor will discuss possible topics and dates.) Unexcused absences will cost a letter grade from that which is earned.

CASE CONSULTATION FORMAT for CNE 739: Doctoral Internship

Name of presenter:

Date:

Session number:

Demographic data about the client:

Presenting problem:

Important history or environmental factors (especially multicultural issues):

Short summary of the session of focus:

Tentative assessment or problem conceptualization (diagnosis):

Plan of action & goals for therapy (treatment plan):

Intervention strategies:

Concerns or problems surrounding this session/case (ethical concerns, relationship issues, etc.):







