Southern Methodist University

School of Education & Human Development
Master's Program in Counseling

HDCN 6398, 6399: Internship I/II

Spring Term 2014

FACULTY SUPERVISOR / INSTRUCTOR

Brandy Schumann, Ph.D., LPC-S, RPT-S, NCC
Dr. Schumann holds a Doctoral and Master's and degree in Counseling, with a specialty in Play Therapy from the University of North Texas. She has worked in a variety of counseling settings including private practice, crisis, agencies, and schools. Her specialties include counseling children, adolescents, and families. Dr. Schumann taught as a lecturer and adjunct for the University of North Texas and is a Clinical Assistant Professor for SMU. She has presented internationally, nationally, and is published in the child-counseling field. Dr. Schumann currently services the field through her private practice located in McKinney where she offers both LPC Intern supervision and services for children, adolescents, and families.

Kimberly King, Ph.D., LPC-S, RPT-S, NCC
Dr. King received a doctorate in Counseling from the University of North Texas with a specialty in Play Therapy from the University of North Texas. She has experience being a clinical director over two clinics, a community mental health agency in Marion, AR and an adult mental health clinic in Dallas. She has also worked in private practice for 9 years. She has extensive experience working with families and children. Dr. King currently provides supervision to therapists in Arkansas and Texas. She has also been an adjunct professor at the University of North TX and is providing supervision there to the first year doctoral students. In the past Dr. King has presented on play therapy many times (some with Brandy Schumann) and offered workshops in TN and AR. She is currently an adjunct instructor at SMU and has a private practice in Plano and Trophy Club.

CONTACT INFORMATION

Brandy Schumann
Phone: [redacted] Email: bschumann@smu.edu

Kimberly King
Phone: [redacted] Email: kingkimberly77@gmail.com

CLASS DATE AND TIMES

Internship I with Dr. King
Tuesdays 1/21, 2/4, 2/18, 3/4 from **6:00 - 9:00 pm ALL MEETINGS ARE MANDATORY, schedule accordingly.**

Internship II with Dr. Schumann
Thursdays 1/23, 2/6, 2/20, 3/6 from **6:00 - 9:00 pm ALL MEETINGS ARE MANDATORY, schedule accordingly.**

The MAY TERM DATES will LIKELY be:
Internship I with Dr. Schumann
Thursdays 4/17, 5/1, 5/15, 5/29 from **6:00 - 9:00 pm ALL MEETINGS ARE MANDATORY, schedule accordingly.**

Internship II with Dr. King
Tuesdays 4/15, 4/29, 5/13, 5/27 from **6:00 - 9:00 pm ALL MEETINGS ARE MANDATORY, schedule accordingly.**

OFFICE HOURS
By appointment

CATALOG DESCRIPTION
HDCN 6398 & 6399. Internship in Counseling I & II: Advanced methods and techniques are refined in individual and group counseling settings under close supervision. To fulfill the requirements of each course, supervised internship hours must be documented including supervised hours of direct contact with clients; number of hours will vary according to LPC, LMFT, and School Counseling requirements. Audio or video tapes of counselor-client interactions must be submitted to the departmental Internship Director (if requested). Direct supervision is given in the placement settings by qualified supervisors.

COURSE PURPOSE AND GOALS[1]
Off Site Practicum/Internship is envisioned as a meaningful learning experience in faculty-approved settings encompassing faculty-approved activities and experiences. The purpose of off-site practicum/internship includes practicing specific skills and providing services in order to prepare to work as a professional in the field and to understand professional roles by experiencing the *milieu* in which they are performed. Fieldwork experiences serve as a transition to professionalism between classroom theory and everyday reality for those entering the field.

Supplementary learning opportunities are presented to encourage your growth and preparedness as a counselor. The degree to which you perceive this experience enhancing your personal and professional growth will largely be a function of your own goals for this experience, as well as the responsibility and initiative you assume in achieving these goals.

COURSE DESCRIPTION
The program requires completion of a supervised practicum/internship in the student's designated program area of 700 clock hours. The practicum/internship is intended to reflect the comprehensive work experience of a Professional Counselor, School Counselor or Marriage and Family Therapist appropriate to the designated program track.

COURSE FORMAT
The course is a mixture of individual and/or group clinical supervision, group discussions, professional recordkeeping, and presentations.

COURSE LEARNING OBJECTIVES

Key Learning Objectives	Method of Achievement	Measurable Outcomes
Completion of 600 clock hours, at least 240 clock hours of direct service, including experience leading groups. (2009 CACREP III.G.1.) (2005 COAMFTE MFT Guidelines 330.01-.02, 340.02) (60 hour students only)	Each student will establish a service relationship at an off campus service location to perform hours. (CACREP III.G.1-6)	Students will track direct and indirect service hours via time2track, an online hour logging system. Final reports will be signed by site supervisor and turned into faculty supervisor. (CACREP III. G. 4)
Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor. (2009 CACREP III.G.2., 3.) (2005 COAMFTE MFT Guidelines 340.08)	Off campus service location will be required to provide a minimum of one hour of supervision/week.	Maintained hour log will provide record of received supervision.
An average of 1½ hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member. (2009 CACREP III.G.3)	Required monthly meetings of students and assigned faculty members will be held according to the aforementioned schedule. Additional 2 hour supplementary learning opportunities will be provided post meeting.	Instructor at each meeting will collect written attendance record.
The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings). (2009 CACREP III.G.4., 6.) (2005 COAMFTE III-D & F)	Each site experience requires the student act as professional in the field, performing professional tasks required by the role.	Site visit serving as evaluations, performed by the Faculty Supervisor every 10 weeks. Site visits will be held in a meeting format let by the Faculty Supervisor, with the student and Field Supervisor(s). (CACREP III. G.6.)
The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients. (2009 CACREP III.G.5.)	Sites will provide opportunities for recording session, live supervision or co-led counseling services.	Report of student verified against site supervisor report and recorded on site visit evaluation form by Faculty Supervisor.
Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor. (2009 CACREP III.G.6.) (2005 COAMFTE MFT Guidelines 340.05)	Completion of evaluation by Field Supervisor performed at 10 and 20 weeks.	Collection of Field Supervisor's evaluation at 10 and 20 weeks and reviewed by the instructor.

REQUIRED TEXT(S)

ACA Code of Ethics
http://www.counseling.org/Resources/aca-code-of-ethics.pdf

Texas LMFT Code of Ethics
http://www.dshs.state.tx.us/mft/mft_ethics.shtm

Texas LPC Code of Ethics
http://www.dshs.state.tx.us/counselor/lpc_ethics.shtm

Texas Education Agency Education Code related to Counselors
http://www.tea.state.tx.us/couseling_job_desc.html

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.) (DSM-V). ISBN: 978-0-89042-554-1

Supplemental readings will be provided by your instructor to address individual or class identified needs.

OPTIONAL TEXT

Baird, B. (2014). The Internship, Practicum, and Field Placement Handbook: Guide for the helping professionals. (7th ed.) Pearson. (ISBN-10: 020595652, ISBN-13: 9780205959655)

ASSIGNMENTS, EXPECTATIONS, & GRADING

1. Criminal Check: As a part of the Counseling Program and this course, students must submit paperwork for a criminal background investigation. Many off-site placements will require an additional criminal check through their vendor, TB test and/or a health screening, and possibly a volunteer application and approval prior to contact with clients. An original copy of the background check (vendor is IntelliCorp) must be on record in the Counseling Department before a student can enroll in Practicum/Internship.
2. Insurance: Students are required to **maintain** professional insurance coverage from program entry until completion with an approved provider. Documentation of insurance must be on file with Counseling Department as well as Director of Practica. (2005 COAMFTE MFT Guidelines 340.06)
3. Practica Field Policies, Procedures and Contract: Students are required to read and review the complete policies and procedures in the *Clinical Sequence Handbook* prior to the first day of beginning a field site. A contractual agreement must be negotiated with you and your Field Supervisor regarding duties, supervision requirements (min. of 1 hr weekly), emergency contact numbers for the site, requirements for a mid- and final evaluation, and termination of practica/internship placement. Refer to the Handbook for detailed information and instructions regarding placement. Under no circumstances are students to quit, terminate, add, or change sites or supervisors without conferring with the Director of Internship prior to any actions. Changes to your contractual agreement or the field site's failure to adhere to contractual agreements must be communicated to the Internship Director immediately. Failure to follow procedure will jeopardize your grade and possibly your continuation in the program.
4. Field Site Evaluation Form: Completed once, prior to the Field Site Supervisor's Evaluation of the Student (which is completed at the end of each term, #7.) The Field Site Evaluation Form is collected from the student to ensure the student's off site experience is appropriate, adequate and meeting program standards.

5. Practica Grade from On-Site Practicum Instructor: (15 pts) **54 hour program students ONLY** This grade represents the student's performance at the campus clinic and **is** assigned at completion of that experience by the class instructor. The grade is weighted on the following scale and points are assigned accordingly. (A=15, A-=10, B+=5, B=0)
6. Site Visit(s) and Faculty Supervisor Evaluation: Site visits serving as evaluations, performed by your Faculty Supervisor, are performed once per student per site minimally. Site visits will be held in a meeting format let by the Faculty Supervisor with the student and Field Supervisor(s). A student's site visit must be scheduled, but not performed by the 4th week of the term. The Faculty Supervisor will complete a written evaluation. Ongoing contact will be made between the Faculty and Field site supervisors as needed. School Counselors will require additional site visits per state requirements.
7. Field Supervisor Evaluation of Student: Field Supervisor(s) will complete a written evaluation of the student at the end of the term to evaluate student's performance. The evaluations will be returned to the Faculty Supervisor for review and grade assignment.
8. Individual Need Assessment and Assignments: Some classes require learning experiences that focus on self-understanding or personal growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to practica or internship does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment. Both your Field and Faculty Supervisor reserve the option to assign an adjunct assignment(s) in an attempt remediate an identified deficit in your skills set or professional presentation.
9. Supervision: In this course, you will work with more than one supervisor. Because supervisors do not always agree, it is imperative that their roles and responsibilities be differentiated. Your Field Supervisor is the licensed clinician (clinical professional counselor, clinical psychologist, or clinical social worker) at your site. He or she is directly responsible for your clinical work and should be available to guide you in all aspects of your clinical role including conducting assessments, conceptualizing client concerns, and selecting appropriate interventions. You must meet with your Field Supervisor for a minimum of one hour weekly. In contrast, your Faculty Supervisor will provide a primarily didactic experience in which course material, counseling roles, ethics, and your professional development will be explored. Class may also include a group supervision component; however, any ideas or suggestions you receive from your Faculty Supervisor must be utilized only in consultation with your Field Supervisor, with the field supervisor having the final decision.
10. Attendance, Participation, and Attitude: All three are imperative for successful completion of this course. Regular attendance at meetings, timely arrival to site events including supervision appointments and direct service hours, as well as timely delivery of hour logs are essential for successful completion of this course and are directly reflected in your final grade. Participation includes actively contributing to class discussions and supervision sessions. Students should prepare for supervision sessions by reading related support materials, reviewing tapes prior to appointments and completing assigned work. Should students need to cancel supervision appointments, you are urged to do so as early as possible. Final grade can be impacted if an unexcused absence occurs and/or if attendance is inconsistent (i.e., showing up to class late, returning from breaks late, or missing a day(s)). Demeanor, attitude, and overall disposition toward peers, staff, faculty, and clients will be GREATLY taken into consideration.
11. Hours: Practica students MUST complete the requisite number of hours.
    - **LPC TRACK 54 HOUR STUDENTS** must complete a total of 300 hours of which 100 are direct hours. 100 hours of this requirement must be completed in SMU's "HDCN 6395: Practicum" course of which 40 are direct hours.
    - **LPC AND MFT TRACK 60 HOUR STUDETNS** Both LPC and LMFT tracks must complete a total of 700 hours of which 280 are direct hours. 100 hours of this requirement must be completed in SMU's "HDCN 6395: Practicum" course of which 40 are direct hours.

Note: If you are on the LMFT track, gain as much experience as possible with more than one individual client (e.g., couples, parent and child, families, etc.). The field site supervisor is responsible for students' casework. Any suggestions developed as part of class supervision need to communicated to the field supervisor prior to implementing.
Further, LMFT's should:

A. Track hours of individual supervision by on-site supervisor
B. Track hours of group supervision with onsite supervisor

Hour logs entered in the time2track (T2T) time record system are due each Friday by 5pm. Weekly, you are required to print a T2T hour log report specific to your site, **have your site supervisor sign, and retain for your records.** A **final T2T signed report per site is due to your faculty supervisor at end of your internship.**

12. Bi-Weekly Supervision Meetings/Class Meetings: All students currently in any field placement are required to attend Bi-Weekly meetings held on the dates indicated on the first page of this syllabus. You may count these as *indirect* group supervisory hours.

If you are absent from a meeting, your internship hours may not be counted for the period of time represented. Your Faculty Supervisor may schedule individual make-up appointments/assignments for documented emergencies only.

Conducted from 6:00 - 8:00 pm. 54-hour students are strongly encouraged to attend Supplemental Professional Development Presentations led by your Faculty Supervisor. Each meeting will address specific topics designed to encourage professional growth and preparedness for employment. **Required for 60 hour program students.**

The calendar is flexible and may change due to speaker availability:

Meeting	Topic	Recommended preparation to be completed prior to meeting.
2	Résumé Building	Complete Resume Worksheet Join listserve Join a professional association
3	Court Exposure	Visit court for 1-hour observation
4	Supervision / Case Study	Prepare Oral/Written Case Presentation
6	Licensure Text Preparation	Review test cheat sheets and prepare questions
7/8	Interviewing	Attend Networking Event

GRADES

Final 6395/6398/6399 grade will be reflected as a letter grade based upon points earned. In addition to the accumulation of points, students are also assessed on appropriate professional behavior, such as ***providing appropriate treatment to clients, appropriate dress, punctuality, and feedback from the Internship site, ability to receive and provide feedback from supervisors and students, etc.*** Should a student be in danger of failing the course based upon professional issues, the instructor will talk with the student individually. Should problems persist, the instructor will gather information from the Field Supervisor and discuss the student's performance with the Counseling Department Program Director and/or Chair.

Students are reminded to adhere to applicable ethical codes, statutes, and policies of both the university and the field site. Emergency or crisis situations should be referred to the field supervisor for disposition. ***Students are reminded NEVER to transport a client in their vehicle for any reason.***

GRADE COMPOSITE

Assignment	Requirements	Percentage
1, 2, 3, 4	Signed Internship Contract with Field Supervisor Copy of Supervisors License Emergency Management Plan Supplemental Informed Consent Form Background Criminal Check Insurance Benefits Page Field Site Evaluation Form (1 completed pre Field Supervisor's final evaluation of student)	5
5 or 12	Classroom grade from on Site Practica Instructor (54 hour students only) Supplementary Learning Opportunities (60 hour students only)	15
7	Field Supervisor Evaluation of Student	30
6 & 8	Site Visit(s) and Faculty Supervisor Evaluation	20
11	Hour Completion, Logs submitted weekly	10
12	Required bi-monthly meeting with Faculty supervisors:	10
9 & 10	Attendance, Participation, and Attitude (Completion of Required Supervision Hours)	10
TOTAL POINTS		**100**

OPERATIVE GRADING SCALE

Grade	Performance Description	Range	GPA	Points
A	Exceptional	93 – 100	4.0	12.0
A-	High Pass	90 – 92	3.7	11.1
B+		87 – 89	3.3	9.9
B	Pass	83 – 86	3.0	9.0
B-		80 – 82	2.7	8.1
C+	Failure, any C or below	77 – 79	2.3	6.9
C		73 – 76	2.0	6.0
C-		70 – 72	1.7	5.1
D+		67 – 69	1.3	3.9
D		63 – 66	1.0	3.0
D-		60 – 62	0.7	2.1
F		59≥	0.0	0.0

In the Counseling Department, any grade below a B- is considered unacceptable and repeating that particular course would be necessary.

ATTENDANCE, PARTICIPATION, AND ATTITUDE GRADE CRITERIA

	Needs Improvement 80-82	Developing 83-89	Accomplished 90-92	Exemplary 93-100
Attitude	Does not ask questions or make comments that indicate reflection, self awareness, and insight. Inconsiderate and disrespectful of others	Rarely asks questions or makes comments that indicate reflection, self awareness, and insight. Occasionally considerate and respectful of others	Occasionally asks questions or makes observations that indicate reflection, self-awareness, and insight. Regularly considerate and respectful of others	Regularly asks questions or makes observations that indicate reflection, self-awareness, and insight. Considerate and respectful of others
Participation	Does not participate in large group discussions or contribute feedback in supervision	Does not actively participate in large group discussions or contribute feedback in supervision	Participates actively in large group, and triadic supervision. Actively provides feedback	Participates actively and contributes feedback frequently to peers in triadic supervision
Attendance	Misses class often, arrives late, no prior arrangement for absence.	Misses 2-3 class hours with prior arrangement or misses class portion w/o prior arrangement, tardiness	Misses <1 class hour with prior arrangement, little tardiness	Attends class and sessions regularly, prompt and prepared arrival, no missed classes or counselor canceled sessions

IMPORTANT POLICIES

Grade of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour

course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Display of Professionalism

Licensure carries with it a great deal of responsibility. Whether a counselor is helpful, ineffective, or even harmful pertains primarily to issues of competence and professionalism. It is assumed that a counseling student's behavior in class is generally an indicator of his or her future behavior as a counselor. Thus, students are appraised based partially on professionalism displayed during class. Counseling students display professionalism, and build competence by arriving on time for class, by engaging fully in class lectures and activities, and by demonstrating professional attitudes, and professional character. These factors are evaluated based on one's ability to convey warmth, genuineness, respect, and empathy in interactions with classmates, and the instructor. Students need to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately. Lastly, professional dress is an important component in professional presentation. Students need to monitor their dress both in the classroom as well as when completing their practicum and internship hours.

Plagiarism Policy

Plagiarism is not tolerated and will result in an "F" grade for the class. Plagiarism is defined as the following:

> To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Misrepresentation or falsification of logs, notes, treatment plans, or other material is not tolerated and will result in an "F" grade for the class. Please reference the SMU honor code.

Disability Accommodations

Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their instructors in writing at the beginning of the semester and should discuss with the instructor in advance acceptable ways for making up any missed work because of the absence. (Refer to university Policy No. 1.9)

Excused Absence for University Extracurricular Activities

Students participating in an officially sanctioned scheduled university extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignments for making up the work. (Refer to university Undergraduate Catalogue).

Statement on Confidentiality and Emotional Safety
In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. In addition, should a student recognize or know practice clients as shown in class, it is the student's responsibility to promptly inform the instructor so that appropriate arrangements can be made.

It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

Emergency Preparedness
As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

1) For updates on the campus-wide status of flu conditions at SMU, please visit http://www.smu.edu.
2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.

Statement on Academic Integrity
Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies regarding the responsibility, policies, and penalties regarding academic honest found at: www.smu.edu/studentlife/PCL_05_HC.asp

Statement of Class Decorum
Please utilize silence or vibrate prompts on all cell phones or pagers during class to avoid disruption of others. Please do not engage in outside reading material (e.g., newspapers, books for other classes, etc.) or utilize laptops for non-class related purposes during active classroom instruction. Because arriving to class late and leaving class early is disruptive, please try to avoid this as much as possible. If a circumstance in your life necessities last arrival or early dismissal, please attempt to make arrangements with the instructor prior to the onset of class. Professional respect and courtesy for your fellow students is expected at all times.

Statement on APA Guidelines
Students are expected to have a high degree of familiarity with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*.

STATEMENT OF UNDERSTANDING
HDCN 6395 cont., 6398, 6399

I have received a copy and explanation of the course syllabus and grading policy, and I understand how grades will be determined. I have read and understand all of the sub-sections in the section entitled, "Important Policies." I have been given an opportunity to ask questions and receive clarification of any received ambiguity.

_____
Printed Name

_____ _____
Signature Date

Please return signed copy to your instructor.