

Preparing Professionals for Changing Educational Contexts



CED 751 - Internship in Counseling
University of Nevada, Las Vegas. College of Education, Counselor Education Program, Department
of Educational and Clinical Studies

Instructor:
Office:
Email:
Office Phone:
Class Meeting Time:
Website:

This syllabus contains the policies and expectations I have established for CED 751. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning environment for all students. However, only with your willing participation and commitment can this class be a meaningful and successful experience for you and your classmates. You can and should, of course, expect me to do my best to help you acquire and further develop the basic techniques and dispositions you need to become an effective counselor.

Course Description: This graduate course is extremely intense and is designed to help you acquire the theoretical framework and skills to function appropriately as an entry-level counselor in a variety of settings. In particular, the internship course is the culminating experience in a student's masters program. It is intended to be a bridge between the classroom and the applied setting. It provides the student with the opportunity, under agency or school supervision, to apply skills and knowledge learned in his or her academic program to work in a setting that is consistent with his or her professional interests. A salient feature of this course is the attention given to multicultural considerations in counseling.

Course Structure and Method of Instruction: Students will meet as a group **for up to 2 hours and 45 minutes** each week with the internship instructor. During this time a variety of mind-challenging and extremely intense activities will occur, including discussion of on-site issues, tape presentations, discussion of ethical issues, peer supervision, and discussion of professional development.

Special Note: This is an extremely demanding course that shifts the role of students to one of a “professional counselor.” As such, students are expected to follow the rules and regulations governing the school or agency to which they are assigned. This requirement includes standard employee guideline such as arriving on time and calling in if you are ill, following standard operating procedures and protocol for the setting, adherence to professional behavior and dress code expectations, and working within the ethical codes of the American Counseling Association (ACA) and the American School Counselor Association (ASCA).

Furthermore, students are expected to have and demonstrate the prerequisite skills of a professional counselor. Students are expected to recognize and acknowledge their skills deficits and strive to work towards refinement of said counseling skills. Students are expected to continue to develop their own personal orientations and style of counseling. Finally, students are expected to monitor their personal and professional growth and to be able to identify those attitudes, beliefs, feelings, and personal characteristics, which facilitate or hinder their growth as a professional counselor.

Prerequisites: CED 741.

Course Objectives:

The following CACREP standards are relevant to the content of this course:

- CACREP II.K.1.b. PROFESSIONAL IDENTITY - Studies that provide an understanding of all of the following aspects of professional functioning: professional roles, functions, and relationships with other human service providers
- CACREP II.K.1.h PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning: ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling
- CACREP II.K.2.c. - Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups
- CACREP II.K.5.a - Counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.
- CACREP II.K.5.b - An understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship.
- CACREP II.K.5.c - Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions.
- CACREP II.K.5.d - A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.
- CACREP II.K.5.g - A general framework for understanding and practicing.
- D. CLINICAL INSTRUCTION for **school counseling**: The 600 clock hour internship (Standard III.H) occurs in a school counseling setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.
- D.CLINICAL INSTRUCTION for **mental health, community agency**: The 600 clock hour

internship (Standard III.H) occurs in a community agency, mental health setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

Areas of Specific Mention or Focus for CED 751:

Knowledge

Student counselors will:

- Gain an understanding of how to conceptualize a client and their presenting concern(s),
- Gain an understanding of the role and function of professional counselors,
- Develop a knowledge base regarding group goals and norms,
- Acquire an understanding of the process of group development,
- Gain an understanding of the role of the counselor in the consultation process.
- Develop an awareness and examine how one's own attitudes, experiences, culture, values and biases impact the counseling relationship and process,
- Gain a better understanding of their own personal philosophy of counseling.

Skills

Student counselors will:

- Conduct counseling sessions with individual clients
- Identify and implement goals for counseling with clients
- Develop and implement theory based interventions with clients
- Implement a variety of appropriate counseling techniques with clients
- Evaluate the progress of individual clients
- Appropriately terminate counseling with individual clients
- Appropriately refer clients for continued counseling
- Conduct group counseling
- Develop and implement small group lesson plans and activities
- Develop leadership techniques and strategies for group work
- Develop and implement a group leadership style
- Identify and discuss ethical considerations and standards for group and individual counseling

Required Texts:

Berman, P. (2014). *Case conceptualization and treatment planning: Integrating theory with clinical practice (3rd ed.)*. Thousand Oaks, CA: Sage Publications.

Recommended Readings:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, D.C: American Psychological Association.

Note: Please recognize that the writing style of the American Psychological Association (APA) is the standard for professionals in counseling, including graduate students. As such, it is expected that advanced students in their internship portion of their training are familiar and well-versed in APA

style. If APA and academic writing is not your strong suite, it is strongly recommended that you seek assistance from the UNLV Writing Center.

Schwitzer, A. M., & Rubin, L. C. (2014). *Diagnosis and treatment planning skills: A popular culture casebook approach* (2nd ed.). Thousand Oaks, CA: Sage Publications.

It is also **strongly** recommended that students review and familiarize themselves with their textbooks from prior courses, including (but not limited to) theories, techniques, multiculturalism and social justice, assessment, and ethics.

Furthermore, the instructor will assign supplementary articles and resources that complement the course. These articles will be made available online through Blackboard or will be provided to you in class. Any supplemental readings assigned by the instructor are considered “required reading” and thus are mandatory.

General Course Overview

A. Organization of the Course

In this extremely demanding and intense course you will have the opportunity to further develop your counseling skills and to gain exposure to the life of a “professional counselor” in your chosen setting. This class is essentially an experiential process, and you will have to be involved and supportive of each other to maximize the professional growth opportunities for all.

B. Course Expectations

Because this is a graduate-level course, the expectation is that you will conduct yourself at a level suitable of a graduate student and appropriate for graduate learning. The work that you submit should be of graduate-level quality (e.g., free of grammatical errors, well thought out ideas that are supported by research/literature, creative, etc.) and suitable for submission for publication. Please write in a professional manner. Please remember who your audience is when submitting your work. **Work that is deemed inappropriate or unacceptable at the graduate level will be returned and no grade will be issued.**

The following gives an outline of acceptable graduate-level course expectations:

1. **Active learning:** This involves active reading and participation as described below:
 - a. **Active Reading.** Active reading means doing the following for each reading: list points you think are important, questions that you have, inconsistencies that you find, areas of interest, and connections with other readings both in this course and in others. Active learning means that you not only read the readings, but that you develop points of view about what the authors say and do some critical analysis of the ideas on the readings. The nature of the course necessitates completing the assigned readings **prior to class**. Our discussions will hinge on the readings and the quality of the discussion will depend on class members’ understanding of the readings.

- b. **Active Participation.** Active participation means that you bring your insights and contribute them to the class discussion. It also means engaging actively with the thoughts of your colleagues, listening carefully, responding openly to, and making connections with others' contributions. Therefore, attendance in class is essential. Although I know that circumstances sometimes prevent attendance, it is your responsibility to minimize absences.
- c. **Quality Participation:** is based on the professor's assessment of the student's involvement in bringing noteworthy materials and actively participating in class. The information or material is informative and provokes insightful discussions in class. This must be observed on a consistent basis outside of the structured activities arranged by the professor. Quantity of participation is based on the professor's assessment of the amount of the student's involvement by bringing into class cogent information (e.g., professional articles) and active participation that contributes to the topics covered in class sessions.

Please note that you will receive a grade of "0" for any absences that occur on days when assignments or presentations are due. Simply submitting the paperwork is not sufficient. There is a participation "grade" assigned for both pre-mid-term and post-mid-term portions of the course. On average, you should be asking 4-5 relevant questions as assessed by the professor during each class session and offering 2-3 insightful remarks on the topics for that day.

- 2. **Prompt, Complete, and Regular Attendance:** Each class session absence results in a reduction by one point in the overall grade. Any tardiness greater than **5 minutes** at the beginning of each class or after a break is equivalent to one "tardy." **Every two tardies constitute one absence.** Please note because attendance is attached to other class grades, any lowering in this attendance will also result in a reduction in other areas of this class. Additionally, **missing two (2) class sessions (i.e., absences) will result in the decrease of a full letter grade; missing three (3) will result in a grade of no higher than a "D." Students who miss four (4) or more classes will receive a grade of an "F" and/or may be asked to consider dropping or repeating the course.** This information on attendance is the only official notice (i.e., fully informed) students will receive regarding this matter.
- 3. **Professional Deportment:** This is the professor's evaluation based on classroom observation of the student's approach to the class in general. A part of this grade is determined by the professor's judgment of the student's demeanor (e.g., receptiveness to instruction and ability to give full attention to the topics being addressed, respect for colleagues, etc.) during class-based activities.
- 4. **Third Rail Issues Avoidance:** Third rail issues are student behaviors that interfere with the flow of the course. Some of these behaviors include, but are not limited to: **side bar conversations during class time, returning late from break, reading or**

doing other work during class time, being diverted in discussing other topics during specific small group exercises, etc. It is important to recognize that these issues **will** lower department and participation grades. This caution here is the only notification the professor will make during the semester.

5. **Ethical Code Compliance:** All students are required to become familiar with and comply with the ethical codes of the American Counseling Association (ACA) and the Counselor Education program here at UNLV. Students violating these codes or supervisory directives will have the professor's supervision withdrawn and may be requested to drop this course and report the ethical violation.
6. **Submitting Required Assignments:** Required assignments and their submission deadlines are described in this syllabus. All assignments **must** be in accordance to the latest publication and formatting standards of the **American Psychological Association (APA)**. Unless otherwise noted, assignments are due no later than the **start of class on the due date**. Unless otherwise noted (either in class or through the syllabus), assignments are to be submitted electronically through the Blackboard site in **Microsoft Word** format **ONLY**, no other format is acceptable (e.g., pdf, rtf, pages, etc.). The number of required pages for your assignments does **NOT** include your cover page, abstract, and references page. Your papers are to be double-spaced, typed in 12-point font, and use 1-inch margins. Failure to comply with the proper formatting style will result in a reduction of your grade for the assignment.

When submitting your assignments, be sure to name your Word files in the following way: **"Last name—Name of the assignment."** Assignments that are not labeled appropriately will be sent back to the student and must be re-submitted via the Blackboard site. Students who must resubmit their assignments may be assessed a late penalty. Late assignments are dropped 1 letter grade for each day they are late. With the exception of an extreme hardship, no assignment is accepted after 2 days tardy. Please see the assignment descriptions and schedule sections for specific criteria related to each assignment. **Please talk to me beforehand if you foresee any problems with submission deadlines and assignments.**

C. Communication with Professor

Please remember that your communication with the instructor will contribute to the professional department evaluation. When sending emails to your instructor, students must include an appropriate subject in the "subject" line (DO NOT simply reply to a group/class email, but instead provide a specific and unique subject to your email), include a proper salutation, and avoid writing in poor and improper grammar. Writing an email to your instructor is NOT the same as sending a text message to a friend. The instructor reserves the right to not respond to student emails that are not properly addressed and/or formatted. You will typically receive a response within 48 business hours, **excluding weekends**. That is, emails sent over the weekend will be responded to within 48 hours from the following Monday; additionally, please note emails sent after 5:00 pm on Fridays will be considered to have been sent over the weekend, thereby starting the 48 hour "clock" from the following Monday.

D. Method of Instruction

This course will utilize various instruction methods to meet the unique and individual needs of students. In particular, students can expect to be engaged in class discussions with each other and the instructor, group exercises and activities, textbook and supplementary readings, didactic lecturing, and experiential learning.

Supplementary course materials will be on Blackboard (<http://webcampus.unlv.edu>). If you are having difficulties using Blackboard, please contact the Office of Information Technology at <http://oit.unlv.edu/> for assistance.

E. Curriculum Material in Digital Format

Notes and other relevant material will be in Microsoft Word, Power Point, and Quicktime video. You will be provided with relevant websites (check External Links in Blackboard periodically) to expand your knowledge of the course content.

F. Computer Technology and Accessibility

Because this course will utilize the Blackboard learning module, each student is expected to have access to a computer. If you do not own your own computer, there are various computer labs located across our campus. It is also important that you are familiar with the technology in order to utilize Blackboard effectively. If you have any questions or concerns regarding the suitability of your software please contact the Office of Information Technology (<http://oit.unlv.edu/>) for assistance.

The instructor cannot be responsible for technical difficulties or troubleshooting in the use of WebCampus. Students are encouraged to contact the **OIT Help Desk** (702-895-0777) for help with WebCampus

Internship Requirements, Assignments, and Evaluation Procedures

- 1. Participation and Leadership.** Because specific counseling skills and cases will be discussed, demonstrated, and practiced during each class session, **class attendance and participation** are critical in this class. Missing classes or arriving late will impact your development and will reduce your grade. Students with more than **one (1)** absence may not receive a grade higher than a “B.” Students should notify the professor prior to any anticipated absences. Students are responsible for all materials, information, and assignment(s) covered on the day(s) they are absent. It is suggested that you contact a classmate to get pertinent class notes, handouts, etc. in the event of an absence. Please review the section on “Active Learning” under the “Course Expectations” header for information on the participation expectations of this class. This includes using the online Blackboard website to access supplementary materials necessary for the class. (CACREP II.K.1.b; CACREP II.K.5.b; CACREP II.K.5.g).
- 2. Professional Liability Insurance.** All students enrolled in Internship **MUST** provide proof of holding Professional Liability insurance prior to working with any clients. Please see the Internship Handbook for more details. Students must bring proof of their valid Professional Liability insurance policy to the first week of class or prior to any client contact, whichever is sooner.

3. **Internship Hours.** Students will carry a caseload of clients under supervision while enrolled in internship.

Important Note: Students in the M.Ed. School Counseling program and M.S. Clinical Mental Health Counseling program will have a DIFFERENT hourly requirement per registered credit hour in CED 751. The hourly requirement for students will be delineated as follows:

- M.Ed. School Counseling Students: 1 credit hour = 200 hours of internship;
- M.S. Clinical Mental Health Counseling Students: 1 credit hour = 100 hours of internship.

For instance, a **School Counseling student who registers for 2 credits** of CED 751 will be required to complete **400 hours** of internship, whereas a **Clinical Mental Health Counseling student who registers for 2 credits** of CED 751 will be required to complete **200 hours** of internship.

Please see the table below that delineates the specific hourly requirements.

<u>Hourly Requirement by Program</u>		
	School Counseling	Clinical Mental Health
Component		
Direct Service	80*	40*
Indirect Service	120*	60*
Total Hours	200*	100*

Note. * = Based on 1 registered credit hour of CED 751.

Another Note: Regardless of how many credit hours a student is registered for in CED 751, the assignments described and outlined in this syllabus are identical for ALL students. That is, a student who registers for 1 credit of CED 751 will be expected to complete the same assignments as a student who registers for 2 or 3 credits of CED 751. The credit/hourly requirements and designation is solely for the purposes of ensuring that students complete the appropriate and required number of internship credits and hours as defined by the various training standards (i.e., CACREP, Nevada Board for MFT/CPC, and Nevada DOE). It is imperative that students understand this. Please do NOT ask for a reduction in, or “wonder out loud” about, the amount of work assigned for this class due to being registered for “only 1 or 2” credit(s) as opposed to a full 3 credits. Any such requests will be promptly rejected.

Types of Service:

- A. **Direct Service.** These hours are client contact hours and include such activities individual counseling, group counseling, psycho-educational activities (e.g., classroom guidance), test administration or interpretation, and meetings with families. Please note that **observation is not considered direct service.**

- B. **Indirect Service.**
 - a. **Service.** Students engaged in activities approved by the on-site supervisor, such as intake interviewing; consultation with families, agencies, colleagues, parent conferences, orientation, in-service, appraisal, report writing, use of print and non-print media, professional activities (e.g., preparing presentations of in-service), case conferencing/staffing, supervision (on-site, group), completing paperwork for class, and/or development of an out-reach project for the agency or school in which the student is an intern.

 - b. **Individual Supervision.** Weekly **hour-long** supervision is to be provided by an on-site supervisor. All relevant internship issues should be brought directly to the attention of the on-site supervisor. Hour-long individual supervision by on-campus supervisor **may** be required if students' demonstrated skills are not adequate.

The student and the site supervisor will complete the **Internship Agreement**. This completed agreement/contract will be turned into the faculty supervisor by the **fourth week (4th)** of Internship. Measurement Procedure: **Supervision will be recorded on the Internship Log on a weekly basis.**

- c. **Group Supervision.** Weekly supervision is provided in a seminar format with other students and the UNLV faculty member.

Measurement Procedure: Attendance will be taken each week. **Students will record participation in the Internship Seminar on their Internship Activities sheet on a weekly basis.** Students may have an occasional research assignment. In addition, students are expected to be in class each week and on time.

Overall Hours Measurement Procedure: Hours will be recorded online by the student and approved by the Internship Site Supervisor on the online Internship Log; hours will be submitted via the CED online portal upon completion of Internship. Site Supervisors will complete an "Intern Evaluation Form" of student progress at the end of the semester. **All Log Sheets are to be completed on a weekly basis and must be completed via the online CED Field Experiences site (i.e., online portal) at <https://unlvcoe.org/ced/> (no exceptions). Log forms can be found in the online portal!**

4. **Internship Agreement and Student Learning Contract.** By the **fourth (4th)** class, students will submit via the online portal (<https://unlvcoe.org/cced/>) their “Internship Agreement” and “Student Learning Contract” forms. Both forms can be found in the online portal. Please note that both forms require “signatures” (i.e., approval through the form of confirmation via the portal) from your on-site supervisor. Therefore, it is imperative that you make arrangements with your on-site supervisor in advance to review both forms together. **Due Date: Week 4, September 20, 2016.**

5. **Learning Goals Assignment.** This is a **TWO-PART** assignment. Please note each of the individual components below:
 - a. **Initial Learning Goals.** By the **fourth (4th) class**, each student will write and **electronically submit** (i.e., via the “Assignments” link on Blackboard) a written goal statement for internship for the semester. Please develop **at least five (5) goals**. Goals can be developed collaboratively with the Internship Site Supervisor. Students are expected to develop goals that are measurable and have specific outcomes. These goals can be the same goals that you listed in your “Student Learning Contract,” however for this assignment you must specifically outline what you will do/want to do to achieve said goal, and how you will know (i.e., evidence) that you have achieved said goal. Students should develop a table that delineates each goal with a measurable outcome and activity that will achieve each goal. We will discuss how to create your table in class. Papers will be evaluated based on content, clarity, and organization. (CACREP II.K.1.b.; CACREP II.K.2.c; CACREP II.K.5.a) **APA style, 2-4 pages. Due Date: Week 4, September 20, 2016.**

 - b. **End of Semester Self-Evaluation.** Students will electronically (i.e., via Blackboard) their final self-evaluation and detailed summary of the progress they have made towards accomplishing the goals that they identified at the beginning of the semester. Recall the table that you created at the beginning of the semester and document if and/or how you have accomplished each goal and what you did to accomplish said goal. Again, include insights, challenges, lessons learned, or anything else that you experienced during the semester through your pursuit of achieving your internship goals. (CACREP II.K.1.b.; CACREP II.K.2.c; CACREP II.K.5.a) **APA style, 2-4 pages. Due Date: Week 14, November 29, 2016.**

6. **Reflection Journals.** Students will complete two (2) reflection journals throughout the semester: (a) First Reflection and (b) Final Reflection.
 - a. **First Reflection.** Now that you are in the internship/advanced training portion of your program, reflect back on your time in this program and your journey on becoming a professional counselor. What challenged did you experience and overcome? How did you overcome these challenges? As you now move into Internship what concerns do you have? How do you hope to cope and overcome? What are you most looking forward to as you complete this Internship and prepare to enter the world of professional counseling? Please go beyond a basic and “surface level” report; share your personal experiences and perspectives. Apply and synthesize what you have learned and experienced about counseling, this program, and yourself. (CACREP II.K.1.b, h). **Paper should be between 3-5 pages not**

including cover page and reference page (if references are used), and must follow APA Standards for writing. Due Date: Week 2, September 6, 2016.

- b. **Final Reflection.** Your final reflection should focus on what you have learned about counseling and about yourself through the experience of this class. As part of this reflection, consider the following: what has surprised you? What has disappointed you? How are you different now because of the experiences in this class, program? Reflect on your personal growth throughout the semester and your time in the program, consider how your views about the client-counselor relationship have or have not changed. There is no maximum page requirement for this final reflection. However, it is important that you take advantage of this opportunity to include the things that are important to you; most papers will be typically between 3 to 5 pages. (CACREP II.K.1.b, h). **Please be sure to follow APA standards. Due Date: Week 16, December 13, 2016.**

7. **Taped Case Presentations.** You will present **THREE (3) 10-minute taped counseling sessions*** for feedback during the semester. These recordings must be audible and recorded in digital format. You must complete either the “**Skills Checklist and Self-Analysis**” or the “**Play Therapy Skills Checklist**” as appropriate (Found on the Blackboard page).

The recordings must demonstrate the use of specific counseling skills, intentionality, and incorporation of a specified theory. The class will use a **peer group supervision model** for providing feedback (see required reading articles). Students who are presenting their recorded sessions must also submit a **hard copy to each member of the class a Case Study document** (outlined below) that outlines the recorded session.

Case Study Outline:

- Client age/grade:
- Session #:
- Background information about client:
- Presenting issues:
- Previous interventions, counseling, etc... that client has received:
- Intervention plan (goals):
- Theory utilized:
- Techniques/interventions that are theory appropriate used in this session:
- Proposed modification to the intervention plan (if needed):
- Areas of counselor strengths:
- Areas of counselor concerns:

Finally, you must complete a typed transcript of your counseling session. When creating your typescripts, please follow these guidelines:

- a. Transcribe verbatim the selected 10-minute segment that you wish to present. At least 10 counselor responses should be included within these 10 minutes;
- b. Start and end your transcript with statements from your client;
- c. Please number each of your client and counselor responses (see example below);

- d. Minimal encouragements (e.g., umm, hmmm, uh-huh, etc.) are **not** considered a verbal response. They are to be included or embedded within the larger response;
 - e. Following every counselor response, provide the following information: (a) type of response/skill, (b) intent of said response/skill, (c) outcome of using said response/skill, and (d) alternate response/skill. See example below.
- CL1: Not a single-person even came to me and asked if I was OK or if I needed help.
Nobody would talk to me...
- CO1: You felt ignored and that nobody cared about you or your son while you waited in the hospital
- a. Reflection of feeling
 - b. To let the client know that I understood how he felt
 - c. Good facilitation, client seemed to appreciate that I recognized his feelings
 - d. It must have been very scary to be there yet have nobody talk to you or ask if you needed help...

You will submit a **hard copy** of all documents to the instructor. (CACREP II.K.2.c.; CACREP II.K.5.a, b, c, d, g). **Due Date: Starting Week 5, September 27, 2016. See schedule, to be created in class.**

- 8. Professional Identity and Theoretical Orientation Paper.** As a graduate student in a CACREP-accredited counseling program, it is important for you to understand your professional role and identity as a professional counselor in training. For this assignment, you will submit a paper describing your professional identity as a professional counselor as well as a description of your theoretical orientation. **Points to consider and include:** What does it mean to be a professional counselor? What separates professional counselors from other mental health practitioners? What are your short-term and long-term professional goals? What is your view on how people change? What clientele do you hope to work with? What types of treatment/clinical issues are you hoping to work with and specialize in? What is your current theoretical orientation? What drew you to select this particular theory? How does your theoretical orientation complement the types of clients and issues that you hope to work with? **Note:** If you are still in the process of developing your theoretical orientation, address each consideration from the perspective of the theory you are most “leaning” towards.

Your paper must be written in accordance to the latest APA standards and should be of publishable quality. The paper is to be **no less than 5 pages and no more than 8 pages in length**, not including cover page, abstract, and references. Students must cite **at least 5** recent (i.e., within the last 10 years) scholarly references (i.e., peer-reviewed articles). Please note that Wikipedia is NOT considered a scholarly peer-reviewed reference. **If scholarly writing is not your strong point, it is HIGHLY suggested that you seek assistance through the University Writing Center (<http://writingcenter.unlv.edu/>) well in advance of the due date of this assignment. Due: Week 8, October 18, 2016.**

- 9. Multicultural Case Conceptualization Report.** You will submit one (1) case conceptualization report based on a case/client that you have counseled for at least three (3) sessions. As much as possible, please base your case conceptualization report on a client who is **culturally different** from you. Your case conceptualization report must be in accordance to a specific counseling theory of choice (e.g., Gestalt, Solution-Focused, CBT, Reality, etc.). More

details will be given in class. Please see the Blackboard page for the outline and template that you should follow. (CACREP II.K.5.c, d, g) **Due Date: Week 11, November 8, 2016.**

10. **Legacy Project.** In consultation with your on-site supervisor, you will create and develop a “Legacy Project” that will contribute to and address the needs of your site. In developing your project, you will identify a need of your site and what you can do to help address it, conduct pertinent research on the need, then finally develop the project. The final product should be something that can be “left behind” at your site and will be a significant reminder to your site of your contributions. This project can also be used to help solicit and market your knowledge and experience. Additional details will be provided in class. **Due Date: Week 15, December 6, 2016.**
11. **Final Exam.** The Final exam will be divided into three (3) parts: (a) Written Case Vignette, (b) Final Recorded Case Presentation (i.e., “Tape 3”, and (c) Final Supervision/Meeting. (CACREP II.G.1.d; CACREP II.G.5.c, d, f)
 - a. **Written Case Vignette.** The written vignette will take place during class and students must complete the vignette on site. Students will be expected to demonstrate a conceptual understanding of the appropriate skills, techniques, format, and structure of a counseling session. Specific details of the written case vignette exam will be covered in class (CACREP II.G.1.d; CACREP II.G.5.c, d, f). **Due Date: Week 15, December 6, 2016, IN CLASS.**
 - b. **Recorded Session.** The final exam for the class will be comprised of the assessment of your performance as presented in your final tape (i.e., tape 3). You must turn in the entire 30-minute session plus the materials required for the typescript. The student and professor will hold a final individual consultative and supervision meeting during the finals week or the week prior (i.e., point c). (CACREP II.G.1.d; CACREP II.G.5.c, d, f). **Due Date: See Presentation Schedule on Blackboard.**
 - c. **Final Supervision/Meeting.** Students will individually meet with the professor for a final supervision session that will be based on your final Recorded Session (i.e., Tape 3) and the student’s overall performance in class. **Due: Starting Week 15, schedule to be created in class. See Blackboard for created schedule.**
12. **Final Evaluation (Completed by on-site Supervisor AND student intern).** There are TWO documents for students to submit ONLINE:
 - a. **Site Supervisor Evaluation of Intern Performance.** Please have your site supervisor complete this form.
 - b. **Counseling Intern’s Evaluation of Site Supervisor.** This form is to be completed by STUDENTS. Please complete this evaluation on your site and site supervisor.

Both forms will be submitted ONLINE via the Online Portal (<https://unlvcoe.org/ced/>).
Due Date: Week 16, December 12, 2016.

Grading

Assignments and Activities	Bb Points
1. Participation and Leadership	Required
2. Required Hour Logs, Internship Agreement, Contract	Required
3. Learning Goals Assignment	
a. Initial Learning Goals	20
b. End-Semester Evaluation	20
4. Reflection Journals	
a. 15 pts. X 2 = 30	30
5. Taped Case Presentations	
a. Tape 1	75
b. Tape 2	100
c. Tape 3	125
6. Professional Identity & Theoretical Orientation Paper	60
7. Multicultural Case Conceptualization	60
8. Legacy Project	75
9. Final Exam	
a. (Tape 3)	(150)
b. Final Meeting	Required
c. Written Vignette	35
10. Final Evaluation	
a. Log Forms	Required
b. Site Supervisor Evaluation of Student	Required
c. Student Evaluation of Site	Required
Total	600

A = 94%-100%		A- = 90%-93%
B+ = 87%-89%	B = 84%-86%	B- = 80%-83%
C+ = 77%-79%	C = 74%-76%	C- = 70%-73%
D+ = 67%-69%	D = 64%-66%	D- = 60%-63%
F = 59% and below		
<p>To compute your letter grade divide your total points by the total points possible (e.g., 575/600 = 95% = A)</p>		

NOTE ABOUT YOUR ASSIGNMENTS AND GRADES: Your grade may be affected by your class attendance and participation in either direction. All required forms and logs **MUST** be submitted in order for a grade to be given in CED 751. **Under no circumstances will any work be accepted past 5:00 PM on December 13, 2016.** Failure to submit any required assignment, including your weekly logs by the published deadline will result in a failing grade for the course which will require you to repeat the course.

Policy Statements

A. Late Assignments

Please see section B.2 ("Submitting Required Assignments") under the heading "Course Expectations" for the policy on submitting late assignments.

- B. **Grade Inflation/Extra Credit:** In recent years academia has evidenced widespread grade inflation. UNLV faculty members are charged with ensuring that grades accurately characterize each student's level of mastery of course material. At the graduate level, grades of **A** and **A-** are awarded to reflect outstanding/excellent performance. Grades of **B+** and **B** reflect good/acceptable performance in the course. A grade of **B-** or lower represents less than acceptable performance in this course.

Extra credit is a form of grade inflation and **WILL NOT BE OFFERED**. Do not ask your professor to provide you with alternate assignments or additional work to adjust your grade.

Grading: Assignment grades are **NON-NEGOTIABLE**. Please carefully review all requirements for assignments. The professor will not honor requests to review assignment grades unless you believe I have made an error in calculation or have recorded your grade incorrectly.

All assignments will be evaluated for content, effort, accuracy, and timeliness.

University Policies

Please click on the link and read very carefully: http://provost.unlv.edu/policies.html#list_s

Academic Misconduct:

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

Copyright:

The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/committees/copyright/>.

Disability Statement:

The Disability Resource Center (DRC) determines accommodations that are “reasonable” in promoting the equal access of a student reporting a disability to the general UNLV learning experience. In so doing, the DRC also balances instructor and departmental interests in maintaining curricular standards so as to best achieve a fair evaluation standard amongst students being assisted. In order for the DRC to be effective it must be considered in the dialog between the faculty and the student who is requesting accommodations. For this reason faculty should only provide students course adjustment after having received this “Academic Accommodation Plan.” If faculty members have any questions regarding the DRC, they should call a DRC counselor.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The DRC is located in the Student Services Complex (SSC-A), Room 143, phone (702) 895-0866, fax (702) 895-0651. For additional information, please visit: <http://drc.unlv.edu/>.

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy:

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, **September 06, 2016**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university which could not be avoided. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Incomplete Grades:

The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester **for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor.** If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring:

The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

UNLV Writing Center:

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

Rebelmail:

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's Official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Final Examinations:

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>

Additional Statements and Policies on:**Guests/Children:**

Because of the sensitive nature of class material and peer interaction, no guests, including children, will be permitted in the classroom.

Videotaping:

In accordance with CACREP standards for counseling supervision, practicum and internship students must have opportunities to regularly videotape counseling contact with clients. In the school setting, this involves videotaping individual and small group counseling as well as large group guidance activities.

***** If a student is unable to videotape at their site he/she must provide a thorough case analysis per the case presentation outline and reconstruct a portion of the counseling session. *****

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to

do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a "0" or "F" on a particular assignment, through an "F" for the course, to expulsion from the university.

Electronic Devices in the Classroom:

Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the program has adopted guidelines for appropriate use of electronic devices within the classroom.

- **Cell Phones:** Students must put cell phones on "silent mode" upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities.
- **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, twitter etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited.
- **iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live ... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action ..."

Make up Policy for Planned and Unplanned Absences

In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In case of authorized absences

due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

Tentative Schedule:

This syllabus and schedule are subject to change in the event of extenuating circumstances and class needs. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Week and Date	Topic	Readings and Assignments
1. 8/30	Course Orientation, Syllabus, Introduction to Blackboard, Labs, Graduate Writing.	Due: Professional Liability Insurance
2. 9/6	Peer Group Supervision Model In-class Case Presentations	Borders (1991), Lassiter et al. (2008) Due: • First Reflection
3. 9/13	In-class Case Presentations	Due: Class/Student Contract
4. 9/20	In-class Case Presentations	Due: • Internship Agreement • Student Learning Contract • Learning Goals Pt.1
5. 9/27	Case Presentations Begin 1. _____ 2. _____ 3. _____	
6. 10/04	Professional Issues: Theoretical Integration	
7. 10/11	Case Presentations 1. _____ 2. _____ 3. _____	
8. 10/18	Professional Issues: Brief Therapies	Due: • Professional Identity and Theoretical Orientation Paper
9. 10/25	Case Presentations 1. _____ 2. _____ 3. _____	
10. 11/01	Professional Issues: Case Conceptualization	

11. 11/08	Case Presentations 1. _____ 2. _____ 3. _____	Due: • Multicultural Case Conceptualization
12. 11/15	Veterans Day- No Class	
13. 11/22	Case Presentations End 1. _____ 2. _____ 3. _____ 4. _____	
14. 11/29	Professional Issues: Open	Due: • End Semester Self-Evaluation (Learning Goals Pt. 2)
15. 12/06	In-Class Written Vignette (Final Exam) Legacy Project Sharing Wrap Up and Termination	Due: • Legacy Project
16. 12/13	Finals Week (Dec 12-17)	Due: • Final Reflection • Final Evaluation Forms ○ Site Supervisor Evaluation of Intern ○ Counseling Intern Evaluation of Site

Notes:

CED 751 - Internship in Counseling
Fall 2016

University of Nevada, Las Vegas. College of Education, Counselor Education Program, Department
of Educational and Clinical Studies

Instructor: Shannon Smith, Ph.D., NCC, LPC, RPT, DAPA

Office: CEB

Email: shannon.smith@unlv.edu

Office Phone: 702-895-5095

Class Meeting Time: Tuesday 4:30-6:45 PM

Website: <http://webcampus.unlv.edu>

Course Description: This graduate course is extremely intense and is designed to help you acquire the theoretical framework and skills to function appropriately as an entry-level counselor in a variety of settings. In particular, the internship course is the culminating experience in a student's masters program. It is intended to be a bridge between the classroom and the applied setting. It provides the student with the opportunity, under agency or school supervision, to apply skills and knowledge learned in his or her academic program to work in a setting that is consistent with his or her professional interests. A salient feature of this course is the attention given to multicultural considerations in counseling.

I _____ (print your name) understand that I am required to maintain consistent participation, as outlined in this syllabus, at a high quality level throughout each class session. I also understand that I may receive a final grade of "C" or lower in this class if the aforementioned requirement is not fulfilled based on the professor's assessment of my performance.

(Refer to course syllabus for course requirements and assignment modifications)

My signature here verifies that I have received, understand, and accept the course syllabus and its terms for CED 751. Student Signature: _____

Date: _____ 2016

Note: Failure to sign and submit this contract to the professor by the third week of class will result in being dropped from this course.
