Internship I – Counseling F636 – 3 Credits
Summer 2013 Thursday 6:00-8:00 PM
Gruening Room 717

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Audio Conference Codes: 1-800-570-3591 Participant Pin: 6730695

Course Description: The purpose of the field placement is to give the counselor-in-training experience and supervised practice in the broad scope of activities engaged in by either fully credentialed school counselors or licensed professional counselors. Internship I is designed to give the counselor-in-training a limited experience in a specialized area of counseling, which is supervised by both a designated on-site supervisor and the individual’s UAF faculty supervisor. The internship is designed to provide the counselor-in-training with not only the counseling experience, but also with greater experience in all aspects of professional functioning.

Prerequisites: Individual Practicum (COUN 634); Professional Ethics (COUN 647) – may be taken concurrently; for the school track: School Counseling (COUN 646) – may be taken concurrently; for the community track: Psychopathology (COUN 650) – may be taken concurrently; AND permission of instructor

Required Texts:
(Will be provided to the student by the first day of class session)
ISBN: 9781933478623
Other reading may be assigned throughout the semester.

Instructonal Methods:
Student membership consists of both local and audio/video participants. Blackboard will be utilized to post shared documents, external links, discussion board posts, and assignment information. Class session is a combination of didactic and experiential activities. Half the class time will be spent in lecture/discussion of the course readings and how they might apply to the counseling setting – this is sometimes led by the instructor and sometimes by the students. The other half of the class consists of discussion and feedback regarding internship activities.

DC Video: It is highly recommended all distance-based students utilize video conferencing. In order to use DC Video, participants must be certified with the software by Video Conferencing Services. Training can be scheduled using the Request Form located on the VCS Desktop Collaboration site (http://www.alaska.edu/oit/services/video-conferencing/desktop-collaboration/). This form should be submitted at least 1 week prior to the start date of the course. If you have any questions or concerns, please do not hesitate to contact video conferencing: from Fairbanks call 450-8390, outside Fairbanks call 1-800-910-9601 or email video@alaska.edu.
**Course Objectives/Goals:**

To provide:

1. Students with a practical training experience.
2. Students with the opportunity to evaluate and test counseling philosophies and attitudes within the context in which they must be made to be culturally respectful and effective.
3. A means for students to assess their professional strengths and weaknesses.
4. Students with an opportunity to develop confidence in their ability to apply professional preparation in situations, yet shelter them from full responsibility while providing opportunities for their maximum professional growth.
5. Students professional experiences in actual interpersonal relationships that involve ethical decision making skills and the evaluation of personal motives.

**Student Learning Outcomes:**

Students will:

1. Expand upon skills developed during other courses.
2. Relate theory to practice.
3. Evaluate their professional growth and specific career goals.
4. Consult with appropriate individuals.
5. Gain increased understanding of the relationship of administrative functions to the counselor role.
6. Acquire greater knowledge of and experience in the application of a variety of intervention strategies.
7. Gain an understanding and appreciation of professional, ethical, and legal issues and behavior.
8. Gain understanding of multicultural and diversity issues and needs.
9. Expand knowledge and application of technology in counseling and assisting clients/students.
10. Function as a professional counselor in an approved clinical setting.

**Course Requirements:**

1. Regular attendance, preparation, and participation in class discussions. Graduate seminars require a high level of personal involvement, accountability, and integrity. (See Course Policies)
2. Students are expected to come to class fully prepared to participate in class discussions by having completed the required readings or activities before coming to class.
3. Students are expected to adhere to both the American Counseling Association and the American School Counselor Association codes of ethical behavior and standards of practice, as well as the Alaska School Counselor Association School Counselor Performance Standards.
4. Students are expected to keep any personal information or views shared in class confidential; communicate in a timely manner any questions, concerns, conflicts, or needs to the appropriate supervisory personnel; and demonstrate teamwork, mutual respect, leadership, and an openness to professional feedback.
5. Students are expected to complete all written course assignments and presentations on time; likewise, all evaluation materials are to be completed and turned in to the course instructor on the final class session.
Course Assignments:
Students are required to:

1. Complete a semester long internship that is 300 hours in length. Internship I requires a minimum of 180 direct contact hours and may include up to 120 indirect hours. Students must remain active in their Internship placements for the entire semester regardless of whether or not they complete their hours prior to that time frame. A commitment has been made to your agency or school, as well as to the clients and/or students, and the other employees. You must honor that commitment for the entire semester.

2. Complete and turn in a weekly log of their on-site activities, along with case notes for all on-going individual and group counseling sessions (see Internship Manual for examples). These logs are meant to keep your instructor informed regarding your activities, but also to assist you in evaluating your internship experience to further your professional development. The logs serve their purpose best if they are completed in a timely fashion – if logs are not turned in for a week, it is assumed the student did not complete internship hours and therefore they will not be counted towards the final log of hours.

3. Coordinate three (3) site visits with the on-site supervisor(s) and UAF supervisor(s) per semester (see Internship Manual for specific requirements, timelines, and forms). The mid-term visit should also encompass an observation of the intern taking the lead with students/clients in an activity appropriate to their placement (i.e., elementary interns facilitating a classroom guidance lesson; community interns facilitating an individual or group counseling session). Scheduling site visits is the student’s responsibility; failure to schedule visits in a timely manner will result in the student receiving a letter grade of no higher than “C”.

4. Write one paragraph regarding the readings each week that includes a question/discussion topic that could be utilized in class. These are to be posted to blackboard at least two days before class session.

5. Lead class discussion at least once per semester based on the assigned readings. The presentation should not mirror what is read in the text, but rather should take the content further to enhance the learning of all. Keep the discussion interesting, practical and relevant.

6. Complete at least one intensive week at their internship site placement (30-40 hour work week). This week needs to be approved by your site and university supervisor.

7. Complete an in-depth case study regarding a client/student at the student’s internship site. Students should use the appropriate case conceptualization format in the Internship Manual. Students will present their case study to the class for discussion purposes.

8. Keep track of internship hours (both direct and indirect). Logs of hours will be collected by the last class session. The final log should have the cumulative grand total hours for the semester. Please refer to the log of hours sheet and example in the Internship Manual.

Grading Policy:
Grades will be determined by the course instructor, based primarily on the degree to which students have demonstrated that they have met the objectives as outlined above, and as listed on the evaluation/PCFF forms contained in the Internship Manual. In addition, the instructor will take into account whether the student demonstrates a clear understanding of the counseling process as shown through the student’s ability to articulate a concise explanation of his or her working model of counseling. Attendance in class and completion of all assignments in a manner
acceptable for graduate level course work is needed to earn a passing grade in the course. According to Program requirements, students must earn a grade of B or higher in the Internship courses (F636, F686, F687, F688) to complete their degree requirements. Although earning a B in certain courses is not a general UAF graduate school requirement, it is a Counseling Program requirement and cannot be changed by individual advisory committees. Students who do not complete all the required hours and site visitation for Internship will receive a deferred grade (D/F). It will remain a D/F on your transcript until the students completes what is necessary to receive a grade.

**Note:** In many academic disciplines students are evaluated solely on their academic performance. However, students in the Counseling Program are evaluated on both their academic performance as well as their professional characteristics. Although a student may be in good academic standing, they must receive satisfactory evaluations from faculty members regarding their professional characteristics in order to continue on in the program. The faculty will evaluate the student’s professional characteristics in relation to their ability to become a viable member of the counseling community. Students will meet with the faculty following each evaluation and the results of the evaluation will be discussed. *Insubordinate and argumentative behavior in response to feedback in one or more environments may be a basis for dismissal from the Counseling Program.*

**Course Policies**

Students are required to obtain a university-issued username for use of email and Blackboard. If the university server is not your primary email address, you are expected to set it up so that all emails are forwarded from the university server account. Additionally, students are required to access Blackboard regularly for announcements, documents, and other postings.

Attendance and participation in class is required. It is expected that students will come to class prepared – having completed readings, completed assignments, and ready to participate in discussion. Your class participation should give evidence of you keeping up to date in all the assigned readings, the ability to integrate information, adequately discuss viewpoints, and appropriately respond to feedback. You will be held accountable for the information in the texts whether it is discussed in class or not. Absence does not relieve a student from the responsibility of completing all assignments prior to the due date, or for material presented in a missed class session. Furthermore, students are expected to be fully present during class, just as you would be fully present for your clients in the future. Therefore, please reserve the sending and receiving of information through texting, e-mailing, etc. for break time or before and after class. If you need to have your phone on during class, please put it on the vibrate setting.

Students should practice thoughtful, considerate, and respectful communication in all interactions with your fellow students and faculty members. **All personal information shared in class, or within the course blackboard site, should be kept confidential.** Instructors do keep information confidential, but there may be times that other teaching professionals may be consulted if deemed necessary.
Students must abide by academic integrity standards as outlined in the Student Code of Conduct found in the UAF Catalog: Academic and Regulations Chapter. The principles of the student code are designed to encourage communication, foster academic integrity and defend freedoms of inquiry, discussion, and expression across the university community. The UAF Code of Conduct can be found online at http://www.uaf.edu/catalog/current/academics/regs3.html#Student_Conduct

In this course, if it is found that a student has knowingly plagiarized they may receive a failing grade for the course. Remember to use proper citation to avoid plagiarism.

Plagiarism is representing someone else’s ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As they prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people. (Capella University Learner Handbook, 2006, p. 14)

One of the best ways to avoid plagiarizing another person’s work is to read the material, remove it from your view, and then write a summary using your own words.

All papers need to be word-processed, double-spaced, and include a list of references where applicable. Papers are expected to be well-written, well thought out, and be grammatically correct. According to William Stunk Jr. in Elements of Style:

Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell.

Unless stated otherwise, writing should conform to APA style utilizing the 6th edition of the APA Manual, including citations and references. Poorly written papers will receive lower grades.

Support Services:
Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening Building, or can be reached at 907-474-5314. The web site address is http://www.alaska.edu/english/writing-center/

Disability Services: The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAFs Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for services. The faculty of the Counseling Program makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. If you believe you are eligible, please contact Disability Services on the UAF campus at 208 Whitaker, 907-474-5655, uaf-disabilityservices@alaska.edu, or visit http://www.uaf.edu/disability/ on the web or contact a student affairs staff person at your nearest local campus.
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<tr>
<th>Class Session</th>
<th>Readings to be Discussed</th>
<th>Assignments Due</th>
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| May 30        | Course Overview, Syllabus & Internship Manual  
H & T Ch. 1 (Introduction to a Child’s World);  
Walsh Ch. 1 (Intro to Psychoeducation) |                  |
| June 6        | H & T Ch. 2 (Developmental & Cultural Considerations);  
Walsh Ch. 3 (Family Theory) |                  |
| June 13       | H & T Ch. 3 (The Counseling Process);  
Walsh Ch. 2 (Human Behavior Theory) |                  |
| June 20       | H & T Ch. 4 (Legal and Ethical Considerations);  
Walsh Ch. 4 (Teaching Skills); Walsh 5 (Group Development) | Presentation |
| June 27       | H & T Ch. 5 (Psychoanalytic); Walsh Ch. 6 (Schizophrenia) | Presentation |
| July 4        | 4th of July – No Class Session |                  |
| July 11       | H & T Ch. 6 (Person-Centered); Walsh Ch. 8 (Depression) | Presentation |
| July 18       | H & T Ch. 7 (Gestalt Therapy);  
Walsh Ch. 12 (Alzheimers) | Presentation |
| July 25       | H & T Ch. 8 (Behavioral Counseling);  
Walsh Ch. 10 (Disruptive Behavior Disorders) | Presentation |
| Aug 1         | H & T Ch. 9 (Reality Therapy); Walsh Ch. 14 (Bereavement) | Presentation |
| Aug 8         | H & T Ch. 10 (Brief Counseling)  
Case Conceptualizations |                  |
| Aug 15        | Case Conceptualizations |                  |

*Calendar is subject to revision as necessary*