REHC 5990
Internship
Spring Semester, 2014
4:30 – 7:20 p.m. on Tuesdays
Room 236 Campbell Building

Course Syllabus

Instructor
Erin F. Barnes, Ph.D., CRC
Phone: (915) 747-7257
Fax: 915-747-7207
E-mail: efbarnes@utep.edu

Physical Address:
The University of Texas at El Paso
College of Health Sciences
Department of Rehabilitation Sciences
1101 N. Campbell St., Room 318
El Paso TX 79902

* Office Hours: Thursdays 2 p.m. – 4 p.m. (or by appointment) *
** If you plan to stop by please make sure to send an email so that I can make sure I am at my desk. **

Course Time/Location
Tuesdays: 4:30 p.m. - 7:20 p.m.
Campbell Building, Room 236

Necessary Technology Competencies:
To successfully complete this course, it is necessary that students have access to the Internet and know how to receive and send emails. Messages sent to students will be disseminated using students’ university assigned emails. If you prefer to use another account make sure to forward all messages from your university account to your preferred email account.

Students will also need to use DROPBOX. I will send you an invitation to join a folder. From there, you should download and use DROPBOX as instructed.

A special note for students corresponding via distance. You must be able to do the following:
- Be sure your computer meets minimum technical specifications.
- Be able to download and install plug-ins and required software for distance communication.
- Be sure to set up a Skype account if you do not have one. Also be sure to send a Contact request to Dr. Barnes PRIOR to the first class. Dr. Barnes’ Skype name is erinfbarnes.
- Familiarize yourself with the learning management systems (elluminate live) or other software applications (Skype) that allow for distance communication as early as possible. If you have problems using the system it is your responsibility to contact the FIT lab to learn more about using the program.

If you need any help or have any concerns about these required skills please contact the Instructional Support Services (FIT lab) at 915-747-5940 or visit them in the Undergraduate Learning Center Room 340. If you have specific concerns about DROPBOX, however, please see the instructor.

Course Description
The purpose of this course is to provide supervised, practical experience in rehabilitation counseling and related rehabilitation services. The internship in Rehabilitation Counseling requires 600 clock hours over the course of
the entire academic year. This course involves two types of clinical supervision: (a) supervised experience in an approved setting that provides services to individuals with disabilities; and (b) faculty supervision via individual and group consultation. The actual internship requires students to observe all aspects of the delivery of rehabilitation counseling services and progress toward performing the tasks required of an employed rehabilitation counselor.

Please note the following, important details:

- Students not having a CRC on-site supervisor must get approval from faculty prior to the start of the field experience.
- Based on the intensity and importance of your fieldwork experience, the instructors will be available for consultation outside of the internship seminar. Please do not hesitate to schedule additional consultation times when issues arise.
- Internship is a 600 hour experience, of which 240 clock hours must be direct service provision to persons with disabilities (PWDs).
  - **Examples of Direct Hours:** scheduling sessions; facilitating individual, family, or group counseling; drop-in clients; observing a counseling session, job placement; conducting intakes; psychological assessments; IEP meetings.
  - **Examples of Indirect Hours:** planning for sessions; attending agency in-service trainings; editing resumes and cover letters; reviewing case files, supervision meetings.

* Please note, all hours must be approved by your site supervisor in writing. **Your supervisor must sign off on your hours weekly during your weekly supervision with him or her.** Also note that certain hours do not count towards internship. The list is not exhaustive, but should give you an idea about what type of hours not to log on your tracking forms: your drive to and from your site, your lunch break. Finally, any vacation time you plan to take (i.e. spring break) MUST be approved by your site supervisor in advance. In general, however, students should plan to work through university breaks and holidays that are not observed at your internship site.

**Professional Responsibility**

Students are expected to perform to both the agency and the program’s standards. As such, students are required to do the following:

1. Regularly report to their agency to complete the minimum hours required for the experience.
2. Meet with their site supervisor on a weekly basis.
3. Meet regularly with university supervisor for supervision. The intent of supervision includes provisional support of Internship activities, university supervisor feedback, and discussion clinical or agency issues.
4. Be respectful and develop positive relationships with clients, colleagues, and supervisors. (Please note, any conflicts between the student and the site supervisor must be reported to the internship faculty immediately. Any consequences resulting from a conflict with the site supervisor (that goes unreported by the student) may mean that whatever action taken by the agency against the student (i.e. dismissal) may result in the student failing the course.)

**Respect for the Learning Experience and Environment**

Adult learning experiences are enhanced by the committed participation of peers. For this reason, importance is placed on attendance and scholarly participation in seminar activities and discussions. As professionals and future professors/supervisors it is necessary to develop the skills of mutual respect, punctuality and promptness in completing tasks during graduate training. Please be respectful of the seminar participants by placing class as a priority. However, when a professional judgment must be made to miss class, you should contact the
instructor as soon as possible by email. Due to the importance of supervision, however, students must attend ALL classes and should not be late or leave early in order to successfully complete the course. Please adjust your schedules accordingly. It is dually important to maintain a pleasant classroom atmosphere. As such, cell phone should be placed on vibrate, and there should not be excessive use of cell phones during class.

It is also critical that students maintain respect for the learning process and understand the diversity of learning that occurs in class and at your sites. Each individual achieves his or her professional stride at different times. It is not acceptable to speak negatively of your peers (or employees at your site) for what you perceive as being competence-related deficits. All such conversations should be handled between the instructor and the student only and should not be broadcast in front of the class. Such displays of disapproval can decrease student productivity and cast the agency and staff in a negative light. No such public displays should occur in this course.

A Note About Missed Classes: You are responsible for getting from a classmate the materials (class notes, handouts, etc.) that you missed. If you have specific questions that cannot be answered by a classmate, you may ask the instructor. Please remember, supervision is required for the internship experience. As such, any missed classes will have to be made up with the instructor. If you know of an extenuating circumstance that will cause you to miss class you must communicate that with the instructor well in advance.

Respect for Diversity
It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this course be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Confidentiality
During the course of class discussions, class members may reveal personal information about themselves and their clients. The rules of confidentiality are in effect. You are not to discuss any of this type of information outside of class with other classmates. If you feel the need to process information shared in class with family members or other faculty, please do not reveal specifics that will allow what you are sharing to be attributed to a particular class member or client.

Accommodation Policy for Students with Disabilities
If you have or suspect a disability and need accommodations you should contact Center for Accommodations and Support Services Office (CASS) at 747-5148 or at cass@utep.edu or come by Room 106 Union East Building.

Academic Dishonesty Policy
Academic dishonesty will not be tolerated. If you have any questions about what constitutes academic dishonesty, refer to the Handbook of Operating Procedures. The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community
understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. **Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.** Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students, and the homepage of The Dean of Students (DOS) at http://studentaffairs.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

### Required and Recommended Texts

- Readings and supplemental materials may be provided in class or by the instructor through another medium (Required)
- CRC and ACA Code of Ethics (Required)
- Sperry, L. (2010). *Core competencies in counseling and psychotherapy: Becoming a highly competent and effective therapist*. Taylor & Francis. (Recommended)

### Grading

A grade of S represents that the student has completed all of the requirements for the university course and practicum site. All assignments must be submitted to each student’s Dropbox folder to receive credit for them. Students must earn at least 80 of the 100 points available for the course in order to pass. Also, in order to pass, all site meetings (at the mid and end of the semester) must be completed AND all 600 hours must be documented and signed off on by both the university and site supervisors.
**Course Schedule**

**NOTE:** Please read this syllabus carefully. You are responsible for knowing information contained within this document. It is important that you have a thorough understanding of the expectations of this course. If you have any questions about this course, ask the instructors early in the term.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Content</th>
<th>Readings / Due</th>
</tr>
</thead>
</table>
| Session 1 | January 21 | • Overview of Internship, student responsibilities and requirements, • Ethical Codes | **Internship Manual**  
CRC and **ACA** Codes of Ethics  
Roles and Responsibilities for Internship  
**CHAPTER 3. Initiating an Alliance and Assessing Safety** |
| Session 2 | February 4 | • Ethical Codes (Cont.) • Discussion Topic 1            | **CRC** and **ACA** Codes of Ethics, Cont.  
**Due:** Agency Presentations  
**Chapter 5. Collecting a Psychosocial History and Screening for Common Psychological Disorders** |
| Session 3 | February 18 | • Ethical Decision-Making Models  
• Confidentiality  
• Discussion Topics 2 & 3 | **Cottone and Claus Ethics Article**  
Chapter 11. Confidentiality and Its Limits |
| Session 4 | March 4   | • Discussion Topic 4  
• Ethical Case Study Evaluation Discussion | **Chapter 6. Formulating a Treatment Plan** |

*All time sheets for the first half of the semester are due March 3 - 7.*

* Mid Semester Site Visits March 3 – 7.*

| Session 5 | March 18 | • Discussion Topic 5 | **Chapter 15. Empathic Lapses** |
| Session 6 | April 1   | • Treatment Plan Presentations  
• Discussion Topic 6 | **Due:** Treatment Plan Presentations |
| Session 7 | April 15  | • Treatment Plan Presentations (Cont.)  
• Licensure Prelude | **Chapter 17. Termination** |
| Session 8 | April 29  | • Discussion Topic 7 | **Due:** NCE Application, Texas LPC Application, New Mexico LMHC Application |
| Session 9 | May 6     | • Licensure Summation  
• Housekeeping Matters | |

*All time sheets for the last half of the semester are due on May 5 – 9.*

* Final Site Visits May 5 - 9*
## ASSIGNMENTS, DUE DATES AND MORE!

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Where/How to Locate Information</th>
<th>Saving Filename</th>
<th>Points</th>
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<tbody>
<tr>
<td>Student and Site Supervisor Contact Information</td>
<td>Jan. 24</td>
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<td>Roles and Responsibilities for Internship Experiences</td>
<td>Jan. 24</td>
<td>Roles and Responsibilities for Internship Experiences</td>
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<td>LASTNAME_Internship-Goals-Objectives</td>
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<td>Agency Presentations</td>
<td>Feb. 4</td>
<td>Syllabus</td>
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<tr>
<td>Mid-semester Self-Assessment</td>
<td>March 3 - 7</td>
<td>FORM Assessment-of-Internship-Student-Progress</td>
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<tr>
<td>Time Sheets Due (Weeks 1-6)</td>
<td>March 3 - 7</td>
<td>Internship Hours TemplateforMRC Clinicals</td>
<td>LASTNAME_Mid-Semester-Time-Sheets</td>
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<tr>
<td>Mid-semester Supervisor Assessment</td>
<td>March 3 - 7</td>
<td>FORM Assessment-of-Internship-Student-Progress</td>
<td>LASTNAME_Mid-Semester-Supervisor-Assessment</td>
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<tr>
<td>Mid Semester Site Visits</td>
<td>March 3 - 7</td>
<td>Syllabus</td>
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<td>Treatment Plan Presentations</td>
<td>April 1</td>
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<td>NCE Application</td>
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<td>Texas LPC Application</td>
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<td>New Mexico LMHC Application</td>
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<td>End-of-semester Supervisor Assessment</td>
<td>May 5 - 9</td>
<td>FORM Assessment-of-Internship-Student-Progress</td>
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<tr>
<td>Final Site Visits</td>
<td>May 5 - 9</td>
<td>Syllabus</td>
<td>Not Applicable</td>
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</tr>
<tr>
<td>End-of-semester Self-Assessment</td>
<td>May 5 - 9</td>
<td>FORM Assessment-of-Internship-Student-Progress</td>
<td>LASTNAME_End-of-Semester-Self-Assessment</td>
<td>10</td>
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<tr>
<td>Time Sheets Due (Weeks 7-14) *Due at Final Site Meeting with Supervisor</td>
<td>May 5 - 9</td>
<td>Internship-Hours-Template-for-MRC-Clinicals</td>
<td>LASTNAME_Final-Time-Sheet</td>
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<td>Final Hours Documentation</td>
<td>May 5 - 9</td>
<td>FORM Comprehensive Hours Accounting Form for Internship</td>
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<td>Site Evaluation</td>
<td>May 5 - 9</td>
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<td><strong>TOTAL POINTS</strong></td>
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<td><strong>100</strong></td>
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<tr>
<td>Description of Required Assignments and Products</td>
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<td>Please note, all assignments are due by 11:59 p.m. on the date listed on the syllabus. There are some exceptions to this requirement, however (i.e. Discussion Topics should be posted the DAY BEFORE the actual due date. All assignments should be uploaded to your assigned folder in DROPBOX.</td>
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<thead>
<tr>
<th>Internship Manual and CRC Code of Ethics Form (Signed)</th>
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<tbody>
<tr>
<td>Students are required to read the CRC Code of ethics, the UTEP MRC Program Internship Manual, and the ACA Code of ethics at the beginning of their clinical experience. Verification of such reading is necessary. Students should sign the Internship Manual and CRC Code of Ethics Form to confirm these materials have been read. Students are expected to govern their behavior according to the standards outlined in the ethical codes and the internship manual. The signed form should be uploaded to DROPBOX by 11:59 p.m. on the date outlined in the syllabus. The filename students should use when saving the assignment is: LASTNAME_Internship-Manual-and-Code-of-Ethics-signed.</td>
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<tr>
<th>Student and Site Supervisor Contact Information</th>
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<td>Students are required to provide the university supervisor with their contact information as well as that of the site supervisor. Complete the form provided by the instructor and post it in your assigned folder on DROPBOX by 11:59 p.m. on the date outlined in the syllabus. The filename students should use when saving the assignment is: LASTNAME_Student-and-Site-Supervisor-Contact-Info.</td>
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<tr>
<th>Roles and Responsibilities for Internship Experiences</th>
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<tbody>
<tr>
<td>Students are to review the roles and responsibilities for internship document with their site supervisors. Signatures confirming this information has been reviewed ARE NOT required.</td>
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<tr>
<th>Internship Training Agreement</th>
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<tbody>
<tr>
<td>Students are to review the internship training agreement document with their site supervisors. Signatures confirming this information has been reviewed are required.</td>
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<tr>
<th>Internship Goals and Objectives</th>
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<tbody>
<tr>
<td>Students will submit specific learning objectives to be accomplished during the semester. At minimum, the plan should contain measurable objectives and proposed methods for goal achievement and be signed by both site and university supervisors. Students will share a summary of their goals with the class. The document should be uploaded to DROPBOX by 11:59 p.m. on the date outlined in the syllabus. The filename students should use when saving the assignment is: LASTNAME_Internship-Goals-Objectives.</td>
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<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Measured</th>
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<tr>
<th>Agency Presentations</th>
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<tr>
<td>Each student will present an overview of their internship site. Information may include the type of clients served, settings, interventions and services provided and the size and nature of organization (e.g., source of funding, history). The oral presentation should be about ten minutes in length and provide handouts or some type of media resources. Be sure to address the following in your presentation:</td>
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<tr>
<td>1. Identify the agency, address, phone number and a relevant contact person.</td>
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<td>2. Describe the internal organizational plan of the agency.</td>
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<tr>
<td>3. Describe the flow of clients into services in this setting. Where do clients come from? What types of client services are provided by the agency? What types of services are clients referred out for?</td>
</tr>
<tr>
<td>4. Describe and critique the physical facilities available in the setting. Be sure to include</td>
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</table>
5. Describe the funding sources for the agency? Has this changed over the past 10 years and if so how.
6. What are the purposes and goals of the agency?
7. Describe the major professions represented within the agency, summarize the major duties and qualifications for rehabilitation counselors in this agency.
8. Describe the client population served by this agency. Note broad ethnic, socio-economic and racial groupings in addition to types of disabilities represented among clients.
9. Describe the fees or charges involved in the various services provided by the agency.
10. What bodies accredit this agency and credential the professional staff?
11. What were your impressions of this agency and the services provided? Would you personally consider working for, or recommending this agency to a member of your family? Why?

<table>
<thead>
<tr>
<th>Mid-Semester Self-Assessment</th>
<th>Students are required to complete the self-assessment form. Complete the form and post it in your assigned folder on DROPBOX. The filename students should use when saving the assignment is: LASTNAME_Mid-Semester-Self-Assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Semester Supervisor Assessment</td>
<td>Because supervision from a senior member of the field is critical for student development, supervisors are asked to evaluate student growth. Be sure to provide your site supervisor with the evaluation form and ask him/her to complete it prior to the scheduled site visit with the University supervisor. The site supervisor can email it to the university supervisor in advance or he or she can provide it at the site meeting. Students will receive a copy of the completed evaluation and should keep it for their records. The filename students should use when saving the assignment is: LASTNAME_Mid-Semester-Supervisor-Assessment.</td>
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<tr>
<td>Time Sheets Due (Weeks 1-6)</td>
<td>Although students should be completing time sheets (hours logs) weekly, they will not be required to submit them to the University Instructor until the actual deadlines listed in the syllabus. When these forms are submitted, the university supervisor will add his/her signature. The student is then required to scan the logs (which will have been signed by the site supervisor, student, and university supervisor) post them in the designated area outlined by the instructor. The filename students should use when saving the assignment is: LASTNAME_Mid-Semester-Time-Sheets.</td>
</tr>
<tr>
<td>Mid Semester Site Visits</td>
<td>Students are responsible for coordinating a meeting between the university supervisor, the site supervisor, and themselves. These visits will be about 30- 60 minutes in length and can be conducted in-person or via conference call. These meetings should be scheduled at least two weeks prior to the week when the actual meetings will be conducted. Students should contact their university supervisor to learn his/her availability prior to scheduling meetings. Students should advise their site supervisors that they will need to complete a student evaluation prior to this scheduled meeting. Students are responsible for making sure that the site supervisor has a copy of the evaluation document well in advance.</td>
</tr>
<tr>
<td>Treatment Plan</td>
<td>Students will be responsible for developing a treatment plan and presenting it to the group. The purpose of the case presentation is threefold. First, it is designed to help you to become familiar with the body of literature available on specific populations. Second, it is aimed at assisting you in applying the concepts being taught in the class to a case study. Third, it is purposed to reinforce the value of consulting with peers about client cases, which is a practice, you are encouraged to engage in during graduate school as well as throughout your career as a helping professional.</td>
</tr>
</tbody>
</table>

### DOACLIENTMAP

**Diagnosis:** NOT an explanation, just the DSM-IV-TR code and title

**Objectives of Treatment:** Goals (social, relational, occupational, etc. In short form)

**Assessments as Needed:** Initial assessment needed? After treatment, will you see the client for periodic check-ins? How often?

**Clinicians Characteristics Viewed as Therapeutic:** In many cases, the effectiveness of the rehabilitation strategy may be only as good as the relationship between the client and the counselor. What are (at least) TWO characteristics necessary in a therapist treating THIS PATIENT SPECIFICALLY.

**Location of Treatment:** In a treatment facility? A therapist’s office? Outdoors? Where should your client be treated?

**Interventions to Be Used:** Specific to your client’s preferences ex. a session with an agoraphobic might involve walking into the street with them. (Other ex. role-playing, hypnosis, etc.)

**Emphasis of Treatment:** Used with goals, what will the focus be? Ex. If the goal is to keep a job, then the emphasis of treatment might be interpersonal skills and occupational skills.

**Nature of the Treatment:** If the issue is with a married client, will you use couples therapy as well, or will you lead them through the grief process involving a divorce?

**Timing:** How often will they meet with their therapist? For what time period (6months, a year, etc.)?

**Medications needed:** If none, write N/A.

**Adjunct services:** Will they also need medical treatment, occupational therapy or another service? If none, write N/A.

**Prognosis:** In this particular case, do you think treatment will be effective? How would you
Students will present their treatment plans during class time on the due date listed in the syllabus. Students should use Powerpoint for their presentation and should also upload their Powerpoints to their own DROPBOX folders on the day the presentation is due. Your presentation will need to be approximately 30 minutes. During your presentation, you need to share how you conceptualized the case, how you used the information from the consultation and research to develop your treatment plan. The filename students should use when saving the assignment is: LASTNAME_Treatment-Plan.

**End-of-semester Self-Assessment**

Students are required to complete the self-assessment form. Complete the form and post it in your assigned folder on DROPBOX. The filename students should use when saving the assignment is: LASTNAME_End-of-Semester-Self-Assessment.

**End-of-semester Supervisor Assessment**

Because supervision from a senior member of the field is critical for student development, supervisors are asked to evaluate student growth. Be sure to provide your site supervisor with the evaluation form and ask him/her to complete it prior to the scheduled site visit with the University supervisor. The site supervisor can email it to the university supervisor in advance or he or she can provide it at the site meeting. Students will receive a copy of the completed evaluation and should keep it for their records. The filename students should use when saving the assignment is: LASTNAME_End-of-Semester-Supervisor-Assessment.

**Final Site Visits**

Students are responsible for coordinating a meeting between the university supervisor, the site supervisor, and themselves. These visits will be about 30-60 minutes in length and can be conducted in-person or via conference call. These meetings should be scheduled at least two weeks prior to the week when the actual meetings will be conducted. Students should contact their university supervisor to learn his/her availability prior to scheduling meetings. Students should advise their site supervisors that they will need to complete a student evaluation prior to this scheduled meeting. Students are responsible for making sure that the site supervisor has a copy of the evaluation document well in advance.

**Time Sheets Due** *(Weeks 7-14)*

*Due at Final Site Meeting with Supervisor*

Although students should be completing time sheets (hours logs) weekly, they will not be required to submit them to the University Instructor until the actual deadlines listed in the syllabus. When these forms are submitted, the university supervisor will add his/her signature. The student is then required to scan the logs (which will have been signed by the site supervisor, student, and university supervisor) post them in the designated area outlined by the instructor. The filename students should use when saving the document is: LASTNAME_Final-Time-Sheet.

**Site Evaluation**

Students are responsible for evaluating their experience at his or her internship site. Complete the form provided by the instructor and post it in your assigned folder on DROPBOX. The filename students should use when saving the document is: LASTNAME_Site-Evaluation.

**NCE Application**

Students will need to complete the NCE Application. Students are not required to submit this application, nor are they required to pay any fees associated with the application.

**Texas LPC Application**

Students will need to complete the Texas LPC Application. Students are not required to submit this application, nor are they required to pay any fees associated with the application.

**New Mexico LMHC Application**

Students will need to complete the New Mexico LMHC Application. Students are not required to submit this application, nor are they required to pay any fees associated with the application.

**Final Hours Documentation**

Students are required to use the appropriate template to comprehensively document their hours for the entire experience. Students are responsible for making sure they have completed the required number of hours (600) in order to receive a passing score for the course.
### Ethical Case Study Evaluation Discussion

Students should be prepared to discuss the three ethical scenarios (below). Students should select one of the decision-making models that were listed in the Cottone and Claus (2000) ethics article and work through the dilemma. Students will report out their process to their peers.

**Case Study #1**

The supervisor at a vocational evaluation unit, after reading an article on the relationship between psychopathy and violence in the workplace, is interested in testing all persons referred for vocational evaluations for psychopathic traits. The supervisor holds a staff meeting and informs the evaluators that they are required to administer a rating scale designed to assess dangerousness to all clients that receive services. Further, the supervisor tells the evaluators to not disclose the nature of the test to clients. This is done to optimize consumers’ willingness to answer the questions on the test without priming certain responses. Not seeing any way out of this assigned duty, the evaluators tell clients that the test is intended to measure sociability in the workplace. In addition, because the evaluators are worried that the additional test will increase testing fatigue (i.e., response burden) and want to meet the supervisor’s requirement, they decide to administer the psychopathy test first at the potential expense of reliability of instruments given toward the end of the evaluation.

**Case Study #2**

A vocational evaluator receives a referral from a rehabilitation counselor to evaluate a 23-year old male consumer. The documentation included in the referral indicates the consumer’s primary language is Spanish and no formal testing or evaluation of his English speaking or reading ability is provided. Upon meeting the consumer, the evaluator begins by providing the following brief consent overview:

Welcome to the Logan Ultraregional Evaluation Unit. Over the course of our next few appointments, I will be asking you to engage in a variety of tasks intended to better understand the extent of your vocational aptitudes and interests. During this process, I would like you to share your perspectives on areas that appear interesting to you or that your level of ability will create a significant potential of gainful employment. Given the range of tasks that you will be undertaking, please know that you may become discouraged on some tasks. If, at any point, you feel overwhelmed or unable to continue, please discontinue the tasks you are completing and request to move onto a different one.

In addition to providing the above consent overview, the evaluator provides the consumer with a written informed consent document. The evaluator, so as not to pressure the individual, leaves the form with the client and informs him that the testing will start once he signs the form.

**Case Study #3**

A client with a primary disability of alcohol dependence is referred to the vocational evaluator unit for assessment of vocational strengths and potential careers options. Upon arrival, the evaluator notices the individual is having difficulty balancing, seems to have a difficult time maintaining his concentration, and talks to the office staff in a very loud, demanding voice. In an effort to move the evaluation along, the client is given an informed consent statement regarding the evaluation and a brief overview of the assessment process. The client, expressing frustration over the “bureaucracy” slowing down his rehabilitation, quickly signs the form and asks to begin testing immediately.
As time allows, we will be discussing specific topics for the class. These topics may be processed during class OR assigned for online sessions.

<table>
<thead>
<tr>
<th>Discussion Topic</th>
<th>Question</th>
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</thead>
<tbody>
<tr>
<td><strong>Discussion Topic 1</strong></td>
<td>In your experience, training, and education, what do you see as the most important factors in the counseling relationship? Does this change depending on whether you’re working 1:1, in groups, or with families? Explain. How does your primary theoretical orientation affect what you see as important? Have your ideas about the most important factors changed since you started school? Practicum? How?</td>
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<tr>
<td><strong>Discussion Topic 2</strong></td>
<td>What are some of the most important multicultural considerations you’re observing on site? How do they challenge you? What areas do you need to learn more about, and how might you do so?</td>
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<td><strong>Discussion Topic 3</strong></td>
<td>How do you see your primary theoretical orientation fitting into your site? What aspects of the therapeutic interventions you are using seem particularly effective thus far? What have you modified in your approach during this internship? Do you have a sense of what theoretical frameworks your colleagues and site supervisor(s) are using, and have their approaches informed yours? Explain.</td>
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<tr>
<td><strong>Discussion Topic 4</strong></td>
<td>In addition to clinical work, counselors are also responsible to act as advocates for the people they serve. Identify some potential or actual barriers you see some of your clients facing that may impede access, equity and success for them. What advocacy does your agency do for these individuals? What might be implemented to address these issues?</td>
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<tr>
<td><strong>Discussion Topic 5</strong></td>
<td>How’s it going? Share the top five insights/skills/areas you’ve learned or been reminded of so far. What have you learned in this ‘real world’ setting that meshes particularly well with past coursework? What have you learned that you didn’t know before you started?</td>
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<tr>
<td><strong>Discussion Topic 6</strong></td>
<td>How would you evaluate your experience? What was most challenging? What have you learned about yourself through the process? What will you do to become a better practitioner?</td>
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<tr>
<td><strong>Discussion Topic 7</strong></td>
<td>Now that you have completed your clinical experience, discuss what tools/resources/texts/content that you learned in your training program that was most useful. What could be changed to make you feel more prepared for clinical practice?</td>
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