



## The Counselor Education Program



The University of South Dakota

### COUN 792: Special Topics in Clinical Experiences and Technological Innovation (M.A.) Fall 2009 (U015/980) DDN & D2L Enhanced

*Instructor:* Seth Olson, Ph.D., LPC, NCC

*Class Day:* Thursday

*Office:* 209E

*Class Hours:* 3:00-4:30

*Telephone:* 605.677.5346

*Meeting Room:* ED 203/DDN site

*E-Mail:* [Seth.Olson@usd.edu](mailto:Seth.Olson@usd.edu)

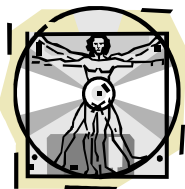
*Office Hours:* By appointment

## I. COURSE DESCRIPTION

This course focuses on enhancing clinical practice through group supervision of the field-based experiences required by the student's particular program. Students also address career development issues, with an emphasis on the application of current technologies. Students must co-register for COUN 794: Internship/Field Experience and maintain continuous enrollment in both courses for the duration of their internship if they under the 49 hour program. The prerequisites are the practicum series (COUN 786 and 795 with at least a "B" in each), passing score on comprehensive exams, good academic standing, and satisfactory completion of internship forms. This course is limited to those students admitted to the counseling program area and permission of the Internship Coordinator is required. This course is D2L enhanced, meaning that half of the course commitment will spent conducting online assignments, and subsequently each class will meet for the first half face-to-face and the remainder of class time will be done through D2L. In addition, the course is DDN, meaning that class time is distance delivery sites around the state.

## II. RATIONALE

The *USD Reflective Decision-Making model* for preparing educators provides the scaffolding supporting the School of Education professional programs. Reflective decision-making engages professionals in cycles of thought and action based on theoretical, ethical, and our current bases of knowledge. The purpose of this course is to provide a focused supervised counseling experience wherein the student can hone and implement the skills and knowledge necessary for further development as a professional counselor. The course work provides an opportunity for graduate students to use reflective decision-making in assessing, designing, delivering, and evaluating effective, professional counseling and related services. The Division of Counseling and Psychology in Education at The University of South Dakota is committed to preparing capable reflective leaders who will contribute to the future strength of professional counseling.



## III. TEXTBOOKS AND TECHNOLOGY

### Required Texts

- 1) Allender, D. (2008). *The wounded heart: Hope for adult victims of childhood sexual abuse*. Navpress Publishing Group. ISBN 97881600063077.
- 2) Allender, D. (2008). *The wounded heart: A companion workbook*. Navpress Publishing Group. ISBN 97881600063084

**Interns must choose a book to implement during their internship experience.** The intern will discuss their experiences with practicing the material near the end of their internship. While below are instructor recommended books to choose from (Solution-Focus, Narrative, or Motivational Interviewing), interns may propose alternative reading upon instructor's approval.

- 1) Winslade, J. & Monk, G. (2006). *Narrative counseling in schools: Powerful and brief* (2nd ed.). Corwin Press. ISBN 9781412926201.
- 2) De Jong, P. & Berg, I. (2007). *Interviewing for solutions* (3rd ed.). Pacific Grove, CA: Brooks/Cole. ISBN 9780495115885.
- 3) Miller, W. & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change* (2nd ed.). The Guilford Press. ISBN 9781572305632.
- 4) Davis, T. E. & Osborn, C. J. (2000). *The solution-focused school counselor: Shaping professional practice*. Taylor & Francis Group. ISBN 9781560328629.

### Strongly Recommended Texts to Enhance Internship Site Learning

- 1) Jongsma, Jr., A. E., Peterson, L. M., & McInnis, W. P. (2006). *The adolescent psychotherapy treatment planner* (4th ed.). New York: NY: John Wiley. ISBN 9780471785392.
- 2) Jongsma, Jr., A. E., & Peterson, L. M. (2006). *The complete adult psychotherapy treatment planner* (4th ed.). New York: NY: John Wiley. ISBN 9780471763468.
- 3) Jongsma, Jr., A. E., Peterson, L. M., & McInnis, W. P. (2006). *The child psychotherapy treatment planner* (4th ed.). New York: NY: John Wiley. ISBN 9780471785354.
- 4) Perkinson, R. R. & Jongsma, Jr., A. E. (2005). *The addiction treatment planner* (3rd ed.). New York, NY: John Wiley. ISBN 9780471725442.
- 5) Welfel, E. (2005). *Ethics in counseling and psychotherapy: Standards, research, and emerging issues* (3rd ed.). Pacific Grove, CA: Wadsworth. ISBN 9780534628338.
- 6) Travers, P. (2001). *The counselor's helpdesk*. Pacific Grove, CA: Brooks/Cole. ISBN 9780534526337.

### Required Online Handbooks and Information is available through D2L or Counseling Program Website

- 1) Information Page for MA Internship Experiences and related links on Counseling Program webpage
- 2) Olson, S.D. (2008). *The M. A. intern's handbook* (4th ed.).
- 3) Olson, S.D. (2008). *The M. A. intern's resource guide* (4<sup>th</sup> ed.).
- 4) Olson, S.D. (2008). *The Supervisor's resource guide* (5<sup>th</sup> ed.).

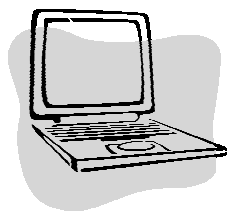
### Required Technology

Since this course utilizes D2L, access to a computer with internet connectivity is required. You will also need a USD email account. If you do not know or are unsure about whether your computer meets these requirements, please contact the USD helpdesk at 677.5028, or email your questions to [helpdesk@usd.edu](mailto:helpdesk@usd.edu).

If you do not have access to a computer, e.g. do not live near campus, kindly speak to Dr. Olson to make other arrangements.

#### Technology: Minimum Requirements

- A USD e-mail account
- 4.1 Ghz processor
- 256 MG RAM
- MS Office 2000 or newer
- MAC-OS7 or newer
- PC Windows 2000 or newer
- Current Browser – IE6 or Netscape7
- Internet connectivity
- D2L log in: <https://d2l.sdbor.edu/index.asp>



### Web Sites

The ethical codes found at these sites are required knowledge for this course:

- 1) American Counseling Association: <http://www.counseling.org/>
- 2) National Board of Counselor Certification: <http://www.nbcc.org/>
- 3) South Dakota Counseling Association: <http://www.usd.edu/sdca>

#### IV. COURSE OBJECTIVES/OUTCOMES, STANDARDS, AND ASSESSMENT

| Objectives/Outcomes  | Standards   | Assessment   |
|--|---|--|
| 1) Apply the theoretical and knowledge bases drawn from program course work, utilizing reflective decision-making to meet the need of individuals and groups.                    | CACREP II. K. 1-8; III. DOE 24:16:10:01 (1, 2) SoE #1, #2, #4, #5, #7     | Self & supervisor evaluations<br>Journals<br>Oral and written interpretation of case material                                    |
| 2) Develop and implement effective counseling plans that demonstrate skills in assessment, management, technology use, and an awareness and sensitivity for issues of diversity. | CACREP II. K. 1-8; III. DOE 24:16:10:01 (1, 2) SoE #1, #2, & #4, #6 & #10 | Self & supervisor evaluations<br>Journals<br>Oral and written interpretation of case material                                    |
| 3) Work collaboratively with professionals and supervisors in the educational and community settings.  | CACREP II. K. 1-8; III. DOE 24:16:10:01 (1, 2) SoE #1, #2, & #4, #6       | Self & supervisor evaluations<br>Appropriate display of behavior in class and internship setting                                 |
| 4) Demonstrate behavior and attitudes consistent with the roles and ethical expectancies of a professional counselor.  | CACREP II. K. 1-8; III. DOE 24:16:10:01 (1, 2) SoE #1, #2, #3, & #10      | Self & supervisor evaluations<br>Appropriate display of behavior in class and internship setting<br>Career development portfolio |

#### Methods of Assessment & Criteria for Grade

- 1) Traditional Assessment (20% of final grade)
  - a. Personal Career Development Portfolio (5 point scale). Learners will develop a satisfactory portfolio using PowerPoint or personal website and submit a copy (on CD or give the web address) of it for instructor evaluation, and present it to the class. Students use one-half hour of class time per week to complete the portfolio. The portfolio will contain several items that provide evidence of the learner's competency the following areas:
    - 1) Your portfolio will articulate a brief statement require how you see counseling working and how change will occur. This is a statement, which reflects the learner's view regarding how their counseling services will be effective for clients.
    - 2) Brief identification of theory of choice and rationale for your choice of that theory. (i.e. How is it effective with clients from YOUR experiences? In a sense a professional disclosure statement)
    - 3) Brief discussion about how you would "sell" yourself as a counselor to clients. You only have a few minutes and at most a couple sessions to instill a sense of trust so clients believe that you are the person that can be helpful.
    - 4) The portfolio will also provide evidence for competency regarding areas of interest (i.e. special topics of interest as evidenced by papers written in classes), any groups/programs facilitated or designed, case studies focused on success, theory papers, etc. All of this evidence should come from work at internship or from courses taken.
    - 5) Examples of PowerPoint portfolios on CD are available upon request. An example is also available through D2L, although the D2L example will not show you hyperlinks.
    - 6) To begin developing a personal web page use the following link to begin the process for free: [www.office.microsoft.com](http://www.office.microsoft.com). Next, go to the "Office Live" page to begin. A tutorial will be provided for those that want to pursue this option. Ask the instructor for information if you want to start early. Building a web page to look professional takes considerable time (10+ hours depending on your level of computer knowledge), but Microsoft make the process user friendly and the final product will be very useful for future endeavors as the website can hold an unlimited supply of materials and information. The instructor's website is available at [www.setholsonwebsite.com](http://www.setholsonwebsite.com) for a visual example.
  - b. Internship Project and Presentation (5 point scale). Interns will engage in a project by collaborating with their internship site supervisor. The student will suggest or consult with the internship site supervisor regarding a project that will enhance or improve the daily activities of the internship site. The project should require a considerable amount of time to develop. Examples of projects include organizing resource materials, creating a resource manual, organizing or creating clinical files for supervision, developing a program or group experience, etc. The main goal is to leave your mark on the internship environment in a lasting positive way that is beneficial to the internship environment. At the end of the internship experience student's will need to present what they have done. Student project ideas must have the approval of the site and/or the site supervisor and the course instructor. Discuss ideas prior to embarking on the project.

- c. Critical Incident Journals (5 point scale for each). Learners will complete and submit 3 critical incident journals covering significant events or experiences relevant to professional and/or personal growth. The critical incidents are to reflect positive or negative issues that you have encountered during your internship and the learning that occurred from the issue. Learners use one-half hour of class time per week to complete these journals. Journals are to be typed, double-spaced, and no more than 2 pages long and submitted through D2L.

**Note: Do not send case sensitive material electronically. Information that is serious in nature needs to be presented to the course instructor or another COUN faculty member in a timely manner. It is the learner's responsibility to make ethical and professional decision regarding information that is conveyed through course assignments. Site supervisors may also need to be contacted regarding material of a serious nature.**

- d. Class case presentations (Credit/Deduction). Learners will be prepared to present a minimum of 2 organized and relevant cases to group supervision meetings during their internship experience (students taking this course for a second semester will be required to present oral cases even if they have presented 2 times in the first semester). The case will be similar to a clinic staffing where the group provides help and/or support to the learner presenting the case. The presentation must provide a brief overview of the client's background information with identified concerns and defined goals. The presentation must also ask the group for insight into problem areas for the counselor. *Cases will consider relevant ethical issues and standards pertinent to case management.* All weekly presentations will formally address ethical issues.

Format provided as follows:

- 1) Identifying information (Client name, age, education, and other demographic info):
    - Presenting underlying concerns
    - Diagnosis
    - Brief overview of background related to concerns (Developmental, emotional, behavioral characteristics, important relationship issues, also discuss strengths)
    - Treatment history (previous treatment, length and types of treatment, attitude toward treatment, progress)
    - Counselor's concerns or questions (impasses, confusing dynamics, new interventions, personal reactions)
  - 2) Use the Oral Case Presentation Form available through D2L. Submit to Instructor prior to class so appropriate time can be set aside in class.
- e. Presentation on implementing reading from a Solution-Focus, Motivational Interviewing, or Narrative book. (Credit/Deduction). This presentation is informal. The learner will provide the class with a brief summary of why they chose the particular reading, how they implemented it, what was their thoughts regarding the materials effectiveness with certain populations/situations, overall what stood out for them, and offer a short case example regarding the materials use.
- f. Participation (Credit/Deduction). Learners willingly and actively participate in a series of classroom and D2L learning activities (see also attendance and participation policy).

**\*\*Students taking this course for a second semester must still participate in the postings.**

As part of this assessment learners must complete the following:

- **Post 1 Critical Incident Journals through D2L.** On the top of the courses home page there is a link titled "Discuss". Here you will find a place to post your CIJ.
- **Responding to 1 posted CIJ's.** Learners will need to respond to CIJ of another student. Look for CIJ's to respond to in the Discuss link.
- **Responding to Class Case Presentations.** Learners will need to respond to presentations offered by students in class.

2) Internship Site Performance Assessment (80% of final grade)

- a. Site Supervisor Evaluations. (5 point scale for each evaluation). Students will be evaluated by the site supervisor(s) at the mid point and final point of their internship experience. The midterm evaluation is not included in the final grade, but is viewed as a developmental tool to make adjustments to the internship experience moving forward. The evaluation will take place in written form (Evaluation forms found in the M.A. Intern’s Resource Guide) and personal communication between the course instructor and the site supervisor. It is the student’s responsibility to make sure the forms are completed and submitted to the student’s internship file. These evaluations will provide feedback to the course instructor and student regarding development of the counselor/school counselor.
- b. Final Evaluation Scores are averaged and graded as follows:
  - 1) A= 4.5-5 (outstanding development)
  - 2) B= 3-4.5 (satisfactory development)
  - 3) Internship Failure= 1-3 (unsatisfactory development). Unsatisfactory develop at any point during the internship experience can result in removal from the internship site, remedial plans, failure in the course, and removal from the program. **SITE EVALUATIONS REPRESENT THE MAJORITY OF THE GRADE ASSIGNED AT THE END OF INTERNSHIP EXPERIENCE.**

3) Grading Scale

Grade for the internship experience are determined based upon a 5 point scale and credit/deduction scores. Calculate the final grade by compiling the weighted assignments (20%) and final evaluations (80%). The grading scale is as follows:

- A** = Professional Excellence and Outstanding Development = 4.5-5 points averaged
- B** = Professional Quality and Satisfactory Development = 3-4.4 points averaged
- F** = Unsatisfactory Development = 1-2.9 points averaged

All components of the internship file must be completed, accurate, and consistent before a grade can be assigned.

Continuous enrollment and participation during internship. Students must co-register for COUN 794/894S/894D: Internship/Field Experience and maintain continuous enrollment in both courses for the duration of their internship. Final grade for COUN 792 will be assigned after the completion of the requirements for both courses. A grade of Incomplete will be assigned to both courses until all requirements for both are completed and approved.

4) Grading Standards for Traditional Assignments

The grade for this course will be based upon the instructor's judgment regarding the quality of your performance on the rubric.

| <b>Standard</b>     | <b>95 to 100% Professional Excellence</b>  | <b>85 to 94% Professional Quality</b>   | <b>75 to 84% Unsatisfactory</b>  | <b>74% &amp; below Unacceptable</b>  |
|---------------------|--|---|--|--|
| <b>Timeliness</b>   | Assignment is completed & turned on the due date. One or fewer missed classes &/or late appearances. | Assignment is completed & turned on the due date. Two missed classes &/or late appearances.         | Assignment is completed & turned in on the due date. Three missed classes &/or late appearances. | Assignments is submitted after the due date. More than three missed classes &/or late appearances. |
| <b>Thoroughness</b> | Attention is paid to all aspects of the assignment.  | Attention is paid to almost every aspect of the required assignment. Only minor oversights evident. | Attention is paid to some aspects of the required assignment. A few major oversights evident.    | Little attention paid to the required assignment. Many major oversights evident.                   |

| Standard                   | 95 to 100%<br>Professional<br>Excellence  | 85 to 94%<br>Professional<br>Quality   | 75 to 84%<br>Unsatisfactory   | 74% & below<br>Unacceptable   |
|----------------------------|---|--|---|---|
| Thoughtfulness             | Assignment shows a high degree of thoughtfulness about the topic evidenced by novel thinking. Implications and multiple perspectives are considered. Work marked by "surprisingness." | Assignment shows solid evidence of thoughtfulness about the topic. Implications and/or multiple perspectives are considered. | Assignment shows a modest degree of thoughtfulness about the topic evidenced by concreteness. Obvious implications or multiple perspectives are considered. | Assignment shows sparse evidence of thoughtfulness about the topic. Little evidence of critical thinking about implications and/or multiple perspectives. |
| Professional Level Quality | Assignments are well organized, understandable clearly presented, concise, and grammatically correct. The writer or speaker exhibits a distinctive professional voice.                | Assignments are well organized, understandable and clearly presented, concise, and grammatically correct.                    | Assignment is marginally organized, reasonably understandable, presented adequately, fairly concise, and mostly grammatically correct.                      | Assignment is inadequately organized, not easily understood, hard to follow, either too wordy or spare, and grammatically incorrect.                      |

**\*\*Producing any assignment or an average of assignments throughout the internship experience that are determined to be unsatisfactory or unacceptable work can result in one or all of the following: remedial efforts, removal from internship site, failure of course.**

**\*\*Receiving any deductions can result in one or all of the following: remedial efforts, removal from internship site, failure of course.**

## V. INSTRUCTIONAL METHODS AND ACTIVITIES

### Traditional Experiences

- 1) Large group instruction/discussion (about 25% of the time **in class**).
- 2) Personal Career Development Portfolio presentations (about 5% of the time **in class**).

### Clinical Experiences

- 1) Analyzing and making reflective decisions about effective interventions using reading (about 15% of the time **in class**).
- 2) Critical Incident Journals (about 15% of the time **in class**).

### Field Experiences

- 1) Problem-solving using case studies and situations with Case Presentations (about 40% of the time **in class**).
- 2) Clinical experiences in a designated setting appropriate to the learner's area of specialty and focus. The internship setting and related experiences must be approved by the Internship Committee before accruing hours. For detailed internship requirements and information, read the required internship-related materials. **(100% of the required internship hours)**.

## VI. CLASS POLICIES AND TENTATIVE CALENDAR

### Attendance

Since this is a professional preparation program, consistent attendance and promptness are expected. The instructor reserves the right to reduce the final grade if there are excessive absences and/or tardiness (more than one).

Counselor-trainees must attend and participate in all class sessions. Consistent and active participation provides tremendous opportunities for learning and professional growth. If there are on-site conflicts with a class meeting, then the student must inform the instructor.

**More than one absence will result in a lowered grade in the course, as will more than one late arrival/early departure.** The instructor recognizes there are valid reasons for being tardy or absent, such as weather-related conditions and serious illness. Professional courtesy requires that you notify your instructor **PRIOR** to class.

## Course Requirements

Learners will satisfactorily complete all course requirements. My policy is that assignments will be turned in by the date listed in the syllabus. The following guidelines also apply:

- 1) Late Assignments. Late work will not be accepted.
- 2) Posting Assignments. Unless otherwise directed, all assignments **must** be posted in D2L under the designated location in “Assignments.” Failure to appropriately post an assignment may result in zero credit and a grade of “F.”
- 3) Make-up work. Under special circumstance and with prior approval from the instructor, make-up tests and work is possible. When considering such requests, the instructor may require appropriate documentation, e.g., a physician’s note. All make-up tests and work will be completed within one week of approval.
- 4) Writing Assignments. Written assignments will follow the general guidelines for written English and will comply with APA style when appropriate. If problems with writing or communication style interfere with effective communication of your ideas, you may be granted an opportunity to rewrite or redo the paper or presentation to receive credit for the assignment.

If you wish assistance in writing, consult the Writing Center, located in the English Department. Additional assistance is available from the internet websites

- APA Writing Guidelines: <http://www.usd.edu/lhsl/ref/APA.cfm>
- USD Writing Center: [www.usd.edu/~wcenter/](http://www.usd.edu/~wcenter/)
- Guides to Writing & Grammar: [www.usd.edu/eng/writingresources.cfm](http://www.usd.edu/eng/writingresources.cfm)

## Informed Participation

Learners will be prepared to actively participate in class discussions and activities, including group work. Participation assumes that the learner has read the material before class, has done related individual/group assignments, and has thoughtfully prepared to be involved in her/his own and others’ learning. The instructor reserves the right to reduce a learner’s grade for consistent lack of informed participation.

## D2L Technical Standards:

**Refer to the online orientation document provided by the Office of Continuing Education. The document is available on D2L.**

## Class and D2L Communication

### Instructor Access

I recognize that I will receive requests and questions from you on a regular basis. In order to keep my own professional life in order—always a challenge—I have designated time when I will concentrate on responding to your needs, answering your questions, etc. I will be dedicating my efforts to this class at particular times. I will check and respond to your questions and concerns Monday through Friday. I welcome your phone calls; however, I prefer that we set an appointment time. The bottom line is that I won’t be checking into the D2L course and responding to you over the weekend.

## Special Needs and Student with Disabilities

The University of South Dakota recognizes its responsibility to create an institutional climate where students with disabilities can thrive. Before a student receives special services (e.g., extended exam time), the instructor must receive official verification through the Office of Disability Services. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and **Ernetta L. Fox, M.L.S., Director of Disability Services.**

**Contact Information:** Disability Services  
Room 119B  
Service Center Building  
Phone: 677.6389 or 1.800.658.3080 (Voice/TTY)  
E-mail: [dservice@usd.edu](mailto:dservice@usd.edu)  
URL: <http://www.usd.edu/ds/>

### Academic Honesty

As a community of scholars and professionals, we adhere to the USD Academic Integrity Statement adopted by the University Senate:

We are committed to honesty, fairness, trust, respect, and taking responsibility for our actions. These values are vital to our academic community. As students, faculty, and staff of The University of South Dakota, we make firm our commitment to integrity in word, work, and conduct. We agree to represent all work honestly, to abide by the professional and ethical standards of each discipline, and to insist upon the same commitment from all members of our academic community.

At the end of all tests, quizzes, or papers submitted for this course, I ask that you write or type the words “**THIS IS MY WORK**” followed by your written or electronic signature. This furthers our pledge of academic integrity.

As stated in the Student Code of Conduct (USD Student Handbook 2008-09. Available on line at <http://www.usd.edu/studenterv/handbooks/StudentHandbook20082009.pdf>), (p. 74) the integrity of the University community is contingent upon fulfillment of a trust—that the members of the student body will engage in reasonable behaviors to promote and protect the educational environment. The current handbook defines academic dishonesty in this way:

### Academic Dishonesty

Acts of dishonesty, including, but not limited to, the following:

1. Cheating, which is defined as, but not limited to, the following:
  - i. use or giving of any unauthorized assistance in taking quizzes, tests, or examinations;
  - ii. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
  - iii. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.
2. Plagiarism, which is defined as, but is not limited to, the following:
  - i. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement consistent with accepted practices of the discipline;
  - ii. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
3. Other forms of dishonesty relating to academic achievement, research results or academically related public service;
4. Furnishing information known or believed to be false to any institutional official, faculty member or office;
5. Forgery, fabrication, alteration, misrepresentation or misuse of any document, record, or instrument of identification, including misrepresentations of degrees awarded or honors received;
6. Tampering with the election of any institutionally-recognized student organization;
7. Claiming to represent or act in behalf of the institution when not authorized to so represent or so act.

According to the USD student handbook, instructors may apply the following actions for students caught engaging in any form of academic dishonesty

- 1.) Give a zero for that assignment.
- 2.) Allow a rewrite and resubmit the assignment for credit
- 3.) Assign a reduced grade for the course
- 4.) Drop the student from the course
- 5.) Fail the student in the course.

**The default option for any form of academic dishonesty is FAILURE IN THE COURSE.** Furthermore, violation of the University Academic Honesty Policy could result in the University and/or Counseling Program taking disciplinary action including expulsion from school (see USD Student Handbook 2008-09).

## Faculty and Student Program Responsibilities

The University of South Dakota's Counselor Education Program is charged with the task of preparing professional counselors and service professionals in a variety of settings and to assume positions of leadership in the field. To meet these responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. The University of South Dakota's Counselor Education Program seeks to promote a learning community where students can develop professionally. We do this by providing an environment in which students' rights and responsibilities are respected and by respecting the dignity and worth of each student.



A student's progress in the program may, however, be interrupted for failing to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training-related requirements for self or others. For example, to ensure proper clinical training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and personal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately.

## Freedom in Learning

The following statement regarding "Freedom in learning" is required by the Board of Regents: Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.

## Tentative Calendar

| Date                                | Topic  | Assignments   |
|-------------------------------------|--|---|
| Sept 3 (First Thursday of Semester) | <b>Introduction</b><br>Course expectations/Course overview/<br>Internship Basics | <b>Download &amp; Read:</b> The M.A. Intern's Handbook<br><b>Download &amp; Read:</b> The M.A. Intern's Resource Guide<br><b>Download &amp; Read:</b> The Supervisor's Resource Guide |
| Sept 10                             | <b>Group Supervision</b>   | <b>Download &amp; Read:</b> Allender: Prologue and Preface<br>pages 13-42   |
| Sept 17                             | <b>Group Supervision</b><br>Dynamics of Abuse                                    | <b>Due:</b> Critical Incident Journals 1 (Submitted D2L)<br><b>Read:</b> Allender Chapter 1   |
| Sept 24                             | <b>Group Supervision</b><br>Dynamics of Abuse                                    | <b>Prepare &amp; Present</b> Class Case Presentation (optional)<br><b>Read:</b> Allender Chapter 2  |
| Oct. 1                              | <b>Group Supervision</b><br>Dynamics of Abuse                                    | <b>Prepare &amp; Present</b> Class Case Presentation (optional)<br><b>Read:</b> Allender Chapter 3  |
| Oct. 8                              | <b>Group Supervision</b><br>Dynamics of Abuse                                    | <b>Prepare &amp; Present</b> Class Case Presentation (optional)<br><b>Read:</b> Allender Chapter 4  |
| Oct. 15                             | <b>Group Supervision</b><br>Damage of Abuse                                      | <b>Due:</b> Critical Incident Journal 2/Responding to posted CIJs<br><b>Prepare &amp; Present</b> Class Case Presentation (optional)<br><b>Read:</b> Allender Chapter 5               |
| Oct 22                              | <b>Group Supervision</b><br>Damage of Abuse                                      | <b>Prepare &amp; Present</b> Class Case Presentation (optional)<br><b>Read:</b> Allender Chapter 6  |

|         |  |   |
|---------|--|---|
| Oct. 29 | <b>Group Supervision</b><br>Damage of Abuse  | <b>Prepare &amp; Present</b> Class Case Presentation (optional)<br><b>Read:</b> Allender Chapter 7  |
| Nov. 5  | <b>Group Supervision</b><br>Damage of Abuse  | <b>Read:</b> Allender Chapter 8   |
| Nov. 12 | <b>Group Supervision</b><br>Damage of Abuse  | <b>Due:</b> Critical Incident Journal 3/Responding to posted CIJs<br><b>Prepare &amp; Present</b> Class Case Presentation (optional)<br><b>Read:</b> Allender Chapter 9   |
| Nov. 19 | <b>Group Supervision</b><br>Special Topic Presentation:<br>Conversations about Licensure and<br>Certifications |   |
| Nov. 26 | <b>Thanksgiving-No Class</b>   |   |
| Dec. 3  | <b>Group Supervision</b><br>Special Topic Presentation: The Art of Kid<br>Whispering                           | <b>Read:</b> “The Art of Kid Whispering” article and outline<br>available through D2L   |
| Dec. 10 | <b>Group Supervision</b>   | <b>Due:</b> Internship Project Presentations and Portfolio<br>Presentations<br><b>Due:</b> Portfolio Presentations  |
| Dec. 17 | <b>Finals Week Wrap Up</b>   | <b>Due:</b> Internship Project Presentations and Portfolio<br>Presentations<br><b>Due:</b> Portfolio Presentations<br><b>Last day to submit internship paperwork for graduation<br/>Fall 2009 is December 18 by noon.</b> |

## VI. BIBLIOGRAPHY

The knowledge bases that support the course content and procedures include:

### Contemporary References (1995-2005)

CACREP (2009). CACREP: The 2009 standards. [On-line]. Available: [www.counseling.org/cacrep](http://www.counseling.org/cacrep).

Goldenberger, N. R., & Versoff, J. B. (Eds.). (1995). *The culture and psychology reader*. New York: New York University Press.

Kiser, P. M. (2000). *Getting the most from your human service internship: Learning from experience*. Belmont, CA: Wadsworth/Thompson Learning.

### Classic References

Ansbacher, H. & Ansbacher, R. (1956). *The individual psychology of Alfred Adler*. U.S.A.: Harper Torch Books.

Haley, J. (1976). *Problem Solving Therapy*. U.S.A.: Harper Torch Books.

Rogers, C. R. (1965). *Client-centered therapy*. Boston: Houghton Mifflin Company.

Yalom, I. D. (1985). *The theory and practice of group psychotherapy* (3<sup>rd</sup> ed.). U. S. A.: Basic Books.