



COUN 6998 Internship in Counseling

Spring 2022

Thursday: (3:30-5:00 PM every other week)

CAB 319

Dixie Powers, PhD, LPC

Office: CAB 305

Email: dpowers@lagrange.edu (This is the best way to contact me.)

Course Description

The internship experiences are designed to extend over three terms: jan, spring, and summer. During Internship students will obtain a minimum of 600 client contact hours serving both individuals and groups of individuals as they did during the practicum experience. Students will become more involved in the daily tasks of the clinical mental health counselor. Their individual supervision will be completed by a site supervisor; the faculty supervisor will be involved mainly in group supervision of student counselors. This a Pass/No Credit Course. 3 hours (prerequisite: COUN 5999; COUN 6001; COUN 6997)

Methods of Instruction

Lecture/seminar, supervision (individual, group, and peer), reflective journaling/narrative feedback, suggested readings, facilitated discussion, role-play/demonstration, and video counseling interview sessions.

Course Objectives:

Students will perform, under the supervision of an approved community counselor who has a master's degree in community counseling (counselor education program) or a closely related area and minimum of two years counseling experience in community counseling, the work roles and responsibilities of a fully employed community counselor. Upon completion of this internship course, students will demonstrate the following:

1. Promotion of individual professional development both in and outside of the practicum experience. (CACREP II.F.1)
2. Attitudes and behaviors that place clients' welfare and well-being as the foremost priority. (CACREP II.F.1)
3. Knowledge of and identification with the role and function of a professional counselor/therapist. (CACREP II.F.1)
4. Demonstration of self-awareness as a professional counselor. (CACREP II.F.1)
5. Thorough knowledge of ethical and legal standards of professional organizations and credentialing bodies. (CACREP II.F.1.i)
6. The ability to identify the expectations of the client and supervisor. (CACREP II.F.1.m)
7. Receptivity to individual and group supervision/feedback. (CACREP II.F.1.m)
8. The ability to appropriately receive and use feedback, both positive and negative, from clients, supervisors, and professional peers. (CACREP II.F.1.m)
9. The ability to provide facilitative feedback to others. (CACREP II.F.1.m)
10. Seeks case consultation from supervisors when needed. (CACREP II.F.1.m)
11. The ability to apply the counseling skills referenced above to culturally diverse client populations. (CACREP II.F.2)
12. The ability to recognize and verbalize personal issues that may impair objectivity and negatively impact the counseling process. (CACREP II.F.2.d)
13. Communicates in a style compatible with the communication style and developmental level of the client. (CACREP II.F.3.f)
14. The ability to systematically conceptualize human behavior and the process of change. (CACREP II.F.5.b; F.5.g;

IV.C.1.c)

15. The ability to communicate to the client the nature and limits of the counseling relationship. (CACREP II.F.5.f)
16. The ability to interview clients using direct and indirect methods of inquiry. (CACREP II.F.5.g)
17. The ability to use and/or create interventions, consistent with the counselor's guiding theory and/or consistent with the client's needs. (CACREP II.F.5.h; II.F.5.i; V.C.1.c)
18. The ability to develop and maintain a productive counselor client relationship (CACREP II.F.5.d)
19. The ability to use of basic counseling skills to respond to client needs. (CACREP II.F.5.j)
20. The ability to recognize and respond appropriately to crisis. (CACREP II.F.5.m)
21. Competence in providing leadership, developing interventions, and awareness of factors influencing group dynamics in therapeutic and non-therapeutic groups. (CACREP II.F.6.b, F.6.c, F.6.d)
22. The ability to use advanced accurate empathy, proper self-disclosure and confrontation, and immediacy. (CACREP II.F.5.f)
23. The ability to identify small increments of change. (CACREP II.F.5.i)
24. The ability to deal with the issues related to termination (i.e., referrals, timing, and resistance). (CACREP II.F.5.)
25. The ability to generate appropriate counseling goals and select interventions based on a comprehensive case conceptualization. (Clinical Mental Health V.C.1.c)
26. The ability to develop, implement and evaluate individual and group treatment/counseling plans. (Clinical Mental Health V.C.1.c; V.C.3.a)
27. The ability to apply the evaluation skills referenced above to culturally diverse client populations. (Clinical Mental Health V.C.2.j)
28. The ability to consider socio and political contexts when evaluating, conceptualizing, and planning interventions. (Clinical Mental Health V.C.3.a)
29. The ability to use empirically supported counseling practices and/or interventions. (Clinical Mental Health V.C.3.b; II.F.5.j).
30. The ability to modify specific interventions on the basis of effectiveness. (Clinical Mental Health V.C.3.b; II.F.5.j).
31. Theories and models of counseling (CACREP II.F.5.a, II.F.5.c)
32. The impact of technology on the counseling process (CACREP II.F.5.e)
33. Strategies to promote client understanding of and access to a variety of community-based resources (CACREP II.F.5.k)
34. Suicide prevention models and strategies (CACREP II.F.5.l)
35. Processes for aiding students in developing a personal model of counseling (CACREP II.F.5.n)

Textbooks:

Cochran, J. L. & Cochran, N. H. (2006). *The heart of counseling: A guide to developing therapeutic relationships*. Ontario, Canada: Thomson Brooks/Cole.

Erford, B. T. (2010). *35 Techniques every counselor should know*. Upper Saddle River, NJ: Merrill.

Halibur & Halibur (2015) *Developing Your Theoretical Orientation in Counseling and Psychotherapy*. Hoboken, NJ: Pearson.

Student Expectations

Expectations for this class include the following:

- 1. Be Prepared:** Students are expected to come to class prepared for any discussions or activities that may occur by **reading all assigned material** and by bringing any written or electronic assignments required for class.
- 2. Be Present and On Time:** Students are expected to attend each class, be on time, and remain until the end of class. Notify the professor in advance, if possible, when it is necessary to be absent, to be late, or to leave early. Points may be deducted at the discretion of the professor for absences or tardies. Grades may also naturally suffer when students are not present for class.
- 3. Remember Due Dates:** Students are expected to complete all assignments on time. Points will be deducted for late assignments. Any extenuating circumstances must be discussed with the professor **before** the due date. How these circumstances are handled is solely at the discretion of the professor.
- 4. Submit Electronically:** All written assignments are to be submitted electronically as email attachments or within Moodle on or before the due date.
- 5. Be Respectful:** Students are expected to be respectful and sensitive to beliefs and ideas that may be different from their own. Our class is representative of the diversity that students experience when working in the field of psychology or in any field or activity outside of the classroom. **One example of that respect is to refrain from having private conversations while others are addressing the class.**
- 6. Be Electronically Respectful:** Students will refrain from using **cell phones or other electronic devices** during class time, **except** in the activity of taking notes. You may be asked to completely refrain from using electronic devices in class **or to leave class** as a result of texting, answering phone calls, browsing social media, or surfing the internet. Please **silence all phones** and keep them **out of sight** during class time; they should be kept in purses, pockets, or book bags.
- 7. APA Style:** All written work must be typed using the formatting style outlined in the manual published by the American Psychological Association (APA). You will need to purchase a current APA style manual and become familiar with the formatting procedures for font, margins, citations, references, et al. By the middle of the semester, you are expected to be able to create APA formatted documents. Grades on written work prepared

outside of class may be reduced as a result of incorrect formatting, grammar, sentence structure, and frequent typos or misspellings. **Please get help** if you are having a difficult time with writing skills.

Assignments

A. Attendance, Participation, and Professionalism

Active class participation – Be prepared to actively participate in class discussions by applying the information learned in reading assignments and lectures. At times, topics will arise which are sensitive for class members. It is expected that ideas will be discussed and debated in a respectful manner. The successful student will be willing to consider different perspectives, to challenge her/his own assumptions, and to respect differing opinions. In addition, students are expected to attend all classes and complete out-of-class assignments in a cooperative manner. Students may expect to receive point deductions for lateness, unreported absences, lack of preparedness, and other behaviors and attitudes not conducive to their own learning and that of classmates. Students are only ***allowed 1 absence*** during internship.

Digitally Delivered Policies

Students who attend the virtual track must attend class synchronously for this course to engage in group supervision. All classes, assigned readings, lectures, seminar discussions, multimedia presentations, case presentations, and small group discussions will be offered via Teams for students to attend digitally. Students will lose points on participation and may not pass the course with more than 1 absence from class.

Students are required to have access to technology requirements such as WIFI, a computer, and access to email and the learning management system.

Students engaged in digitally delivered synchronous learning are required to plan to be in a suitable learning environment that is free from distractions and noise.

Students in the 100% digitally delivered track are required to schedule a monthly meeting with their assigned academic advisor.

Technology Requirements

Counseling students are provided with Microsoft 365 which gives students access to One Drive, Email, Teams, Power Point, and Excel. Students are expected to be able to utilize this technology by keeping an up to date laptop or tablet in order to be successful in the program.

Standard 1.G indicates: “The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research.”

- Microsoft Teams training was made available for students
- One Drive Training
- Email Training
- IT SUPPORT (Chastity Hargrett)
- Connect (Support Portal)
- mock counseling sessions.

B. Required Course Materials:

Each student will need to obtain or secure/borrow the following:

- Recording equipment (may choose to use audio or video recorder)
- Storage device that contains only client videos and files (e.g., flash drive – videos take up a great deal of memory)
- **LOCK BOX** for client files and storage device (all confidential documentation related to clients, including storage device!)

C. Required Activities and Procedures:

- **Verification of Liability Insurance** - liability insurance is obtained thru membership in American Counseling

Association (effective August 1, 2020).

- **Minimum of 300 clock hours of Direct and Indirect Service per semester**
- **Minimum of 120 hours of Direct Service face-to-face with clients**
 - **Minimum of 10 hours doing Group Counseling**

Students are required to lead or co-lead a group of 6 to 8 clients in one setting. While making arrangements to see clients, you must also arrange to help with an existing group in an agency or school or arrange to create a group at an agency or school site. Your group may meet for an hour on ten different occasions **OR** for any designated amount of time from 30 minutes to 90 minutes (depending on the age of your clients and/or available time slots) for a designated number of days so that the accumulated time equals 10 hours. ***This must be done over the course of your practicum or internship experience***
 - **Remaining direct service hours doing Individual Counseling, or other types of direct service**

Individual Counseling Sessions should be **30-45 minutes** in length. A 45-minute session may count as an hour of service; however, a 30-minute session will not. Sessions with children and some adolescents will not last 45 minutes; however, the time counts toward your accumulated minutes/hours of direct service.

Students are required to have 2 to 3 **long-term clients** (5-7 sessions with each one) if the student has access to them at their site

- **Indirect Service hours (after direct service hours are subtracted from 300):**
 - **Completing assessments and paperwork for your clients**
 - **Observing or completing assigned tasks at your agency**
 - **Attending approved training activities** – such as an in-service training opportunity at your site or a local, regional, or national conference – must receive prior approval from your site supervisor and your faculty supervisor.

D. Weekly Supervision

1. **Individual Supervision Session** – scheduled weekly with your approved site supervisor – **at least one hour-long session per week** (each session counts as one hour of supervision). Students will be responsible for getting their supervision record signed at the end of the semester.
2. **Group supervision** – a minimum of one and one-half (1½) hours/week – this supervision will occur during scheduled class time with your faculty supervisor/instructor. Our class will meet for 2 hours every other week to satisfy this requirement.

You are required to keep a log of your supervision hours as a part of your record keeping for this class. Use the form provided in Connect.

E. Assignments to be Submitted: Each student will be expected to complete and submit the following assignments for satisfactory completion of this course:

1. **Documentation:**
 - a. Counseling/Community Agency Internship Hours Log
 - b. Internship Information and Plans Form
 - c. Internship Agreement Memo to Site Supervisor
2. **Readings Assignments:** Students are expected to incorporate class readings into classroom discussion
3. **Oral Case Conceptualization and Written Case Summary:** (*Course Objective 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, & 35*)

Internship students will present client cases in both oral and written form during the semester:

a. Students will present an in-depth summary of an active client case. Using the Case Presentation Format outlined at the end of the syllabus, students will write a case summary (DO A CLIENT MAP) in PowerPoint. The case summary is to be turned in to the instructor at the time of the presentation (Word Format). Presentations will be approximately 45 minutes in length, which includes an oral report and relevant discussion. 10-minute segment of a recorded individual session for the class to listen to and critique: must include a minimum of 10 responses from the student counselor – “uh huh” and “I see” do not count as responses. Type Script of the chosen section of the recording – copy for each person in the class Please be sure to maintain client confidentiality

b. If you are unable to present your case on the agreed-upon date for any other reason other than illness or approved family emergency, you may exchange with someone else or take a 5-point deduction in score.

Note: this is a Key Performance Indicator

4. Bi-Weekly Journals: Every week that we do not meet for class, please submit a reflection about your personal-professional internship experiences. A one-page, single-spaced entry is desirable. *Journals are due by on the*

Thursday that we do not meet for class. Final Reflection: Students will complete a final reflection at the end of the term to evaluate intra/interpersonal and clinical growth.

F. Time/Activity Logs

Students will keep a record of all Internship Hours describing the activities that constitute direct and indirect service. Templates of the time log is provided in Moodle. A final log that is signed by your site supervisor, and faculty supervisor will be turned in weekly. Students will be required to upload hour logs on a monthly basis. The objective of this activity is to help students be intentional with their time during internship.

G. Mid-term and Final Evaluations (Course Objective 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, & 35)

Students will be required to turn in mid-term and final evaluations from the site supervisor. Students will also be required to conduct a self-evaluation of their skills. The faculty supervisor will also submit a mid-term and final evaluation of the students. Students will scan/upload these evaluations into Connect by the due date.

Note: this is a Key Performance Indicator (Standard CACREP II.F.1.; II.F.5.)

Class Points: **Must obtain 225/280pts to receive a P in the course.**

Weekly Reflection Journals 10 pts ea.	50pts
Midterm Evaluations	100pts
Final Evaluation	100pts
Case Conceptualization	30pts
Total	280pts

Assessment

This semester of internship is based on a Pass/No Credit evaluation system. Students who demonstrate limitations that might impede future performance as a counselor, who consciously violate ethical standards, and/or are ineffective and/or harmful to clients will not receive credit for this class. The assessment process is based on the subjective assessment of the faculty and the site supervisor. Students may be given the opportunity to repeat a one-semester internship at a different site or they may be asked to leave the program. Students, upon the recommendation of the site supervisor or faculty member, may be provided with a plan of remediation before completing an additional internship semester.

The LaGrange College Honor Code

Students are expected to abide by the Honor Code, which is listed below. All assignments are to be completed by the student and in the student's own words. Students who use any source other than the text must give full credit to that source. Direct quotes, even from the text, must be shown within quotation marks and accompanied by the author and page number where the quote can be found. A reference list must be provided at the end of the student's work. Students are encouraged to study or consult with classmates as they complete daily or weekly class preparation, but they should not share any information in the taking of an exam.

Violations of these policies will be turned over to the Honor Council for further action as specified in the Student Handbook:

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others. I pledge that I have neither given nor received unauthorized help on this examination or assignment, nor have I witnessed any violation of the Honor Code.

Accommodations Policy and Procedures:

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, LaGrange College will provide reasonable accommodations of all medically documented disabilities. If you have a disability, please contact Brandi Cameron, Coordinator of Learning Disability Support Services at 706-880-8269. She is located in Smith Hall in room 121.

Date		Topic/Chapter	
Week 1	2/3	Syllabus Overview	\Recording of Syllabus and Journal
Week 2	2/10	Case Staffing, Check in, Expectations	Meet via Teams
Week 3	2/17	Case Presentation/Case Staffing	
Week 4	2/24	Journal Submission	
Week 5	3/3	Case Presentation/Case Staffing	
Week 6	3/10	Journal Submission	
Week 7	3/17	<i>Mid-Terms evaluations are Due</i>	Meet via Teams
Week 8	3/24	Case Presentation/Case Staffing	
Week 9	3/31	SPRING BREAK	
Week 10	4/7	Journal Submission	
Week 11	4/14	Case Presentation/Case Staffing	
Week 12	4/21	Journal Submission	
Week 13	4/28	Case Presentation/Case Staffing	
Week 14	5/5	<i>Final Reflection Due, Final Evaluations Due, Internship Log Due</i>	Meet via Teams

The professor reserves the right to make changes in this syllabus as is necessary during the semester, especially to the calendar of assignments. Updates will be provided to you either in class or electronically.

Current Course-Related Research

- Callender, K. A., & Lenz, A. S. (2018). Implications for Wellness-Based Supervision and Professional Quality of Life. *Journal of Counseling & Development, 96*(4), 436–448. <https://doi.org/10.1002/jcad.12225>
- Carlisle, R. M., Hays, D. G., Pribesh, S. L., & Wood, C. T. (2017). Educational Technology and Distance Supervision in Counselor Education. *Counselor Education & Supervision, 56*(1), 33–49. <https://doi.org/10.1002/ceas.12058>
- Field, T. A. (2016). A Different Type of Supervision: Training Clinical Mental Health Counseling Interns in Dialectical Behavior Therapy. *Journal of Mental Health Counseling, 38*(3), 233-247. <https://doi.org/10.17744/mehc.38.3.04>
- Fietzer, A. W., Mitchell, E., & Ponterotto, J. G. (2018). Multicultural Personality and Multicultural Counseling Competency in Counselor Trainees. *Counselor Education & Supervision, 57*(2), 82–97. <https://doi.org/10.1002/ceas.12095>
- Nelson, J. R., Hall, B. S., Anderson, J. L., Birtles, C., & Hemming, L. (2018). Self-Compassion as Self-Care: A Simple and Effective Tool for Counselor Educators and Counseling Students. *Journal of Creativity in Mental Health, 13*(1), 121.
- Russell-Chapin, L. A. 1,2. lar@fsmail. bradley. ed., & Chapin, T. J. 3. tedc@rms4solutions. co. (2019). Becoming a neuro-informed clinical supervisor. *Counseling Today, 62*(6), 8–11.
- Testa, D., & Sangganjanavanich, V. F. (2016). Contribution of Mindfulness and Emotional Intelligence to Burnout Among Counseling Interns. *Counselor Education & Supervision, 55*(2), 95–108. <https://doi.org/10.1002/ceas.12035>

Client Conceptualization – DO A CLIENT MAP (Seligman, 1998)

Please included as much information as possible and relevant to the specific client case

Diagnosis

What is the client's diagnosis, if your site does not diagnose – please try anyway
Use 5 level diagnostic system.

Objectives of Treatment

What is the long term goal?
What is the two short term goals?
What are the objectives for the short term goals?

Assessment

Presenting Concern
Demographic Characteristics
Mental Status Information
Cultural and Religious Background
Family Background
Other relevant past history and experiences
Social Behavior
Lifestyle
Education and Occupation History
Family History of Psychiatric Illness
Has the client been administered any assessments (i.e., Beck Depression Inventory, et cetera)? (If so, please indicate which assessments or assessment outcomes if available)

Clinician Characteristics

What is your style/approach to working with this client?
What are you cognizant of when providing services?

Location of Treatment

Where is treatment offered (i.e., in the home, in the office, in the community)
How is the treatment afforded by the client?
How often does the client attend scheduled sessions?

Interventions to be used

In consideration of the objectives and clinician characteristics, what type(s) of interventions have you selected?

Emphasis of Treatment

What are the themes?
How have you adopted a counseling approach/theory to your work with the client?

Numbers

What is the number of people in treatment?
Is the client receiving individual, family and/or group therapy?
What are you specifically involved in?

Timing (frequency, pacing, duration)

How often do you meet with the client?
How long are sessions?

What is the pace/format of the session?

Medication Needed

Is the client prescribed medication?

What do you know about the medication?

Adjunct Services

What other services does the client receive?

Are there community resources available for the client?

Prognosis

Based on all of this information, what is your prognosis for the client?

Seligman, L. (1998). *Selecting Effective Treatments: A Comprehensive Guide to Treating Mental Disorders*. [Revised Ed] CA: Jossey-Bass.

Class Presentation Requirements

1) Please prepare this information in a PowerPoint document format to share with your peers on a client that you are experiencing difficulties with. It is suggested that you do not select a client that you are having success with because the feedback provided by peers will then be less relevant and we want the presentation assignment to be the most beneficial to you as an intern.

2) Please develop 3 questions related to your case in which you honestly request the feedback and insight from your peers.

