

HUNTINGTON

— UNIVERSITY —

Graduate Counseling Program

We provide Christ-centered, quality counselor training that promotes both scholarship and service.

CN 651 Supervised Internship Syllabus SPRING 2019 - Residential

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Office hours: Email to request appointment

Course Description:

This course provides students the opportunity to practice and provide a variety of counseling related activities that would normally be expected of a regularly employed counselor. The 300-hour internship requires a minimum of 150 direct client contact hours and includes weekly individual and group supervision from a site and University supervisor. Grading: Satisfactory/Unsatisfactory. Prerequisite: CN 650

Course Goals and Objectives:

This course requires completion of a supervised internship of 300 hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor. After completing CN 651 students will be able to:

1. Demonstrate the ability to apply various counseling theories in counseling practice (CACREP II.F.5.a).
2. Strengthen interviewing, intervention, diagnostic, and counseling skills (CACREP C.2.d, C.3.a; C.3.b)
3. Demonstrate competence in a systems approach to case conceptualization and treatment planning (CACREP F.5.b.; F.5.h.; F.5.i)
4. Demonstrate an understanding of and the ability to apply and adhere to critical ethical and legal standards relevant to clinical practice (CACREP F.1.i)
5. Show an understanding of issues of diversity and how these issues impact clinical service and interventions (CACREP F.2.d; F.2.f; F.2.g; C.2.j)

Required Course Texts and Readings

- American Counseling Association. (2014). *Code of Ethics*. West Alexandria, VA: Author.
- American Mental Health Counseling Association. (2015). *AMHCA Code of Ethics*. Alexandria, VA: Author.
- American Psychiatric Association. (2013). *Desk reference to the diagnostic criteria from DSM-5*. Arlington, VA: Author.
- Kottler, J. A. (2015). *The therapist in the real world: What you never learned in graduate school (but really need to know) (2nd ed.)*. New York, NY: W. W. Norton & Company. ISBN-10: 039371098X; ISBN-13: 978-0393710984
- American Psychological Association (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author. [ISBN: 9781433805615].
- Holy Bible *Translation of student's choice*

Recommended Course Texts

- Baird, B.N. (2013). *The internship, practicum, and field placement handbook: A guide for the helping professions (7th ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner, 5th ed.* Hoboken, NJ: Wiley.

Method of Instruction and Course Requirements

This class includes seminar-style class discussion, case presentations, skill building exercises, and other teaching methods utilized to monitor and facilitate students' self-awareness, professionalism, and the integration of academic and experiential learning. Students are expected and encouraged to actively participate in this learning experience.

- 1. CLINICAL HOURS:** Students are required to complete 300 hours of clinical training at an approved site, of which 150 hours must be face-to-face direct client contact, over the semester of Internship.
- 2. GROUP SUPERVISION:** Students will be expected to attend group supervision sessions, led by a Faculty Supervisor, that meets an average of 1 ½ hours per week.
- 3. INDIVIDUAL SUPERVISION:** Students are expected to engage in one-hour weekly of individual or triadic supervision with a Site Supervisor.
- 4. PAPERWORK and EVALUATIONS (70 points total):** All Internship students must upload the following items to Moodle in the time frame specified. All forms may be found in Moodle course under the Forms heading.
 - a. Initial Paperwork [5 points each]:**
 - *Proof of Insurance* (prior to the first day at your site);
 - *Emergency Contact Information & Procedures*;
 - *Internship Contract* (with signatures prior to the first day at your site);
 - *Internship Learning Goals* (within two weeks of starting at your site).
 - b. Midterm Paperwork [5 points each]:**
 - *Cumulative [Midterm Internship] Hours Log* (with signatures);

- *Midterm Student Evaluation of Site Supervisor*
- *Midterm Site Supervisor's Evaluation of Intern;*

c. Final Paperwork [5 points each]:

- *Cumulative [Final Internship] Hours Log (with signatures)*
- *Final Site Supervisor's Evaluation of Intern;*
- *Student's Evaluation of Site Supervisor;*
- *Student's Evaluation of Faculty Supervisor;*
- *Student's Evaluation of Internship Site;*
- *Final Learning Goals Assessment*
- *Final Faculty Supervisor's Evaluation of Intern (your faculty supervisor will upload this document);*

5. CASE PRESENTATIONS: You will be responsible for preparing 4 formal case presentations during the semester of internship. The case presentation will be presented both orally and submitted in written report form. Due dates will be assigned by the professor during the first class meeting. Case Presentation Reports (see included form) must be completed for each presentation. Guidelines for the full case presentation are included at the end of the syllabus. Though not required, students may find it helpful to use the Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2014) text to assist with treatment planning. Remember to adhere to all AMHCA ethical codes including confidentiality when preparing case presentations. Please refer to the Practicum and Internship Handbook for acceptable ways to ensure confidentiality of case presentations and written reports.

**CASE PRESENTATION GRADING RUBRIC
(45 points each)**

30 points for written Case Presentation Report

15 points for oral presentation

[Rubric can be adapted for your use.]

	Points Possible	Points Earned
Written Case Conceptualization	(30)	
Thoughtfulness of student's reflection; writing flow; thoughtful inclusion of each required case presentation component including accurate conceptualization of client presentation	10	
Reflects an understanding of the principles, models, and documentation formats of biopsychosocial conceptualization and treatment planning.	8	
Demonstrates an understanding of selecting appropriate assessment interventions to assist in diagnosis and treatment planning, including an awareness of cultural bias	12	

APA-style formatting including title page; proper grammar, punctuation, and error-free spelling.	7	
Follows page number guidelines	3	
Oral Presentation	(15)	
Presentation reflected, in a concise manner, an understanding of the principles of case conceptualization; attended to elements of written case conceptualization	15	
TOTAL	45	

6. **VIDEO and/or AUDIO TAPES:** Students will submit **3** video and/or audio-tapes on dates assigned by the Faculty Supervisor that illustrates the student's counseling skills. A Consent for Audio/Video Recording form (available in the Practicum and Internship Handbook and in Moodle) must be completed before an internship student can record a video and/or audiotape. Along with the video and/or audiotape a student will complete a self-assessment of counseling skills to be turned in with the video and/or audiotape. For sites that do not permit taping, the site supervisor must do a live observation of the student and complete the Site Supervisor Live Observation Form. The Live Observation Form is required **ONLY** if the site does not permit taping and the form may be found in the Forms folder in the course Moodle site. Students are encouraged to meet individually with the Faculty Supervisor to discuss the recorded session, and the student's general progress and professional growth as a counselor.

VIDEO / AUDIO TAPE GRADING RUBRIC
(40 points total = 20x3)

	Points Possible	Points Earned
Video/Audio submitted	10	
Student Self-Evaluation for Video completed and submitted	10	
TOTAL	20	

7. **PROFESSIONAL GIFT TO OTHER STUDENTS:** Each student will bring a resource that they have found very helpful to their development and functioning as a counselor. This could be a significant article from a professional journal, information on a particular treatment issue, group leading aides, or information gleaned from their internship site regarding particular treatment issues such as brief therapy, eating disorders, addictions, sexual abuse, etc. The purpose of this

gift is to add to the resources of other students and to model the concept of the members of a treatment community being resourceful to one another.

PROFESSIONAL GIFT GRADING RUBRIC
(25 points total)

	Points Possible	Points Earned
Thoughtfulness of professional gift; timely sharing; accessible format for peers	13	
Reflection and presentation includes graduate level critical thinking, key insights gained, and potential implications for future gift use	12	
TOTAL	25	

8. READING JOURNAL: Each student will need to read the Kottler text and interact with the text in a journal. The student should have one sizable paragraph (6 – 10 sentences) for each chapter assigned in the week. The entry should summarize their thoughts and responses to the reading. Additionally, the entry should identify two “take-away” observations and two questions. The student will be asked to review and discuss these in class. This evaluation will be evaluated by completion only. The grade at each submission point will be computed by granting 4 points per sufficient entry. The lowest entry will be dropped.

Student Performance Evaluation Criteria and Procedures

Paperwork & Evaluations [Initial; Midterm; Final]	70 points
Case Presentations	4 x 45 pts. each = 180
Video / Audio Tapes (3)	60 points (20x3)
Professional Gift	25 points
Reading Journal	50 points
Total possible points	385 points

This course is graded as Satisfactory/ Unsatisfactory. **Students must complete sufficiently all requirements by the end of the semester of Internship in order to receive a final grade of “Satisfactory.” All final Evaluations of Counseling Skills and Dispositions must be sufficient to pass the course. See the Policy Regarding Evaluations and Course Grade in the policies section of this syllabus for more information.**

Grading Scale:

A	95 - 100%	C	75 - 78%
A-	92 - 94%	C-	72 - 74%
B+	89 - 91%	D+	69 - 71%
B	85 - 88%	D	65 - 68%
B-	82 - 84%	D-	62 - 64%
C+	79 - 81%	F	61% and below

COURSE LEARNING GOALS

K, S, V Outcomes	Instruction (When, How)	Evaluation Method
Ability to apply/ adhere to ethical & legal standards (CACREP CMHC B.1)	Weekly, group and individual supervision discussions, experiential application, & completion of required paperwork	Final Site Supervisor's Evaluation of Intern (FSSE)
Know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP CMHC C.7)	Weekly group supervision, individual supervision, individual case presentations	Case Presentation (CP)
Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (CACREP CMHC D.1)	Weekly group supervision, individual supervision, discussion forum week	Final Site Supervisor's Evaluation of Intern (FSSE)
Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (CACREP CMHC D.2)	Weekly group supervision and individual supervision case presentations	Final Site Supervisor's Evaluation of Intern (FSSE)
Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling (CACREP CMHC D.5)	Weekly group supervision and individual supervision case presentations	Final Site Supervisor's Evaluation of Intern (FSSE)
Applies current record-keeping standards related to clinical mental health counseling (CACREP CMHC D.7)	Individual supervision, monthly review of Hours Log	Final Site Supervisor's Evaluation of Intern (FSSE)
Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (CACREP CMHC D.9)	Weekly group supervision and individual supervision case presentations,	Case Presentation (CP)
Demonstrates ability to modify counseling theories, techniques,	Weekly group supervision, individual supervision case presentations	Final Site Supervisor's Evaluation of Intern (FSSE)

and interventions to make them culturally appropriate (CACREP CMHC F.3)		
Select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols (CACREP CMHC H.1)	Weekly group supervision and individual supervision, case presentations	Case Presentation (CP)
Demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for diverse populations (CACREP CMHC H.2)	Weekly group supervision and individual supervision	Final Site Supervisor's Evaluation of Intern (FSSE)
Demonstrates appropriate use of the current edition of the DSM, describing the symptoms and clinical presentation of clients with mental and emotional impairments (CACREP CMHC L.1)	Weekly group supervision, case presentations	Final Site Supervisor's Evaluation of Intern (FSSE)
Conceptualizes an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals (CACREP CMHC L.2)	Weekly group supervision, case presentations,	Final Site Supervisor's Evaluation of Intern (FSSE)
Demonstrates a respectful and non-judgmental attitude toward all persons and valuing of that which brings them health and wholeness	Weekly group supervision and individual supervision & review of recorded session	Final Faculty Supervisor's Evaluation of Intern (FFSE)
Demonstrates a valuing of mental health work as an outreach of the individual Christian and of the church	Weekly group supervision and individual supervision & experiential application	Final Faculty Supervisor's Evaluation of Intern (FSSE)
Demonstrates ability to benefit from supervision as well as the skills to work independently when appropriate	Weekly group supervision and individual supervision	Final Faculty Supervisor's Evaluation of Intern (FSSE)

The table below maps the course assignments to the course learning goals listed above.

CMHC	B1	C7	D1	D2	D5	D7	D9	F3	H1	H2	L1	L2
FSSE	x		x	x	x	x		x		x	x	x
CP		x					x		x			

Class Policies

Right of Revision: While the assignments are connected to assessment the facilitating instructor has the authority to change an assignment to better fulfill the objectives of the class if in his/her estimation it is believed that the assignment will better accomplish that objective. No advanced notice is required and those students who work ahead may find that they will have an extra assignment to complete this class.

Group and Individual Supervision: Your class will meet for supervision with your Faculty Supervisor every week for 1½ hours. This will be a time to discuss your clients, your experiences in therapy and the weekly assignments. You will also need to meet weekly with your Site Supervisor for 1 hour. Weekly supervision from a university and site supervisor is required of all Practicum and Internship experiences. In addition to your weekly group supervision meetings with your class, you need to secure a licensed site supervisor who can provide you one hour of supervision weekly. See FAQ's for Practicum and Internship for additional information.

Policy Regarding Student's Evaluations and Course Grade: In CN650 Practicum, students must receive a minimum computed grade of 69% on their Evaluation of Counseling Skills and Dispositions to pass the course. In CN651, students must receive a minimum computed grade of 72%, and a minimum computed grade of 75% in CN652. These grades are required regardless of the student's grades on other assignments in the course. Failure to achieve these grades will result in either an F for the course or an Unsatisfactory for the course. Failing to receive a sufficient computed grade on the Evaluation will require either a repetition of the course, a repetition and a plan for remediation, or termination from the M.A. in CMHC program. Greater preference is given to evaluations from site supervisors, but does not exclude evaluations by faculty supervisors. The Program Director reserves the right to make exceptions to this policy in warranted cases.

Work Turned in Policy: All work assigned must be turned in for a student to successfully complete this course. Each assignment is tied to the course objectives and assessment of this class and therefore needs to be completed to comply with assessment requirements of our regional accrediting body. Should a student fail to turn in an assignment, the professor decides if that student may pass the course.

Missed and Late Assignments Policy: All paperwork and assignments must be completed in order to pass this class. There is no exception to this policy. Late assignments reflect on a student's developing professionalism as a mental health counselor. Late submissions will be penalized for one letter grade (10 points) for each day late. No late assignments will be accepted beyond the last date of class.

Writing Expectations: Graduate students are expected to submit written work that reflects personal engagement and cognitive, affective and skill based learning. Papers will be graded for content that analyzes, evaluates and synthesizes, spelling, grammar, and style. The APA format is expected for writing assignments unless otherwise indicated. The elements of APA that typically apply are the following: Title Page, Running Head, Content Heading if applicable, in paper citation of references used and list of all References at the end of the paper.

You may want to purchase: *The Publication Manual of the American Psychological Association*, Sixth Edition. Each course web site has "Citation Help" which provides helpful links and tutorials.

Email Communication: Students are expected to check their Huntington University email address on a regular basis throughout the week to access course information and updates.

Plagiarism and Cheating:

Plagiarism is the use of the ideas, information, or wording of another without proper acknowledgement, leaving the false impression that the material is original with the student. Students will be held responsible for knowing the difference between legitimate and illegitimate use of source material. The academic community places high value on intellectual honesty. Representation of work as one's own but taken from another source by plagiarism or cheating is a serious offense, the penalty for which will result in failure for the paper or exam and may result in failure for the course.

Technology Support: If you have any technical questions or problems with Moodle, Adobe Connect, or other technology, you can email moodlehelp@huntington.edu or call phone support at 260-359-4357. Phone support hours are: Monday – Friday 8:00 AM to 5:00 PM

Library Services: You will see a Library Guide that will connect you to all the library services available to you from Huntington University.

Disability and Accessibility:

In compliance with Section 504 of the Rehabilitation Act of 1973, Huntington University makes reasonable accommodations for students with disabilities. The director of the Academic Center for Excellence (ACE) is the advocate and coordinator of services for students with disabilities at the University.

Any student who has a learning, orthopedic, sensory or mental health condition that substantially limits one or more major life activities and who would benefit from accommodations may be eligible for assistance. Students may contact the ACE in person, by phone at 260-359-4290 or by e-mail at kchafin@huntington.edu for more information.

CN 651 - Supervised Internship Course Schedule

Date/Week	Topic/Assignments	Readings/Due Dates
Week One 1/10/19	Course Introduction	INITIAL PAPERWORK DUE
Week Two 1/17/19	Independent Work	Kottler - 1 <i>What You May Not Have Learned in Graduate School</i>
Week Three 1/24/19	Group Supervision	Kottler – 2 <i>Seismic Shifts in the Practice of Therapy</i>
Week Four 1/31/19	Group Supervision	Kottler – 3 <i>Walking on Water and Other Realistic Expectations</i>
Week Five 2/7/19	Group Supervision	Kottler – 4 <i>Organized Confusion: Making Sense of Change Processes in Clients, the Profession, and Ourselves</i>
Week Six 2/14/19	Individual Supervision	Kottler – 5 <i>Returning to the Basics When it All Starts to Sound Familiar</i>
Week Seven 2/21/19	Group Supervision	Kottler – 6 <i>Clients Are Your Best Teachers</i>
Week Eight 2/28/19	Formative Assessment – Individual Meetings	Kottler – 7 <i>Relationships Are (Almost) Everything</i> MIDTERM PAPERWORK DUE READING JOURNALS 1-5 DUE
Week Nine 3/7/19	Group Supervision	Kottler – 8 <i>Honoring and Telling Stories</i>
Week Ten 3/14/19	Group Supervision	Kottler – 9 <i>Private Practice and/or Public Service?</i>

BREAK 3/21/19	Spring Break	
Week Eleven 3/28/19	Individual Supervision	Kottler – 10 <i>Upgrading Your Presentations</i>
Week Twelve 4/4/19	Group Supervision	Kottler – 11 <i>Writing and Publishing for Pleasure, Purpose, or Profit</i>
Week Thirteen 4/11/19	Group Supervision	Kottler – 12 <i>Navigating Organizational Politics</i>
Week Fourteen 4/18/19	Orientation to LMHCA Application Process Professional Gift to Others	Kottler - 13 <i>On Supervision, Mentoring, Mastery, and Creativity</i> PROFESSIONAL GIFT DUE
Week Fifteen 4/25	Summative Assessment – Individual Meetings	FINAL PAPERWORK DUE READING JOURNALS 6-13 DUE

Course Assignment Instructions and Grading Rubrics

CASE PRESENTATION GUIDELINES

Each student will develop two detailed case presentations of a client/couple with whom they have counseled during their internship experience. In the presentations they will demonstrate both clinical assessment and planning/treatment skills necessary for competency as a counselor. Both presentations will consist of the following elements that will be presented in both written (copy for faculty internship supervisor) and orally. Written materials must be in APA format and of appropriate length (6-8 pages) to provide a professional case study. Care must be taken to protect the confidentiality of the patient/client and specific personal information must be changed.

A written Case Presentation Report adhering to the outline provided below will be submitted to the student's faculty supervisor at the time of each presentation. The following information is to be included in the case presentations:

<u>Client information:</u> (name, age, gender, race/ethnic info, appearance, marital status, number of sessions attended) *Remember to use a pseudonym	
<u>Presenting problem:</u> (why the client reports he/she is seeking counseling)	
<u>Symptoms:</u> (what the client reports in session – thoughts, feelings, behaviors , use separate paragraphs for each of these)	
<u>Signs:</u> (counselor’s observations during session(s) – thoughts, feelings, behaviors , use separate paragraphs for each of these)	
<u>Strengths and resources:</u> (strengths the client possess and resources available to the client)	
<u>History of presenting problem:</u> (onset, duration, frequency, severity , use separate paragraphs for each of these and include relevant medical information including medications)	
<u>Family/social history:</u> (childhood experiences to current experiences)	
<u>Individual and family treatment history:</u> (include inpatient, outpatient and family therapy)	
<u>Current assessment and functioning:</u> (ability to function day to day)	
<u>Differential diagnosis:</u> (possible present diagnosis)	
<u>Diagnostic impressions:</u> (your diagnostic impressions)	
<p><u>Case formulation and treatment plan:</u> (Write a brief description of this client that summarizes the key characteristics and concerns.</p> <p>Follow this with a treatment plan that includes goals (stated in terms of the client: Client will...) and interventions (stated in terms of the counselor: Counselor will...). Be sure your goals are specific, attainable, and measurable.</p>	
<u>Client goals:</u> Client will engage in the therapeutic relationship	<u>Counselor interventions:</u> Counselor will provide empathy, unconditional positive regard, and warmth
<u>Evaluation:</u> Provide a summary of your experience in working with this client. Issues to be discussed include, but are not limited to: positive and negative of the experience, interpersonal challenges and limitations intern had to face and how intern he/she overcame them, discussion of what you learned about the issue client presented; discussion of what techniques helped client change and why/why not, modifications made to treatment to be more culturally appropriate for client, and discussion of how internship experience benefited/did not benefit the intern.	

Oral and Visual Presentation of the Written Case

Case presentations will be conducted during the class meeting times according to the outline provided and the faculty supervisor's directions. Students will present to the professor and other interns the details of the case in a presentation that encourages discussion, not merely lecture. The student will present the material in a format that is similar to a treatment team meeting discussing diagnosis and therapy for the client. Other interns participating are expected to participate in the presentation by asking questions, clarify information, in order to make diagnostic and treatment impressions. Each intern will develop a detailed case presentation of a patient/client with whom they have counseled during their internship experience. In their presentation they will demonstrate both clinical assessment and planning/treatment skills necessary for competency as a counselor. The focus is on the student counselor in order to provide the student with constructive feedback. Please do not read the written report to the class.

The intern will serve as a team leader of a treatment team discussing diagnosis and treatment during group supervision. Other interns participating in the presentation will ask questions of presenter to gain further information for diagnostic purposes. The group will use the consensus method to examine diagnosis and treatment. At the conclusion of discussion, the presenting intern will give his/her diagnosis and treatment plan with appropriate rationale.

Students should address spiritual and faith issues that are relevant to the case and explain how these are addressed in treatment. In some cases, interns will be in a secular setting that prohibits the use of faith integration. In these cases, students will discuss what they would consider if they had worked with clients in a setting conducive to faith integration. The intern's own belief system and how it interferes with or supports the client will be discussed. Included in this discussion of belief system would be their view of their responsibilities as a Christian counselor and discussion of their view of applicable theological issues.



**HUNTINGTON UNIVERSITY
GRADUATE COUNSELING PROGRAM**

Audio/Video Consent Form

I, _____, give my permission for this counseling
(client's name)
session on _____ to be audio/videotaped. I understand that this is to be used for
(date)
training and supervision purposes only and will only be observed by my counselor and his/her
supervisor.

I also understand that no other use of this recording will be considered without obtaining further
consent from me. My signature below indicates that I have read, understood, and am giving my
approval for this activity.

(client)

(counselor)

(date)